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DISCOVERING AND ENHANCING TRANSVERSAL SKILLS FOR AND THROUGH SPORT VOLUNTEERISM

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Empowering Youth Volunteers through Sport in the Mediterranean Region

Co-funded by the Erasmus+ Programme of the European Union

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MODULE 1.

Introduction

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

The purpose of this module is to provide a better understanding both theoretically and practically of the notion of volunteering and its ethical application, particularly with a focus to the realm of sport.

Furthermore, this module will provide some tools and exercise which will further promote awareness regarding your own motivations and professional/personal objectives.

Learning Outcomes

Module 1 - **Introduction** - aims to lay the foundation for the EYVOL Programme by providing a better understanding of the notion of volunteering and its relevance in sport, as well as the key ethical concerns that need to be considered.

Specifically, after completing this module YOU will be able to:

1. Discuss the notion of volunteering and its application within the sport field;
2. Comprehend motivations and benefits of volunteering;
3. Analyse the application of Ethical Volunteering Practice;
4. Identify relevant transversal skills acquired through volunteering.

Why is this important?

This module aims to lay the foundation for the EYVOL Programme by providing a better understanding of the notion of volunteering and its relevance in sport, as well as the key ethical concerns that need to be considered.

The knowledge provided in Module 1 will inform the core principles of the optional modules:

- *Module 2: Sport4Development*
- *Module 3: Supporting personal development through sport*
- *Module 4: Health Enhancing Physical Activity*
- *Module 5: Working with socially disadvantaged/vulnerable groups*
- *Module 6: Designing programmes and accessing funding*
- *Module 7: Recruiting volunteers and promoting volunteering events*
- *Module 8: Volunteering at major events*

Topic 1 - What is volunteering

1.1 Key Knowledge

In this section we are going to provide a general definition to explain the concept of volunteering. This will help you understand the key stakeholders involved, who may benefit from your activities and the fundamental principles guiding volunteering practice.
Also, we will look at the different ways in which volunteering could be applied regardless of the context and the environment in which it might take place.

WHAT IS VOLUNTEERING?

Even though there are several definitions of what volunteering is, most researchers agree that volunteerism is "an activity that involves spending unpaid time doing something that aims to benefit the environment or individuals or groups (other than or in addition to close relatives)".

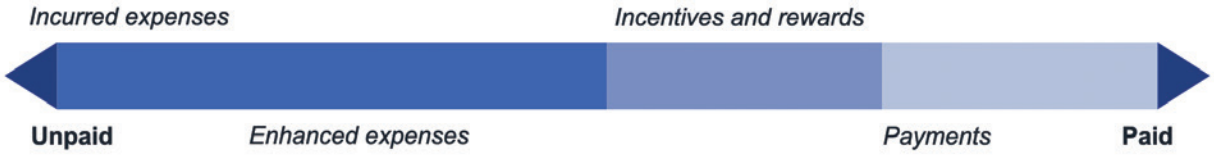
WHAT ARE THE PRINCIPLES OF VOLUNTEERING?

Researchers have also discussed the main principles around which volunteerism is built. The most common principles discussed are the following:

• **Absence of remuneration or payment:** At first glance the issue of payment seems straightforward; the definitions in common usage and the current legal framework make it clear that volunteering is unpaid. Nonetheless, there is no shortage of examples of people regarded as volunteers who receive some kind of payment above and beyond, or different from, the reimbursement of expenses incurred as volunteers. These may include formal incentives for involvement such as a concert ticket; a living allowance for full-time youth volunteers; the employer-supported volunteer who gets time off with pay; and the volunteers at museums who receive a discount on their membership cards. Studies have found that these different types of incentives are categorized in four main ways of payment:

- *Incurred expenses* - ensuring that volunteers are not out of pocket as a result of their involvement.
- *Enhanced expenses* (often considered to be enablers) - providing at rate expenses and living allowances.
- *Incentives and rewards* - aimed at encouraging people to get involved in volunteering or at expressing gratitude for their contribution.
- *Payments* - an explicit exchange of hours volunteered in return for the payment of money or gifts.

Figure 1: The payment spectrum

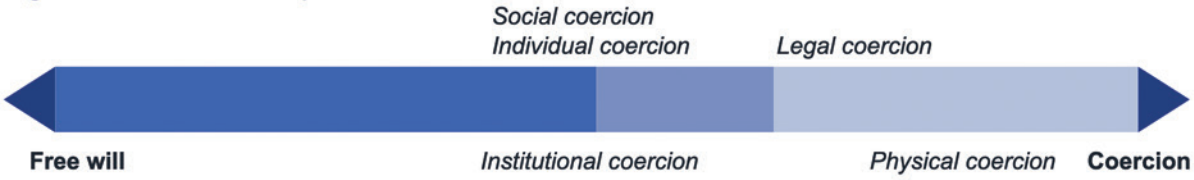


https://www.ifrc.org/docs/IDRL/Volunteers/a-rose-by-any-other-name-what-exactly-is-volunteering.pdf; p12; consulted 17 November 2020.

- **Free will:** Although most of the volunteering programmes are an activity which is undertaken as the result of an exercise of free will, there are a number of external influences, pressures, constraints and coercive factors that impinge upon the individual's freedom of action. Below we list the five most common factors for this coercion:

- **Physical coercion:** Involves a direct threat to an individual's physical well-being if they fail to follow a particular course of action; this is the 'gun to your head' scenario
- **Legal coercion:** Involves a legal requirement to follow a particular course of action such as undertaking community service as a sentence
- **Institutional coercion:** Involves pressure (sometimes formalised) from institutional structures to follow a certain course of action. One example is pressure from management to take part in a company's employer-supported volunteering scheme.
- **Social coercion:** Involves informal pressure from an individual's family or community (or society more generally) to follow a certain course of action. This might involve pressure on parents to help with school-based leisure activities in which their children are involved or indeed children who are involved in activities related to their parents' interests
- **Individual coercion:** Involves informal pressure from one individual (or a small group) to follow a certain course of action. An example might be helping an organisation that your partner feels passionately about.

Figure 2: The free will spectrum

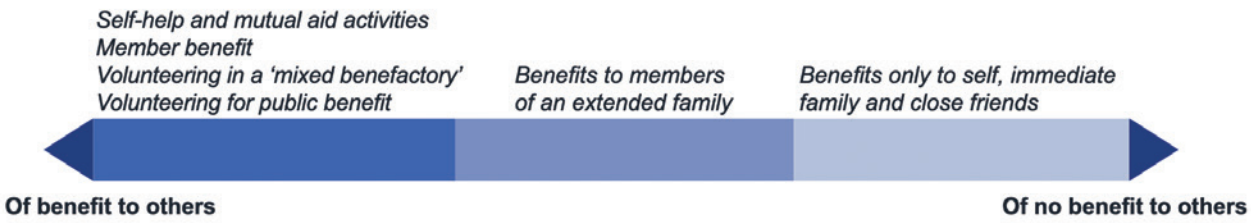


https://www.ifrc.org/docs/IDRL/Volunteers/a-rose-by-any-other-name-what-exactly-is-volunteering.pdf; p14; consulted 17 November 2020.

- **Benefit to others:** The main point identified by the researchers for this principle are the following:

- **Self-help and mutual** aid activities which benefit members of a small group or tight-knit community as well as the volunteer.
- **Member Benefit:** Where the benefits are largely or exclusively to members of a club, society or association.
- **Volunteering in a 'mixed benefactory':** where there are benefits not only for the members of a club, society or association but also for a wider public.
- **Volunteering for public benefit.**

Figure 3: The benefit spectrum



https://www.ifrc.org/docs/IDRL/Volunteers/a-rose-by-any-other-name-what-exactly-is-volunteering.pdf; p16; consulted 17 November 2020.

WHAT ARE THE CATEGORIES IN WHICH VOLUNTEERING COULD BE BASED ON?

Moreover, experts and researchers have also observed that volunteering has four dimensions which enable us to make distinctions between different manifestations of volunteering. These enable them to suggest categories of volunteering based on:

- The final outcome or final purpose of the activity
- The kind of activity involved
- The nature of the organisational context within which volunteering takes place
- The amount and intensity of time committed by the volunteer.

TYPES OF VOLUNTEERING

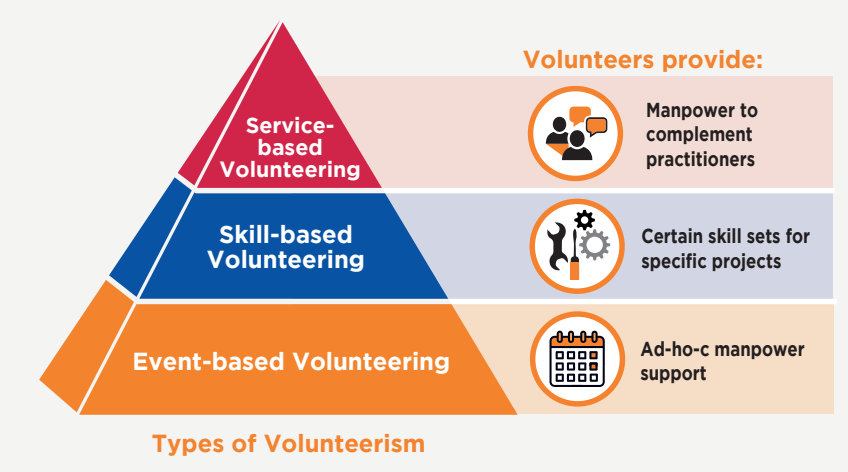
As mentioned before, volunteering is an activity or an action that could be taken into many different contexts covering various numbers of events, fields, works, etc.

To contextualize these, some researchers and experts have agreed on having 3 main different ways in which people could volunteer.

- **Service-Based Volunteering Senior Activity Centers:** Provides manpower resources to a social service agency to complement the practitioners. Some examples include befriending and mentoring, Seniors' Activity Centres and for programmes for youths-at-risk, and caregiver support.

- **Skills-Based Volunteering:** Professionals use their talents, experiences and resources to strengthen the capabilities of social service agencies.

- **Events-Based Volunteering:** These are one-time activities such as national celebration days, fundraising events, any major sport event, etc.



https://www.ncss.gov.sg/GatewayPages/Donate-Volunteer/Volunteer/Types-of-Volunteerism; consulted 17 November 2020.

ROLE OF VOLUNTEERING IN SPORTS SECTOR

Sport and recreation help to build communities through social inclusion and a sense of connection to a community. Sport can also play a positive role in many people's lives, from diverting young people away from crime and anti-social behaviour, to improving physical and psychological wellbeing.

In recent years, the role of volunteers and their contribution to the sport and active recreation sector has received much greater attention. These volunteers, in the main, happened to be part of Sports for development programmes, sport events or small/big non-for-profit organizations that depend a lot on the volunteering work of the people.

These organizations have realized that the value of volunteers has been captured as a measured input of their time, and a measured output of their contribution. Therefore, many programs and strategies have been developed to identify, attract, retain and recognise volunteers within the sport and active recreation sector.

Volunteers add great value to the sports sector by ensuring that organised activities are accessible, well run, and inclusive. The popularity of volunteering, particularly within the sport and active recreation sector, has increased significantly.

DIFFERENT SPORT EVENTS AND VOLUNTEERISM

Different types of sport events happen every year, but one of the characteristics that differentiates them is the time duration of the event. One of these examples is known as Major Sport Events, which tend to happen annually or even every four years, like the Olympic Games compared to weekly leagues, monthly events or even events of shorter duration (perhaps a week, a weekend, or even a day).
But in order for these events to happen, they need a big number of people to collaborate with the planning, organization and execution of the event. Most likely, these people happen to be volunteers.

TYPES OF PEOPLE THAT VOLUNTEER IN SPORTS

The types of people who volunteer in sport fall under the same principles (absence of remuneration or payment, free will and benefit to others) that form the concept of volunteerism. According to Clearinghouse for sports, there are 10 types of people that volunteer in sports[1]:

1. **Happy Helpers** - volunteers who support their family in their activities by volunteering in club sport. These volunteers are likely to be involved in multiple activities.
2. **Community Committed** - these volunteers are motivated by the social interaction and enjoyment that volunteering offers. They have a feeling of identity and commitment to a community organisation and its future.
3. **Opportunists** - this group of persons volunteer to gain a personal benefit, such as practical skills or work experience. They also enjoy being part of the atmosphere of a sporting environment, or having the chance to meet elite athletes or sporting personalities.
4. **Altruists** - these volunteers have a desire to help others, to give back to the community, and to help the disadvantaged.
5. **Overcommitted** - these persons volunteer because they feel it is expected of them. They often feel they could use their time elsewhere.
6. **Occupied Observers** - this group is not averse to volunteering for club sport, but they simply have other priorities and are most likely to volunteer if their own child is directly involved.
7. **Side-lined** - persons who are open minded about volunteering, but injury, lack of time, or some other personal reason becomes a barrier.
8. **Self-Servers** - this group is yet to find a cause they feel passionate about. They may be motivated if they perceive a personal benefit.
9. **Well Intentioned** - this group has no real reason to volunteer within the sport sector. They are unlikely to be sports participants themselves.
10. **Uninvolved** - this group has little interest in either sport or volunteering in general.

The sport volunteers can be further classified into two major groups in the organization of the event:

- **Planning volunteers:** Involved from several months up to several years leading up to the event
- **On-site volunteers:** Involved during the event itself.

[1] Clearinghouse for sports, 2010; Volunteering in Sports; https://www.clearinghouseforsport.gov.au/knowledge_base/sport_participation/community_engagement/volunteers_in_sport; Consulted 13 of October, 2020.

1.2 Learning Check

- According to the experts, what are the 3 main principles of volunteerisms:

1. _____
2. _____
3. _____

- **True or false**

  The following statement is part of categories in which volunteering could be based on:

  The nature of the organisational context within which volunteering takes place_____

- Try to find 6 of the different types of people that volunteer:

C	O	M	M	I	T	T	E	D	V	A	C
O	B	I	T	D	B	X	P	W	C	P	M
K	E	H	E	L	P	E	R	S	Z	H	A
O	P	P	O	R	T	U	N	I	S	T	S
L	U	N	I	N	V	O	L	V	E	D	K
S	I	D	E	L	I	N	E	D	Q	L	U
I	Q	Z	P	L	D	H	P	C	M	S	E
S	A	L	T	R	U	I	S	T	S	P	J

Find the following words in the puzzle.
Words are hiden → and ↓

ALTRUISTS
COMMITTED
HELPERS
OPPORUNISTS
SIDELINED
UNINVOLVED

1.3 Mini-Case Study

CASE STUDY 1 - What type of volunteer are you?

To help you better understand what type of volunteer you are, Erasmus Student Network (ESN) has developed a questionnaire "What type of volunteer are you?" that will help you figure out the profile of volunteer that best fits you.

1.4 Take-Away Task

Based on what we have been said above, please help us find 2 different examples for each of the different types of volunteering.

Service-Based Volunteerism

- Example 1:
- Example 2:

Skills-based volunteering

- Example 1:
- Example 2:

Events-Based Volunteering:

- Example 1:
- Example 2:

1.5 Summary & Reflection

Volunteering is an activity that is present everywhere and in different contexts. But we need to remember the correct definition of what it is: "an activity that involves spending unpaid time doing something that aims to benefit the environment or individuals or groups (other than or, in addition to close relatives)".
First, we have to remember the 3 main principles of volunteerism:

- Absence of remuneration or payment
- Free will
- Benefit to others

Second, keep in mind that volunteering could be seen as a way of: work, recreation, philanthropy, caring, activism, participation and learning.

Third, that there are 3 main types in to practice volunteerism:

1. Service-Based Volunteering
2. Skills-based Volunteering
3. Events-Based Volunteering

And finally, that Volunteering plays a major role in sports – it has become a really important factor for many sports projects and events to be able to happen. It is important to keep in mind that there are several types of people willing to volunteer but that they all have different needs and wants.

1.6 What to Next?

- Baum, T. & Lockstone, L. (2007); Volunteers and mega sporting events: developing a research framework; https://www.researchgate.net/publication/228860171_Volunteers_and_Mega_Sporting_Events_Developing_a_Research_Framework

- Paine, A. E., et al. (2010); Revisiting the question: 'what exactly is volunteering?' https://www.ifrc.org/docs/IDRL/Volunteers/a-rose-by-any-other-name-what-exactly-is-volunteering.pdf

- Clearinghouse for sports, 2010; Volunteering in Sports; https://www.clearinghouseforsport.gov.au/knowledge_base/sport_participation/community_engagement/volunteers_in_sport; Consulted 13 of October, 2020

- National Council of Social Service; Types of volunteerism; https://www.ncss.gov.sg/GatewayPages/Donate-Volunteer/Volunteer/Types-of-Volunteerism

- Voluntary Action Rotherham 2011; What is Volunteering?; https://www.varotherham.org.uk/what-is-volunteering/

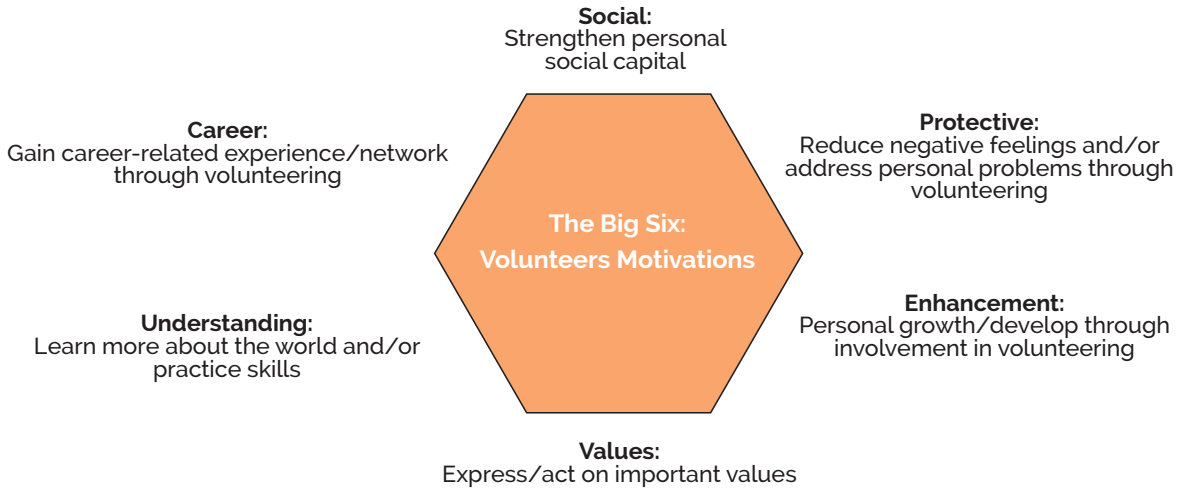
Topic 2 - Knowing yourself

1.1 Key Knowledge

In this section we are going to explain the key motivational factors to engage in volunteering whilst proposing some models to better comprehend your own personal/professional objectives to volunteer.

WHAT IS VOLUNTEERING?

There are several reasons reported by people about why volunteer such as: coming from within organizing clubs and sporting events, meeting relevant people within the chosen sport and people who carry out important functions in the world of sports in general, testing your abilities, learning through community service, being fit, feeling useful, bonding with a group of people, being change agent, improving self-esteem, feeling part of a project, experiencing the commitment, improving skills, discovering yourself, and doing it in an environment of fun and joy.
Notwithstanding, researchers Clary and Snyder have identified six overarching personal and social functions which potentially drive volunteering. Indeed, these six functions are perceived to impact individual decisions not only about becoming a volunteer in the first place but also about continuing to volunteer.



Hence, it is essential to comprehend that individuals might engage in volunteerism for different reasons as this might volunteer for the same organisations/cause but for different motivational factors. Furthermore, it is possible that individuals might engage in volunteerism for more than one motivational factor.

2.2 Learning Check

Please complete the definition of Volunteerism below:
Volunteerism refers to... MISSING WORD... MISSING WORD... MISSING WORD
Individuals might engage in volunteerism for more than one reason
TRUE/FALSE

Please kindly list here the Big Six – Motivations to Volunteer:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2.3 Mini-Case Study

CASE STUDY 1 - How do you like to learn?

Reflect upon your preferred way of learning and how this might influence the volunteerism experience. For example, you may enjoy learning by doing, or you may prefer to study something carefully by reading a text or watching a video before being throw in the deep end. Accordingly, please kindly indicate an experience which represents your preference and what would you like to gain from volunteering. This is with the intention to achieve a better comprehension of the kind of learning process/experience more appropriate for each individual holistic growth/development.

CASE STUDY 2 - How do you think

Reflect upon way of thinking/behaving and how this might influence the volunteerism experience. In merit, Belbin has developed the Belbin Self-Perception Study to assess how an individual behaves in a team environment. This with the intention to identify each individual preferred behavioural trait from nine different team roles. And yet, it has been reported that people may (and often) report strong tendencies towards multiple roles.

BELBIN®

Team Role Summary Descriptions

Team Role	Contribution	Allowable Weaknesses
Plant	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor Evaluator	Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

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2.4 Take-Away Task

Based on the previous notion of motivation and preferred learning/thinking style, please kindly indicate which main Personal and Professional Objectives would you want to achieve in your volunteering experience/journey and what types of experiences may provide these.

Personal Objective	Professional Objective

2.5 Summary & Reflection

Individuals report several motives to engage in volunteering activities.
Overall six overarching personal and social functions have been identified: Social, Protective, Enhancement, Understanding, Career and Values.
Individuals might engage in volunteerism for more than one motivational factor.
It is important to understand one's own personal/professional motivations for volunteering.

2.6 What to Next?

- Clary, E.G. and Snyder, M (1999). Motivations to volunteer: Theoretical and Practical Considerations. Current Directions in Psychological Science, 8 (5), 156-159

For further insights regarding the Case Studies, please check out:

- The Belbin Team Roles Video Scribe: https://www.youtube.com/watch?v=-efhOLVgEvM and or read further information about Belbin Team Roles here: https://www.belbin.com/belbin-for-individuals/belbin-and-your-career/

Topic 3 - Ethical practice in volunteering

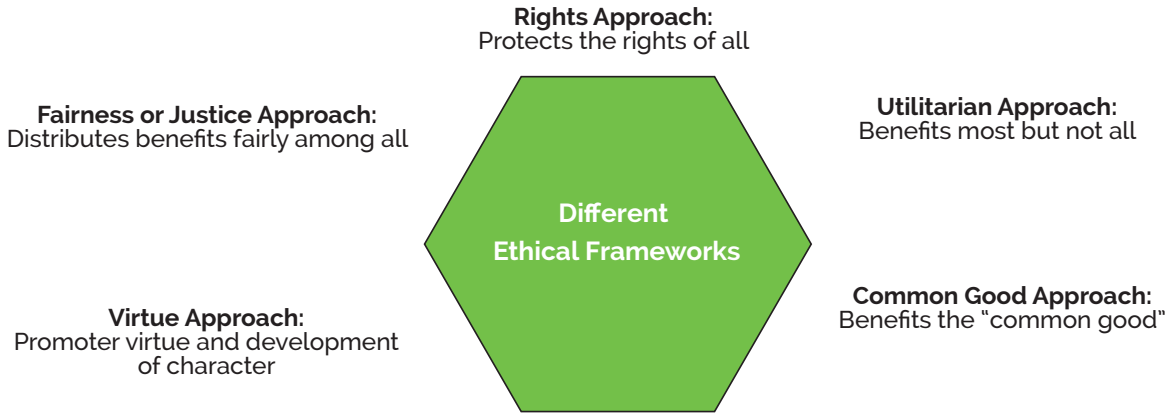
3.1 Key Knowledge

In this section we are going to provide a definition for the notion of Ethics whilst proposing some framework and guidelines to better comprehend ethical practices in sport volunteerism, as well as your rights and duties as a volunteer.

ETHICAL PRACTICE IN VOLUNTEERING

Ethics are essentially a system of moral behaviour that ensures a level of integrity or good character is maintained. Hence, ethical practices refer to the application of a pre-determined set of ethics. And yet, ethics remains a very complex and multi-layered notion.

Philosophers, ethicists, and psychologists have researched and studied the notion of ethics extensively to better comprehend the key ethical issues and standards. Studies[2] have reported at least five Approaches which can help informed ethical decisions both at the individual and organisations level: *Right Approach, Utilitarian Approach, Common Good Approach, Virtue Approach and Fairness or Justice Approach.*



- **The Utilitarian Approach** deals with consequences; it tries both to increase the good done and to reduce the harm done. Indeed, the ethical action is the one that provides the most good or does the least harm.
- **The Rights Approach** suggests that the ethical action is the one that best protects/respects the moral rights of those affected. Based on the notion of human dignity, humans have a right to be treated as ends and not merely as means to other ends.
- **The Fairness or Justice Approach** is based on the notion that all equals should be treated equally. Hence, ethical actions treat all human beings equally - or if unequally -, then fairly based on some standard that is defensible.

[2] Santa Clara University (2018). A framework for Ethical Decision Making. Available from: https://www.scu.edu/media/ethics-center/ethical-decision-making/A-Framework-for-Ethical-Decision-Making.pdf

- **The Common Good Approach** suggests that the interlocking relationships of society are the basis of ethical reasoning and that respect and compassion for all others whilst indicating the common conditions that are important to the welfare of everyone.

- **The Virtue Approach** suggests that ethical actions ought to be consistent with certain ideal virtues that provide for the full development of our humanity. Hence, virtue ethics asks of any action, "What kind of person will I become if I do this?" or "Is this action consistent with my acting at my best?"

In the realm of Sport, the Code of Sport Ethics and the European Sport Charter are the foundation to ensure that physical/sport activities are carried out in an ethical manner.
Within key ethical practices, also emerge the relationships between voluntary entities and the volunteer. This is defined by a written Agreement signed by both parties, in which the RIGHTS and DUTIES of both parties are set according with the relevant legislations. And yet, please note that the rights and duties of the volunteer(s) may vary across/between countries due to National/Regional and Municipal legislations.

ETHICAL PRACTICES FOR HOST ORGANISATIONS

The RIGHTS of the voluntary organisations include:
- Select the volunteers according to the aims/objectives of the entity, the task to be carried out and the norms established in its internal operating statute.
- Suspend the activity of the volunteers when the agreement and/or the quality or purposes of the program is seriously breached.
- Attend measures to promote voluntary actions and receive material or technical support measures.
- Participate through federations, confederations or unions of entities of volunteering in the design and execution of relevant policies.

The DUTIES of the voluntary organisations include:
- Select volunteers without discrimination and comply with relevant legislation regarding the treatment and protection of personal data.
- Require consent or authorization necessary in the case of minor (under 18s) volunteers.
- Formalise the incorporation agreement and fulfil the commitments made. This should also include internal information and guidance on the purposes, the operation of the entity, the realization of tasks entrusted to volunteering and the delimitation of these tasks with the functions of the contracted professionals.
- Provide materials and training according to the volunteer tasks/functions.
- Facilitate the active participation and involvement of volunteers in elaboration, design, execution and evaluation of the programs/organisations, as appropriate.
- Reimburse volunteers for expenses that might occur for the development/implementation of activities, as well as an insurance policy covering volunteer's accidents /disease derived directly from the voluntary activity.
- Provide volunteers with an accreditation and certificate indicating duration of volunteering and activities carried out in the programmes.

EYVOL's newly developed GUIDE ON BEST PRACTICE incorporates 4 PRINCIPLES which informed an ACTION-PLAN for host organisations:

Principles:

1. Volunteer involvement should be a considered and planned part of an organisation's strategic development, aligning with the organisation's strategic aims and incorporated into its evaluation framework.
2. Effective volunteer involvement requires organisational leadership, and a culture and structure that supports and values the role of volunteers.
3. Volunteers have rights, which include the right to work in a safe and supportive environment with appropriate infrastructure and effective management practices.
4. Volunteers have responsibilities, which include acting responsibly, being accountable for their actions to the organisation, and respecting the organisation's values and practices.

Action-Plan:

1. Promote a culture conducive to volunteering and prepare the organisation to welcome volunteers.
2. Recruit volunteers and welcome them.
3. Assign a specific role to the volunteers.
4. Reinforce the volunteers in their role by allowing them to improve their skills and by recognizing their work.
5. Secure the environment for volunteers.
6. Evaluate the action of the volunteers and suggest adaptations.

ETHICAL PRACTICES FOR VOLUNTEERS

The RIGHTS of the volunteers include:

- Receive the incorporation agreement, information, guidance, support and material means to carry out the task/work.
- Receive training adapted to own personal conditions for the correct development of assigned activities.
- Be treated under equal conditions, without discrimination, respecting identity, dignity and fundamental rights.
- Actively participate in the organisation in which they are volunteering, collaborating in the elaboration, design, program implementation and evaluation or projects and, to the extent that they allow it.
- Be covered by the risks of illness and accident in the exercise of voluntary action and civil liability in cases in that the sectorial legislation requires it, as well as be reimbursed for expenses incurred in the performance of the function.
- Have an accreditation identifying the condition of volunteer as well as receiving recognition for the social value of contribution and by skills acquired.
- Carry out your activity in accordance with the principle of universal accessibility adapted to the activity they carry out.
- That personal data is processed and protected according to relevant legislations.
- Ceasing to carry out their activities in the terms established in the incorporation agreement.

3.2 Learning Check

TRUE/FALSE
Neither age (from 12 years), nor disability, nor a situation of dependency prevent an individual from participating in volunteering programs/initiatives

- Please kindly complete the hereunder definitions:

Utilitarian Approach: *Benefits...*
Rights Approach: *Protects...*
Fairness or Justice Approach: *Distributes...*
Common Good Approach: *Benefits...*
Virtue Approach: *Promotes...*

- Please kindly indicate 3 rights/duties of the host organisations and the volunteers:

Host Organisations:	Volunteers:
1.	1.
2.	2.
3.	3.

3.3 Summary & Reflection

Ethical practices are a key principle in Volunteerism and Sport Volunteerism

There are different ethical frameworks to help guiding organisations/people decision making whilst volunteering:

1. Right Approach
2. Utilitarian Approach
3. Fairness/Justice Approach
4. Virtue Approach
5. Common Good Approach

Both host organisations and volunteers have to adhere to ethical practices/procedures. And yet, this may vary according to National/Regional/Municipal legislations.

3.4 Take-Away Task

Review the presented Ethical Frameworks when reading/studying the following modules:

- Module 2: Sport4Development
- Module 3: Supporting personal development through sport
- Module 4: Health Enhancing Physical Activity
- Module 5: Working with socially disadvantaged/vulnerable groups
- Module 6: Designing programmes and accessing funding
- Module 7: Recruiting volunteers and promoting volunteering events
- Module 8: Volunteering at major events

3.5 Where to Next?

We hope you found the Ethical Frameworks useful. If you want to know more about it, please go the links below:

- Bodin, D. and Sempé G. (2011). Ethics and Sport in Europe. Council of Europe Publishing, Paris (France).
- Council of Europe (2001). European Sports Charter. Available from: https://www.coe.int/en/web/sport/european-sports-charter
- Council of Europe (2010). Code of Sport Ethics. Available from: https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cecaa
- La Liga (2019). Guia Voluntariado Deportivo. Available from: https://plataformavoluntariado.org/wp-content/uploads/2019/09/guia-voluntariado-deportivo.pdf
- Santa Clara University (2018). A framework for Ethical Decision Making. Available from: https://www.scu.edu/media/ethics-center/ethical-decision-making/A-Framework-for-Ethical-Decision-Making.pdf

Topic 4 - Transversal skills for volunteers

4.1 Key Knowledge

In this section we are going to give a deep explanation of the different skills that volunteering in sport helps to develop and how these skills could be applied and transferred into our day to day activities (for example as a student, a teacher, a corporate worker or any other professional activity that people may be involved in).

LEARNING DIFFERENT SKILLS THROUGH SPORT VOLUNTEERING

Some of you might think that volunteering is plain hard work with no money given for your efforts. However, those involved in volunteer organizations or those who have had some experience in volunteering at some point in their lives would disagree. Takeaways cannot always be measured in financial gain.
Volunteering might not pay you a hefty sum for the work but it will certainly impart skills and lessons that are priceless. Volunteering is not a one-way street and people can learn many transferable skills from volunteering in different social and non-profit organizations as well as NGOs.
According to some experts, transferable skills are skills you develop based on past experiences, that you can carry over or "transfer" into your future personal and professional experience. Since employers will be looking to understand what you are capable of in your next role, transferrable skills play an important role in helping them predict your future performance.
Some of these skills that people could be getting through sport volunteering could be the following (depending on the type of volunteering and the role the volunteer plays, the skills learned might vary):

- **Timeliness:** Most projects start at a defined time and have also an end time. If you are not there at the beginning, ask and let others know about the plan.
- **Ability to work with a variety of managers:** Did you notice that some Team Leaders ran projects a little differently than others? It might have been that they had different management styles. You'll find that you need to be comfortable working with a variety of management styles in the workplace.
- **Time-Management:** You prioritize and figure out the best way to accomplish those tasks within the project time.
- **Leadership:** Help lead a group of more volunteers on the project or event assigned. Help others how to do a certain part of the tasks that you might have learned before them. Show ownership and guide the team.
- **Communication skills when talking to people of all ages:** Ability to communicate within different range of people ages. From children to senior people.
- **Professionalism:** Learn to deliver things as if they were part of your own business. Try always to best represent the organizing brand or team.
- **Teamwork:** Volunteering involves working as a team in different scales but it will always be part of the day to day work. Learn how to share a common goal.
- **Ability to work with people different from you:** Sharing teams and time with people from different cultural perspectives is something very common in sports volunteering. Always be open to learn from people with different backgrounds.
- **Customer Service:** Did you interact with people coming through to get a meal? Did you help people finding their seats? What about helping with translations? This is great customer service experience!

- **Confidence:** Did you have to step outside your comfort zone by volunteering in sports? It might have been scary at the time, but in the process, you became more confident.
- **Organization:** Sport volunteering projects and events are based on good organization. From sorting cans at a food stand to reorganizing a setting up the venues for the events.
- **Following Instructions:** At the beginning of the project, your Team Leader and the agency contact give you instructions on your responsibilities. Staying on track and following their guidance is an important thing to learn.
- **Flexibility:** things may not go according to plan all the time. You need to adapt and be prepared for whatever might come your way on any given task.
- **Problem-Solving:** Sometimes it seems like there is no way you will be able to accomplish a task or maybe the whole project from start to finish. Then you think it over some more, talk with your team and just start tackling the project. Before you know it, you are done.
- **Planning:** Not only did you have to plan ahead when you signed up to volunteer in sports, but you also probably had to plan your tasks for the day to ensure that the entire project was successful.
- **Creativity:** Improvisation and creativity is something needed most of the times. Do not be scared of thinking outside of the box.
- **Training:** Did you ever teach other people how to do certain aspects of a project? You were training them on the task, just like you might one day train another volunteer.

That being said, more specifically, volunteering in sports will help develop the following 6 skills:

1. **Team work:** "There is no I in team" is the most used term in the sporting skills index, and yet the reasons for this are well earned. A boat will only race at its fastest when all rowers move in one rhythm, whilst a goal scored in football is thanks to the varying skillset of the team.
2. **Leadership:** Making tough decisions about the team list or the workforce; developing the ability to inspire, motivate and lead your colleagues; these are skills that are always in demand.
3. **Time Management:** Volunteering will require help in different days with different schedules. Really important that people adapt their schedules correctly so that things operate properly.
4. **Handling pressure:** It is all about adrenalin. From preparing an opening ceremony to planning all the logistics around the event (transportation, management of people, venue operations, etc.). Always have to be prepared to the changes of plans and improvisation.
5. **Responsibility:** Every volunteer position is vital when volunteering in sport. Really important to have that in mind so that the commitment is there and the activities are executed according to the plan.
6. **Commitment:** No medal in event or project in sport could be done without dedication, early starts and personal sacrifice. It is that grit, determination and focus expected by all volunteers when helping around sport

It is really important that people in general but most likely students and people looking to find a job opportunity, start giving the importance that the development of these soft skills merit. The reason of this is that managers in companies more and more are starting to focus in people's specific soft skills, and sport volunteering may help develop them. According to a study made by The California State University the top 8 skills (which 5 of them people are able to develop through volunteering) that managers look for are:



https://www2.calstate.edu/csu-system/news/Pages/8-'Soft'-Skills-You-Really-Need-to-Land-Your-Dream-Job.aspx; consulted 17 November 2020

4.2 Learning Check

• **Complete the sentence**

Soft skills learned in volunteering can be learned through different social and non-profit organizations as well as _____.

• **True or false**

All the skills you learn from volunteering are the same all the time. _____

• **List 5 different transferable skills** that people are able to learn though volunteering.

1. _____
2. _____
3. _____
4. _____
5. _____

4.3 Mini-Case Study

CASE STUDY 1 - accident at your venue

Think in a possible scenario where you are developing a role as a volunteer and an accident happens with a man that falls from the stairs in the venue you are at and you are the first one to notice it. Your team leader is not around because they had to prepare everything for the closing ceremony next day.

What would you do, and what skills would you think it will be needed?

4.4 Take-Away Task

• Take a look at the different skills that you could be able to develop as a volunteer.

• Identify a couple of them that you think it could be nice to strengthen for your personal or professional life.

• Identify a volunteering opportunity and try to look at volunteering programs that might be for your interest and find a position that might help you develop the skills that you previously identify.
Note: Today, sports events are on hold but you could start looking at positions in the following link.

https://www.unv.org/es/special-calls

4.5 Summary & Reflection

Volunteering should be an activity that people need to stop looking at just for retired people. People should start giving importance to what volunteering can bring personally and professionally speaking. Most likely because it helps develop several transferable skills that are needed more and more every day.

Some of this skill could be:

1. Leadership
2. Teamwork/ability to collaborate
3. Communication
4. Problem solving
5. Prioritization/time management
6. Project management
7. People management
8. Dedication

4.6 What to Next?

- Barik, M. (2017); 8 'Soft' Skills You Really Need to Land Your Dream Job; https://www2.calstate.edu/csu-system/news/Pages/8-'Soft'-Skills-You-Really-Need-to-Land-Your-Dream-Job.aspx
- Find courses (2017); Top 5 Soft Skills You Can Learn by Volunteering; https://www.findcourses.com/prof-dev/career-development/top-5-skills-that-volunteering-teaches-you-9841
- Gross, N. (2015); 22 Transferable Skills to Gain From Volunteering; https://www.linkedin.com/pulse/22-transferrable-skills-gain-from-volunteering-noelle-gross/
- Rego, R. et al. (2017); Bridging volunteering and the labour market: A proposal of a soft skills matrix; https://www.researchgate.net/publication/301679986_Bridging_volunteering_and_the_labour_market_A_proposal_of_a_soft_skills_matrix

For further development of skills and knowledge, feel free to visit the following link:

- https://www.caba.org.uk/help-and-guides/information/developing-your-soft-skills-how-volunteering-can-help

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MODULE 2.

SPORT4DEVELOPMENT

Co-funded by the Erasmus+ Programme of the European Union

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

The purpose of this module is to provide a better understanding both theoretically and practically of the notion of Sport4Development. Indeed, this module will provide some tools and exercises which will further promote critical comprehension of the Sport4Development field.

Learning Outcomes

Module 2 - **Sport4Development** - aims to provide an overview of the key notions of Sport4Development and its relevance whilst highlighting the key areas of implementation of Sport4Development. Hence, Module 2 provides theoretical and practical knowledge to holistically analyse Sport4Development Initiatives and their Modus Operandi *(Sport Plus, Plus Sport)*.

Specifically, after completing this module YOU will be able to:

1. Comprehend the relevance and key notions of Sport4Development;
2. Identify key areas of implementation of Sport4Development;
3. Analyse Sport4Development Initiatives and their Modus Operandi (Sport Plus, Plus Sport).

Why is this important?

Module 2 aims to provide an overview of the key notions of Sport4Development and its relevance whilst highlighting the key areas of implementation of Sport4Development. Hence, Module 2 provides theoretical and practical knowledge to holistically analyse Sport4Development Initiatives and their Modus Operandi *(Sport Plus, Plus Sport).*

Topic 1 - Sport4Development

1.1 Key Knowledge

In this section we are going to explain the key features, statistics, benefits and challenges of Sport4Development, in order to provide good knowledge and understanding of the topic before addressing its categories of Plus Sport and Sport Plus Initiatives.

"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers." - Nelson Mandela quote during the 1995 Rugby World Cup which aimed to fight apartheid and unite the South African people.

SPORT4DEVELOPMENT - DEFINITION & TIMELINE

According to the UN General Assembly Resolution 71/160, adopted in December 2016, regarding the recognition of sport as a means to promote education, health, development and peace, "Sport4Development and Peace refers to the intentional use of sport, physical activity and play to attain specific development and peace objectives, including, most notably, the Millennium Development Goals"[1].

Sport4Development and Peace (S4D) is not a new phenomenon. In 1894, Pierre de Coubertin had already considered the reconstruction of the modern Olympic Games to bring nations closer together around sports disciplines. He stated, "I remained convinced that sport is one of the most forceful elements of peace and I am confident in its future action". But the use of sport to serve development, peace, or diplomatic interests in the contemporary world is nowadays more inspired by the work of the late Nelson Mandela, who said "Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does". The United Nations (UN) took a step further toward the recognition of sport and its diplomatic, integrative, educational, or peace-building potential by signing a resolution in favour of the use of sport as a tool for development and peace-building among peoples, which was adopted by the UN General Assembly in 2003. This vote also led to the reaffirmation in 2015 of the 1978 UNESCO International Charter for Physical Education and Sport. Below you can find a timeline, including the key developments of Sport4Development throughout the years.

1978	**UNESCO Charter: Sport and physical education is recognised as a fundamental human right.**
1979	**Women and girls have the right to participate in sport.**
1989	**Every child's right to play becomes a human right.**
1991	**The unique role of sport in eliminating poverty and promoting development is acknowledged by the Commonwealth Heads of Governments.**
2001	**The UN Office of Sport4Development and Peace is established.**
2003	• **UN Inter-Agency Task Force on SDP confirms sport as a tool for development and peace.** • **First UN General Assembly A/RES/58/5: Sport as a means to promote health, education, development and peace.**

[1] The Millennium Development Goals have recently being superseded by the Sustainable Development Goals.

[2] Future Learn, Online Course, Sport for Sustainable Development: Designing effective policies and programmes, available at: https://www.futurelearn.com/courses/sport-for-sustainable-development/1/steps/798462

2004	• The Sport4Development and Peace International Working Group (SDP IWG) is formed, with representatives from Ministers of Sport, Youth and Development from 15 countries, directors of UN agencies, and NGOs in the field of Sport4Development and Peace. • UN General Assembly A/RES/59/10.
2005	UN General Assembly A/RES/60/8.
2006	• UN Secretary-General sets out UN Action Plan on SDP. • UN General Assembly A/RES/60/9.
2007	• First African Convention recognizes the power of sport to contribute to education. • EU White Paper on Sport acknowledges the increasing social & economic role of sport.
2008	• Convention on the Rights of Persons with Disabilities enters into force, so they can participate on an equal basis with other in recreation, leisure, and sporting activities. • IOC and the UN agree on an expanded framework for action to use sport to reach the goals of the UN. • UN establishes a trust fund on SDP.
2013	UN proclaims that 6 April is to be observed as the "International Day of Sport4Development and Peace".
2014	The SDP IWG addressed Gender-Based Violence in and through sport.
2015	Sport is recognised in the sustainable development goals as an important enabler of sustainable development.
2016	UN General Assembly A/RES/71/160.
2017	• Adoption of the Kazan Action Plan. • The UN Office of Sport4Development and Peace is officially closed. • The IOC Commission for Public Affairs and Social Development through Sport is established.

SPORT4DEVELOPMENT - KEY FEATURES

The concept of Sport4Development and Peace is established in the recognition that sport retains unique features which enable it to contribute to development and peace practices. These features include:

- Universal popularity - Since sport has no national, cultural, socio-economic and political boundaries, it can be equally enjoyable for participants and spectators and can be invoked in virtually any community in the world.
- Capacity as a powerful global communications platform - Because sport events offer the capacity to reach vast numbers of people, they are effective platforms for public education & social mobilization.
- Ability to connect - sport is an inherently social process bringing together players, teams, coaches, volunteers & spectators.
- Cross cutting nature - sport can be used to address a broad range of social and economic challenges.
- Potential to empower, motivate and inspire - sport has the natural ability to draw on, develop, and showcase individual strengths and capacities.

SPORT4DEVELOPMENT - PROGRAMMES

Despite the fact that most of the organisations that develop Sport4Development initiatives set a specific goal before implementing the project, there is a systematic discussion and documentation of aims and objectives as an essential part of developing an integrated and coherent organisational culture and capacity building.

The main approaches of Sport4Development are divided in sporting and non-sporting aims. The S4D initiatives that are more focused in sporting aims, wish to expand the opportunities for participation in sport, to develop sporting skills, to create more opportunities for progression and/or produce sports coaches. These initiatives are the **Sport Plus Programmes.** On the other hand, the non-sporting aims are much more focused on the development of citizenship values and commitment to collective responsibility, on addressing gender-related issues and developing a commitment to education, reduce social isolation, empower participants and/or address health-related issues. These are known as Plus **Sport initiatives** and are more focused on forging societal change and development.

Regarding the objectives of the Sport4Development initiatives, these are the specific actions to be taken in order to achieve the abovmentioned aims, which should be decided after an assessment of the local conditions and discussions with the local community, in order to fully understand the local needs before implementing the programme. It is necessary for different actions to be taken for sporting and non-sporting aims, due to the fact that the main goal and impact differ in each case. A major consideration has come up worldwide concerning the nature and quality of provision of the S4D programme. Are they designed to meet the desired objectives?

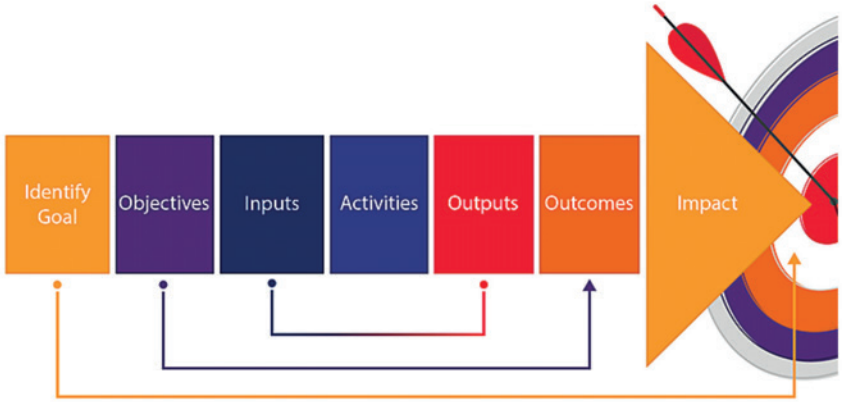
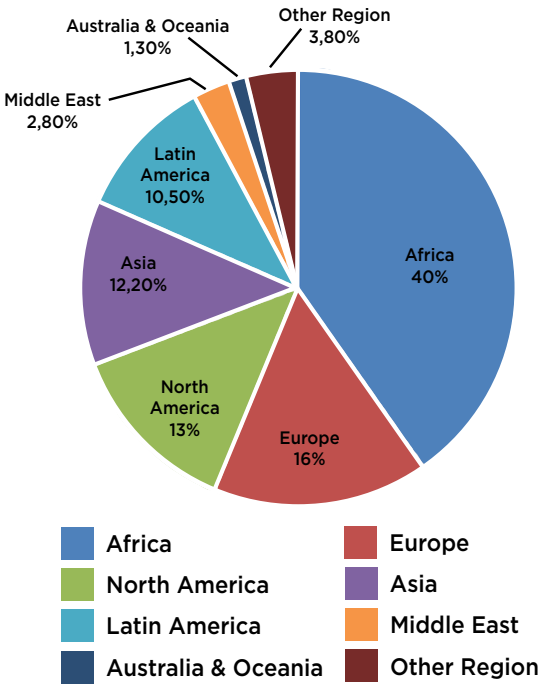


Image Source: Future Learn, 2020[2]

SPORT4DEVELOPMENT - STATISTICS

According to the research study "A systematic overview of Sport4Development and peace organisations", published in 2017, by the Journal of Sport4Development, there are 944 organisations worldwide that operate S4D initiatives. Overall, Sport4Development Initiatives were found to operate in 121 countries. As shown in the figures below, the majority of organizations operate programmes in Africa, but many are present in Europe, North America, Asia, and Latin America, with more than 80% of them having their headquarters in the same region in which the programme is implemented.

[2] Future Learn, Online Course, Sport for Sustainable Development: Designing effective policies and programmes, available at: https://www.futurelearn.com/courses/sport-for-sustainable-development/1/steps/798462



Geographical Location	Number of Organisations
Africa	382
Europe	151
North America	123
Asia	115
Latin America	99
Middle Est	26
Australia - Oceania	12
Other Region	36
Total	944

More specifically, as shown in the recent chart from UNICEF (2020), the areas that have operated more than 100 Sport4Development initiatives focused on children, are located in Kenya, South Africa, Unites States, Australia, India and United Kingdom. Brazil, Mexico, Switzerland, Canada and Uganda follow as well with an increasing number of initiatives operated by 2020.

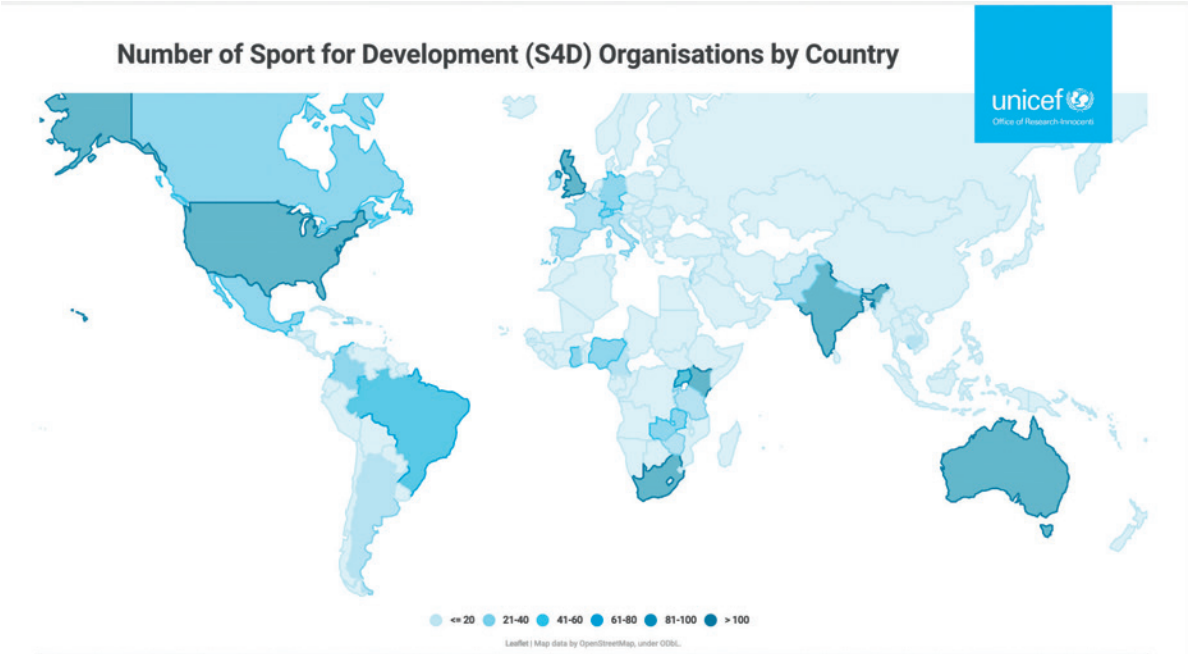


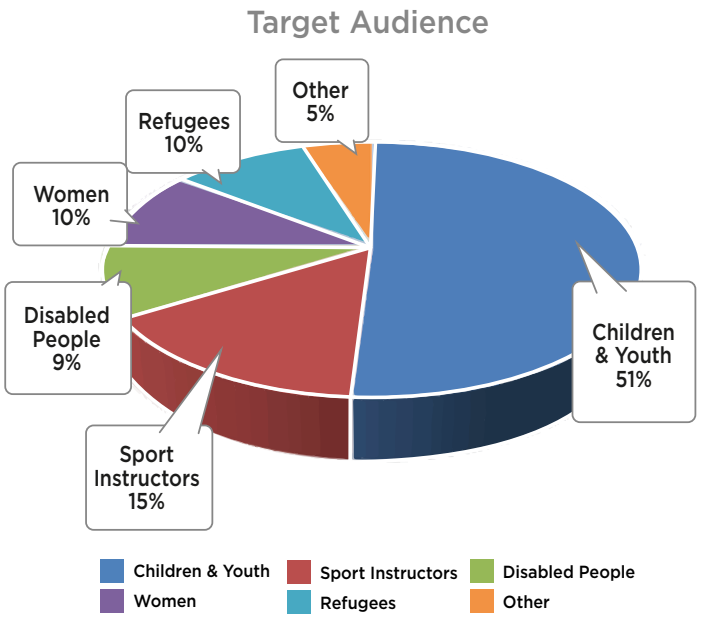
Image Source: UNICEF, 2020

SPORT4DEVELOPMENT - TARGET GROUPS

Sport4Development initiatives mainly focus on the following target groups:

- Girls and women
- People with disabilities
- Individuals living in poverty
- Migrants and refugees
- Indigenous people
- Out-of-school
- Unemployed youth
- Minority groups
- Other socially and economically excluded groups

According to the Levermore and Beacon research study on "Sport and Development: Mapping the Field", the target audience is overwhelmingly youth-focused with 51% of schemes dedicated to children and young people. Sport is credited as having qualities that are particularly appealing to this section of community, where other traditional development initiatives might be perceived to be more boring or lacking interest/impact. Furthermore, as many of the schemes are sport plus oriented, it is not surprising that 15% of the schemes are directed towards sport instructors. Other significant target groups are the disabled 9%, girls and women 10% and refugees 10%. The abovementioned facts show that Sport4Development programmes appear to be disproportionally allocated regarding their target audience.



SPORT4DEVELOPMENT - TYPE OF SPORT/ACTIVITY

Regarding the type of sport/activity that the Sport4Development initiatives use, there has been identified a total of 32 types of sports, according to the study "A systematic overview of Sport4Development and peace organisations". As shown in the chart below football is known as the most common of the S4D programmes, with one-third of such initiatives that is only based on football, as it was one of the first sports the S4D used in order to achieve its aims. Currently, more and more organisations tend to use multiple or local sports, based on the needs or on the culture of the region, in which the programme is being implemented.

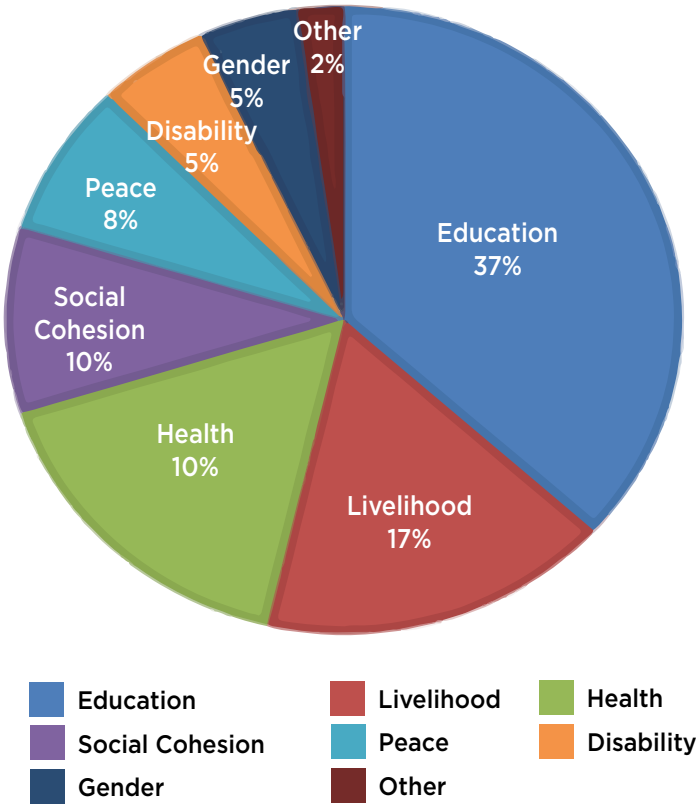
Table 1 – Type of Sport(s) and Physical Activities	
Type of Sport/Activity	**# of Organisations**
Multiple Sports	384
Football	236
Basketball	25
Rugby	19
Martial Arts	16
Action Sports	15
Cycling	12
Cricket	11
Other Sports and Physical Activities: Dance, Equestrian, Field Hockey, Figure Skating, Futsal, Golf, Handball, Hiking, Ice Hockey, Indigenous Sports, Lacrosse, Mountain Climbing, Netball, Play, Rowing, Sailing, Squash, Swimming, Table Tennis, Tennis, Ultimate Frisbee, Volleyball, Water Polo, and Yoga	69

Table Source: "A systematic overview of Sport4Development and peace organisations"[3]

[3] Per G. Svensson, Hilary Woods, (2017). "A systematic overview of sport for development and peace organisations", available at: https://jsfd.org/2017/09/20/a-systematic-overview-of-sport-for-development-and-peace-organisations/

SPORT4DEVELOPMENT - THEMATIC AREAS

As shown in the chart below, the thematic areas that are usually addressed through the implementation of the Sport4Development initiatives are mainly focused on Education, with a percentage of 37%. The second and third most common type of Sport4Development areas are livelihoods almost 17% and Health around 16%. These are followed by organisations identified to primarily focus on Social Cohesion 10%, Peace 8%, Disability 5%, and Gender 5%. These statistics were retrieved from the research study "A systematic overview of Sport4Development and peace organisations" and show that gender and disability-related issues are underrepresented in the Sport4Development area, even though they are considered to be major issues in certain countries. Also, according to the same study, the majority of the organisations that focus on Disability (74,5%) uses multiple sports to deliver the programme. On the other hand, only half of the Education-focused organisations relies on multiple sports



SPORT4DEVELOPMENT - FROM MDGS TO SDGS

Since the inception of the Millennium Development Goals in 2000, Sport has played a vital role in enhancing each of the eight Goals, a fact that has been recognized in numerous resolutions of the General Assembly. Specifically, sport has played an important role, contributing to the attainment of the eight MDG benchmarks with targets aimed at:

i. Eradicating extreme poverty and hunger
ii. Achieving universal primary education
iii. Promoting gender equality and empowering women
iv. Reducing child mortality
v. Improving maternal health
vi. Combating HIV and AIDS, malaria, and other diseases
vii. Ensuring environmental sustainability
viii. Developing a global partnership for development



Accordingly, within the UN General Assembly resolution 70/1, entitled "Transforming our world: the 2030 Agenda for Sustainable Development", adopted in 2015, sport's role in advancing social progress is further acknowledged: "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."

In particular, as mentioned in the UN 2030 Agenda, Sport can contribute to the following SDGs:

- Goal 3: Ensure healthy lives and promote well-being for all at all ages
- Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 11: Make cities inclusive, safe, resilient, and sustainable
- Goal 16: Promote just, peaceful, and inclusive societies
- Goal 17: Revitalize the global partnership for sustainable development



SPORT4DEVELOPMENT - POLICY DEVELOPMENT

The development of modern welfare states is characterised by a stepwise expansion of government responsibilities, from the basic and 'state-defining' tasks of defence and policing via core welfare state issues, e.g. social security, to what could be considered to be secondary welfare state issues like leisure policy. It is not self-evident how to regard sport from this perspective. Sport and physical fitness could be seen as a prerequisite for effective defence, and thus a basic responsibility for the state. Emphasis could be placed on sport's effect on health, one of the core issues of the welfare state. Finally, sport could be viewed as leisure activity and a welfare state responsibility of secondary order.

• **North vs. South:**
Northern governments attempt to harness some of sport's attributes to assist in objectives linked to its international development/relations objectives. The Netherlands, Switzerland, Canada, Norway, and Australia are examples of developed countries that use sport in such a manner.
Governments in the Global South are also using sport for macro development purposes. Countries such as Zambia include sport in their national poverty reduction strategy and national development plan to stimulate education, highlight health awareness campaigns and encourage participation in sport.

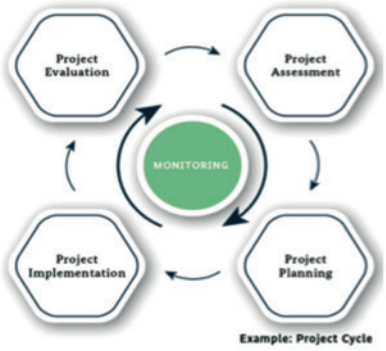
• **European Union:**
Sport is increasingly acknowledged as an important driver for local and regional development.
Over 100 regions across Europe have now included sport in their smart specialisation strategies (as an economic priority or as an innovation area). Through the ClusSport partnership, sport is one of the few sectors which is developing a thematic platform under the industrial modernisation area of the smart specialisation strategy platform. This was highlighted during a workshop organised as part of the European Week of Regions and Cities, which showed how smart specialisation strategies can be used for sport initiatives in practice.

Following the above-mentioned developments at EU level, the SportHub:

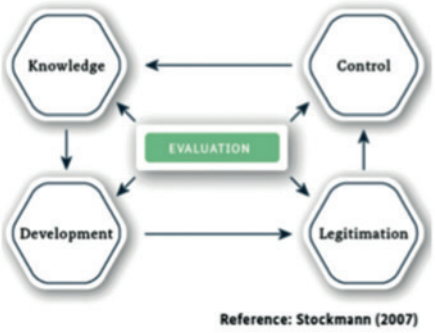
- Alliance for Regional Development in Europe (SHARE initiative) was launched in 2018. This initiative aims to raise awareness of the role of sport and physical activity in the context of regional development. The main objective is to empower stakeholders and to unlock the full potential of sport for economic and social development across European territories by strengthening its inclusion in policy platforms dealing with regional development. Ultimately, the Share initiative will work to standardise the use of financing instruments (in particular the European Structural and Investment Funds). The SHARE initiative currently brings together more than 100 local, regional and national sport organisations across Europe that are engaged in discussions and activities meant to bring sport in the negotiation process for Structural Funds - at both regional and EU levels.

SPORT4DEVELOPMENT - MONITORING & EVALUATION

Successful Sport4Development and Peace initiatives work to realize the rights of all members of society to participate in sport and leisure activities. Effective programs intentionally give priority to development objectives and are carefully designed to be inclusive. These programs embody the best values of sport while upholding the quality and integrity of the sport experience. Therefore Monitoring & Evaluation should have a central role in learning and developing, since it would be proven very valuable for organisational and programme improvement. Unfortunately, so far, the level of Monitoring & Evaluation of Sport4Development initiatives is limited. Despite the fact that the evaluation of the programmes is taking place, the amount of available and transparent results is negligible given the number of initiatives taking place worldwide.



Example: Project Cycle



Reference: Stockmann (2007)

There is a belief that Monitoring & Evaluation is solely related to accountability, providing largely quantitative evidence concerning for example the target groups, the number of participants that have been attracted by the programme, as well as the outcomes that have been achieved and were initially desired by sponsors and partners. According to Prof. Coalter's research on "A Monitoring and Evaluation Manual", Monitoring & Evaluation is much more than accountability, since it should be formative and provide more information, in order to be used as a powerful tool in decision-making and adapting the project's strategy or activities, when necessary.

SPORT4DEVELOPMENT - LEVELS OF IMPACT

The objectives of Sport4Development distinguish between 3 levels of analysis:

1. Individual Level - Personal Development
2. Societal Level - More Fair and Inclusive Societies
3. Worldwide Level - Interfaith and Intercultural Understanding



1. Individual Level: Sport4Development focuses on the achievement of personal development, as well as the personal success. The sport activity cultivates the sense of empowerment, which is motivated through the intention into action. Anyone who is involved in an exercise that promotes the mental and physical well-being obtains the satisfaction of reaching a goal. The accomplished self-empowerment creates the pleasure of self-efficacy and the hope of achieving the greatest aim in the future. Moreover, the personal success contributes to the common good, since each individual activity has a positive impact on the general benefit. The participants of a development activity, within the process of attaining their personal aspirations, they constitute a part of a general effort, since contribute to the global development.

2. Societal Level: Sport4Development sets social inclusion as its foremost priority. Physical activity is utilized as a tool to combat social barriers or prejudice and the participation of each member of a society. The foundations and the organizations that promote Sport4Development actions secure the engagement of all the social groups, without excluding anyone. For instance, the Olympic Refugee Foundation, which is launched by the International Olympic Committee, is one of the greatest examples of Sport4Development initiatives and promotes the protection, the development and the empowerment of children and youth in vulnerable situations through sport.

3. Worldwide Level: There is no doubt that the sport has a major power. A crucial aspect of this power concerns the international resolution of conflicts. The concept of Sport4Development is rooted in the recognition that sport possesses unique attributes that enable to contribute to development and peace processes around the world, which are capable of spreading the value of peace. The peace keeping operations that are conducted within the sport activity advocate the principles of intercultural understanding, respect and interfaith. Each Sport4Development initiative seeks the reconciliation of international confrontations, as well as the promotion of multicultural co-existence.

SPORT4DEVELOPMENT - BENEFITS

The objectives of Sport4Development distinguish between 3 levels of analysis:

- **Promoting health and Preventing Disease**

Sport4Development actions can prevent and manage a chronic or infectious disease, since they increase physical fitness and improve the mental health. The potentiality of sport sets as an outcome the reduced anxiety, the sense of well-being and the diminished feeling of social isolation. In a holistic approach, the sport has the capacity of developing the living standards of people, since it ameliorates the internal and external appearance of anyone who is engaged with the athletic spirit.

- **Child, Youth and Development Education**

Physical activity is vital to the holistic development of young people, fostering their physical, social, and emotional health. Providing physical education, both inside and outside of schools, is crucial in helping young people to learn and develop life competences. Sport development programmes which focus on youth, seek to improve the living standard of children and adolescents by meeting their basic physical, developmental, and social needs and by helping them to build the capabilities needed to become successful adults. The educational sport process is vital for the young people, so as to implement the theoretical knowledge and adjust the values of learning into the real life.

- **Inclusion and Wellbeing of Person with Disabilities**

Sports for Development programmes secure the active participation and engagement of people with disabilities. Disability inclusion means understanding the relationship between the way people function and how they contribute to the society and making sure that everybody has the same opportunities to participate in every aspect of life. The development activities respect the fair treatment for others and promote the inclusive involvement for all.

- **Gender Equity Promotion, especially in women and girls**

Sports for Development activities encourage the equal contribution of all the people, without making any gender discrimination, since each athlete has the same rights and obligations within the sport arena. The development sport initiatives respect the sex of each participant and the principle of sharing the same opportunities. The physical or mental health is used as a way of promoting the equity of each individual, as a foremost and inalienable right.

• **Social Inclusion, Enhancement, Peace building**

Peace among and within nations is a fundamental human aspiration and a primary goal of the global development community. In countries directly affected by armed conflict within their borders, many civil society institutions stop functioning, critical health and education systems break down, physical infrastructure is destroyed, agricultural activity is interrupted, food supplies become scarce, commerce and trade shrink, poverty increases, populations are uprooted and made homeless, disease epidemics spread unchecked, discrimination against vulnerable populations increases, and violence and criminality become widespread. Lives are lost or shortened by violence, hunger, and disease. Sport4Development initiatives set as an aspiration the restart of life and the inclusive participation of those who suffered because of each difficulty. The sport activity does not make exceptions or omissions. The conflict resolutions, the peace building and the fair engagement in social life are the most important priorities of Sport4Development initiatives.

SPORT4DEVELOPMENT - CHALLENGES

The main challenges of Sport4Development are explained below:

• **Realistic Expectations:**

Despite the power of sport, it is important to have realistic expectations about what can be achieved through sport. Sport is no guarantee of peace and development, nor is it a blueprint for solving major problems. Sport4Development programmes are not omnipotent tools which are able to address and respond to all socio-economic realities and needs of civil societies. Indeed, it has been argued that Sports for Development programmes are better comprehended as subsidiary actors in promoting international development and societal well-being. The Sports for Development projects do not have the power to resolve the international confrontations nor to stop longstanding disputes between the states. Nevertheless, each development activity sets as a priority the elimination of the violent incidents and the promotion of the peace building. Sport4Development Organizations are well positioned to facilitate the process of relationship-restoring by bringing people together and engaging them in dialogue and programmes that cross diverse boundaries. When properly supported, sport programmes can play a contributing role in this process, creating more opportunities for social contact.

• **Design in situ:**

Sport4Development programmes design must begin in situ and with a proper assessment of the local understanding of desired outcomes. Each development activity has to be scheduled according to the necessities and the demands of the beneficiary target groups. The process of creating a programme must be dedicated to the needs and the demands of the potential beneficiaries, with the upper aspiration of meeting their expectations. The final evaluation of the activity's efficacy is dependent on the target groups and the satisfaction of their hopes.

• **Difficulty addressing all socio-economic problems:**

Many Sports for Development organizations by being charity-based businesses are primarily reliant on external donors (both private and public) for enforcing and sustaining their projects. This financial limitation constrains the implementation of initiatives that depend on third parties. In many cases, the economic contributors determine the content of the projects, as well as the educational orientation. As mentioned, an external donor is possible to influence the policy making, the priority settings and the decision making of the development processes. It is vital that the level of commitment of the external donors be beneficial to the project enactment and to the overall process. Moreover, the Sports for Development organizations should create strategic activity plans for the implementation of each initiative, so as to set the goals and the prerequisites of each activity.

• **Implementation and Sustainability:**
The Sport4Development business environment appears susceptible from the changes in the international political agenda (i.e. The Sustainable Development Goals) in terms of development goals and objectives. Sport4Development organizations are committed to reaffirm the sustainability of each project so as to secure their holistic and comprehensive implementation. According to the United Nations, the Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. The persistent challenges around the world demand coherent and permanent strategic policies. With respect for the existing regulations that bear on the sustainable development policies, each new development strategy should be proportional or complementary to the current provisions.

1.2 Learning Check

• Please indicate if the sentence per Sport4Development is true or false:
• Sport4Development is not a new phenomenon, since it started at the end of the 20th century. TRUE/FALSE
• Sport4Development is considered to be a valuable tool to promote and contribute to the UN SDGs. TRUE/FALSE
• There is a high level of monitoring & evaluation in the Sport4Development initiatives. TRUE/FALSE
• Sport4Development aims can be a sporting aim. TRUE/FALSE
• Sport4Development Initiatives are addressed only to underprivileged children and youth. TRUE/FALSE
• Please list 3 key benefits and 1 challenge of Sport4Development Initiatives:

1.

2.

3.

1.3 Summary & Reflection

Sport4Development refers to the intentional use of sport, physical activity and play to attain specific development and peace objectives, including, most notably, the original Millennium Development Goals and, more recently, the Sustainable Development Goals.
Its aims are divided in sporting and non-sporting, while each of them has different objectives. As far as the sporting aims are concerned, the activities encourage the implementation of the athletic values, as well as the sport orientation. Non-sporting aims, the Sport4Development initiatives enhance the promotion of citizenship values and the commitment to collective responsibility.
Sport4Development initiatives address gender-related issues and develop an engagement to education, in order to reduce social isolation, empower participants and focus on health-related issues.
The objectives of Sport4 Development are determined by 3 levels of impact, the individual, the societal and the worldwide, as each one of them corresponds to a specific phase of life. The benefits of these initiatives are related to the promotion of the wellbeing, the eradication of the social barriers and the enhancement of the peace building process. However, each initiative should have a realistic expectation and a specific strategic programme, so as to avoid undesired repercussions.

1.4 What to Next?

- Levermore, R and Beacom, A. (2009: 10) "Sport and Development: Mapping the Field", in: Sport and International Development, Basingstoke: Palgrave MacMillan
- Harnessing the Power of Sport for Development and Peace: Recommendations to Governments, ©Right To Play on behalf of the Sport for Development and Peace Working Group, Toronto: 2008
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- United Nations Office on Sport for Development (n.d). "Sport and the Sustainable Development Goals- An overview outlining the contribution of sport to the SDGs" https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf
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- The Sport for Development and Peace Working Group, (2017). "Harnessing The Power of Sport for Development and Peace: Recommendations to Governments" https://www.sportanddev.org/en/article/publication/harnessing-power-sport-development-and-peace-recommendations-governments
- Fred Coalter, (n.d). "Sport-in-Development A Monitoring and Evaluation Manual" https://www.sportanddev.org/sites/default/files/downloads/10__sport_in_development__a_monitoring_and_evaluation_manual.pdf
- Per G. Svensson, Hilary Woods, (2017). "A systematic overview of sport for development and peace organisations" https://jsfd.org/2017/09/20/a-systematic-overview-of-sport-for-development-and-peace-organisations/
- Laura Jaitman, Carlos Scartascini "Sport for Development", (2017), https://publications.iadb.org/publications/english/document/Sports-for-Development.pdf
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Topic 2 - Sport Plus vs Plus Sport Initiatives

2.1 Key Knowledge

In this section we are going to explain key principles, similarities and differences between Sport Plus and Plus Sport Initiatives to provide a holistic understanding of Sport4Develepment and its modus operandi.

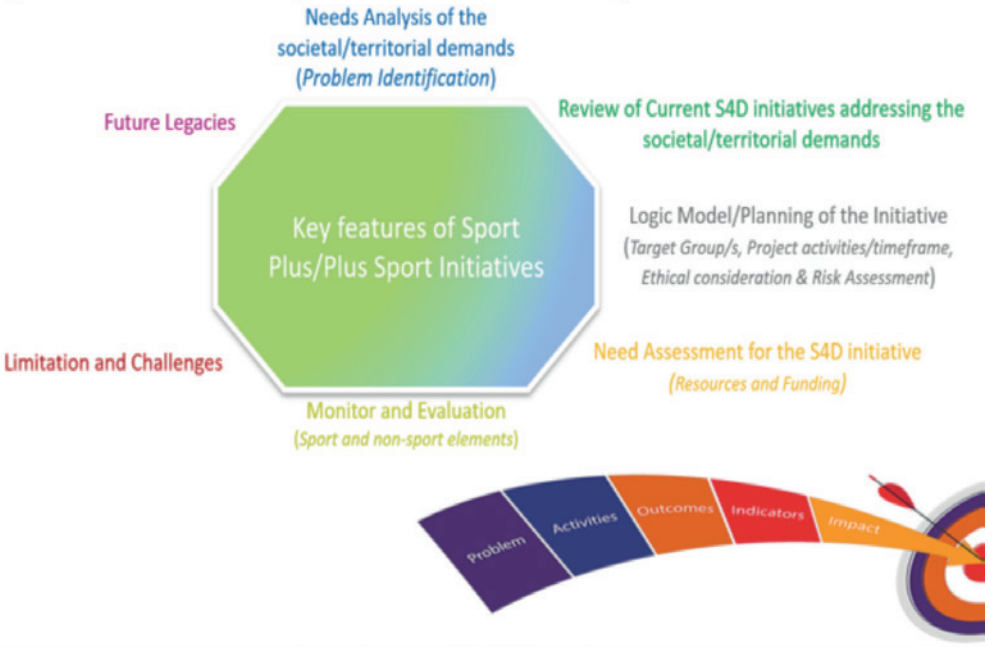
PLUS SPORT

Plus Sport refers to those programs that use sport as a tool to attract people to engage with social, training and education programmes. In other words, Plus Sport initiatives focus on forge societal change and development. Hence, Plus Sport prioritise the non-sporting outcomes that result from the initiatives *(i.e boost education, peace and cohesion...)*.

SPORT PLUS

Sport Plus refers to those programs that aim to increase participation in sports by reducing the barriers to entry to sports. Indeed, Sport Plus initiatives focus on providing resources, equipment and coaching opportunities. In particular, sport-plus initiatives tend to prioritise the long-term sustainable development of sport organisation in which 'sports are adapted and often augmented with parallel programmes' (Coalter, 2010:298). Hence, Sport Plus can also contribute to bring positive societal/individual changes but these are perceived as secondary objectives.

KEY FEATURES OF PLUS SPORT AND SPORT PLUS INITIATIVES



2.2 Learning Check

- Please indicate the correct definition for Sport Plus and Plus Sport:

• Sport Plus focuses on sport being used as a tool for societal change
• Sport Plus focuses on boosting participation in the sport
• Plus Sport focuses on sport being used as a tool for societal change
• Plus Sport focuses on boosting participation in the sport

- Sport4Development Initiatives are either Sport Plus or Plus Sport TRUE/FALSE

- Please list 4 key characteristics of Sport Plus/Plus Sport Initiatives:

1.
2.
3.
4.

2.3 Mini-Case Study

CASE STUDY 1 - Sport plus initiative

Gear for Goals (Dreamweaver)
Aim: Collect used sports equipment of all kinds and then distributes it to communities around the world.
Implementation: The delivery of sports equipment is organised via "mission trips" or through shipping with on-ground G4G representatives receiving/distributing the equipment to those in needs.
Impact: https://www.youtube.com/watch?time_continue=2&v=tQKoEGDe5rI&feature=emb_title

One World Play Project
Aim: This NGO has designed an "ultra durable" football and aims to responsibly give these footballs and other play resources to organisations working with disadvantaged youth around the world.
Implementation: This NGO only give the "ultra durable" balls to organisations that are making a significant impact on their community by combining sports with development objectives.
Impact:

- 2 Million Unpoppable "One World Futbols"
- 185 Countries (Africa, Asia, Europe, North and South America)
- 60 Million Individuals Reached Out

https://www.youtube.com/watch?v=Ue-pwBehOuY&feature=emb_logo

CASE STUDY 2 - Plus sport initiative

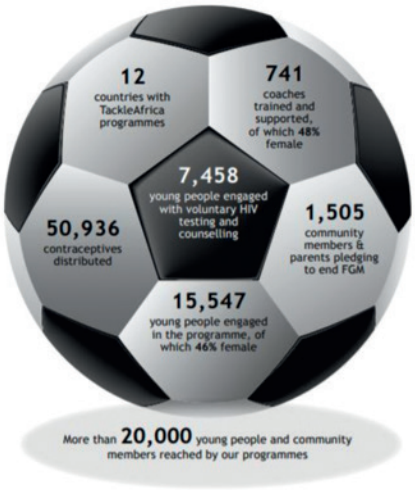
Tackle Africa

Aim: To use the "power/popularity" of football to deliver HIV and Sexual and Reproductive Health and Rights (SRHR) information and services to young people on football pitches across the African continent.

Implementation: Drills are designed to be fun and interactive, so young people learn about sexual health through play. Each football drill contains a sexual health message that unfolds while playing so promoting safer decision-making in the young players. For instance, a ball might represent a condom, and players can only play if they have the ball. This reinforces the importance of condoms during "play" (= i.e sexual relationships).

Impact: https://www.facebook.com/tackleafrica/videos/264120794803633/





Surfers Not Street Children

Aim: To use a multifaceted approach that fuses surfing and mentorship alongside psychosocial care to support street children and children at risk of street connectedness to leave the streets behind and become independent and self sustainable adult, reintegrated back into society successfully.

Implementation: 3 Main Programmes

1. **The Surf Club** (drop-in centre): It is both a drop-in centre for street children and an early intervention 'diversion' program for those at risk of becoming street children or at risk of street-involvement. It is a daily surf club that offers surfing, mentorship and a life-skills curriculum. Also, the staff goes around to identify children in the streets and build relationship with them (outreach component) - SOUTH AFRICA and MOZAMBIQUE
2. **The Surf House:** This is a live-in mentorship program for homeless street youth which leads them from childhood into adulthood and life independence and sustainability. It is specifically for those children who are totally disconnected from their original communities and have nowhere left to go. The final goal is to prepare them for adult life and to then create opportunities for apprenticeships and jobs within the local area - SOUTH AFRICA
3. **The Independent Living Program:** In this program youth have a full time employment and are assisted in groups of two or three, to find their own accommodation and over a period of 6-9 months they take over their accommodation and living cost payments – final stage to self-sustainability - SOUTH AFRICA
   Impact: https://www.youtube.com/watch?time_continue=602&v=PyB4UlvM05I&feature=emb_title

CASE STUDY 3 - Sport plus and plus sport initiative

Skateistan

Aim: Combine skateboarding with creative, arts-based education so to empower children with key skills to become leaders for a better world whilst break down social barriers.

• PHASE 1 (2007) Started looking for equipment sponsors in Australia, Europe and the US so that he could bring more skateboards to Afghanistan.

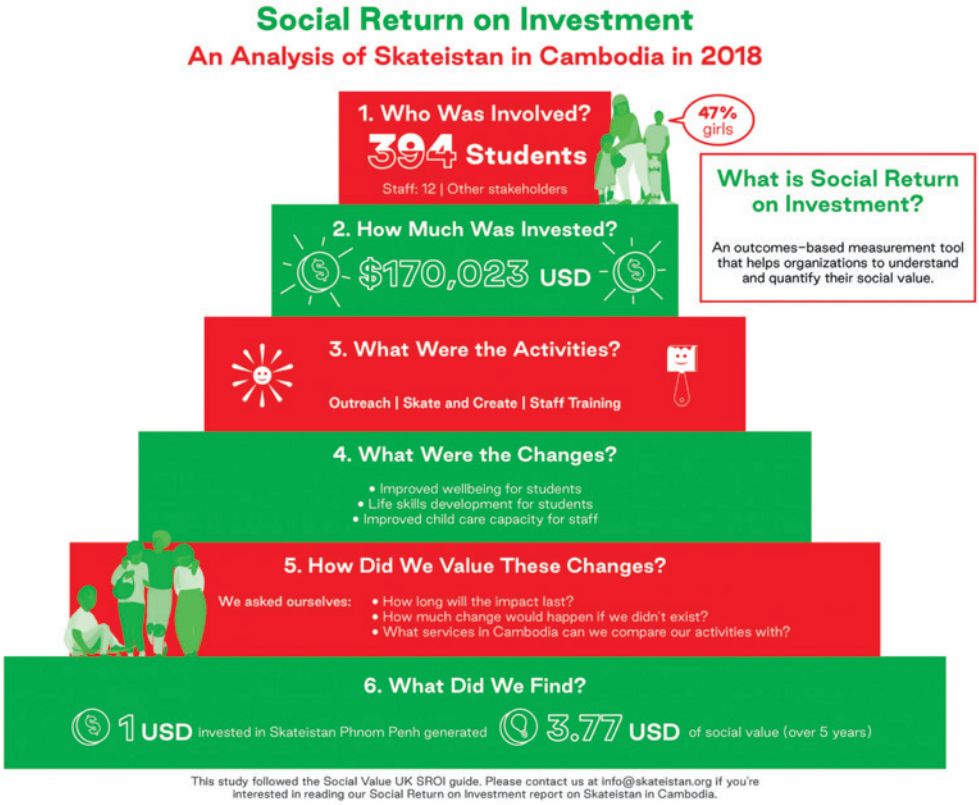
• PHASE 2 (2008 – 2009) Started running regular skate sessions in Kabul (120 youth weekly). Hence, skateboarding started to be used to connect kids with education and leadership opportunities.

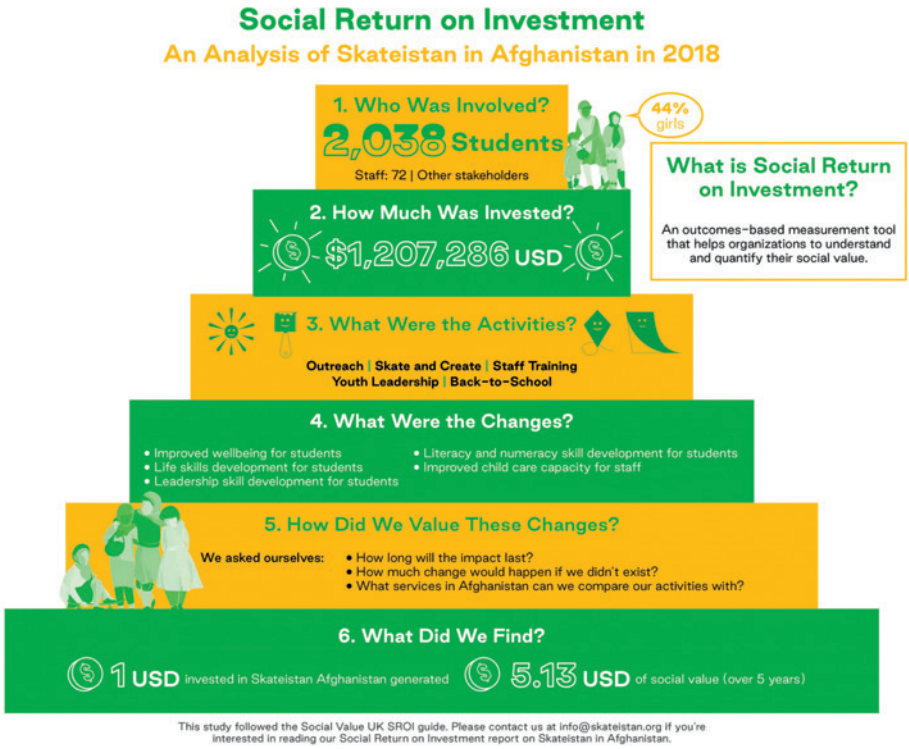
Implementation: 5 Main Programmes

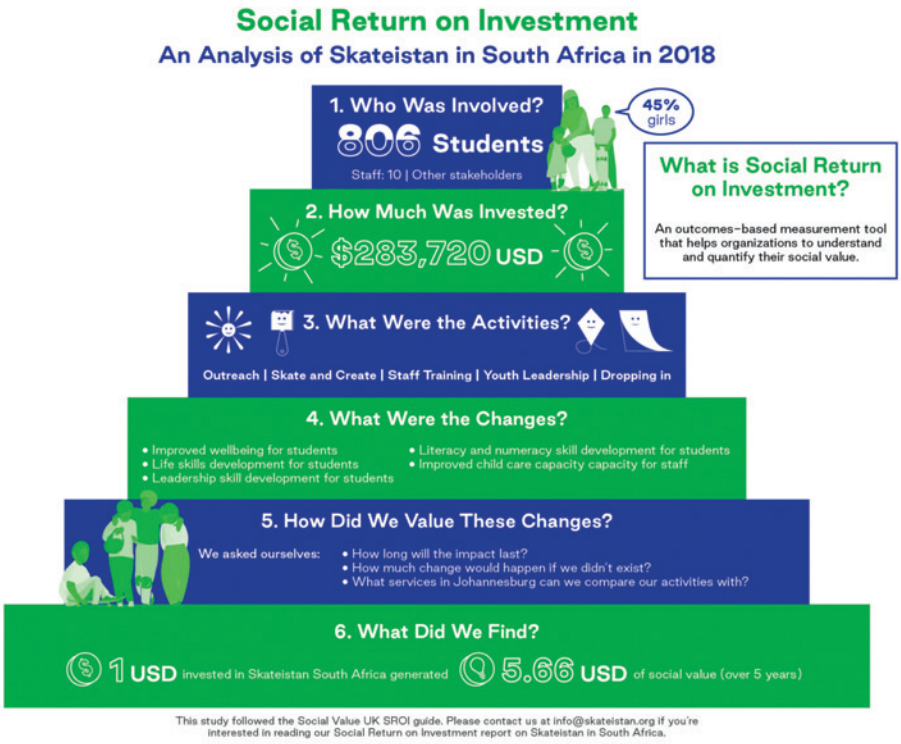
1. **Outreach:** Skateistan Educators goes to children with limited resources with the aim to introduce skateboarding to new communities through creative activities whilst networking young people and their families with important social services.
2. **Dropping In:** Provides learning spaces and resources where students can develop their aspirations/potential. Children 'drop in' for organized skateboarding and sports sessions, read in the Skate School libraries, join weekly book clubs and study groups, or use computers and quiet spaces to study. Also, holiday programs, field trips, and events are organised during school vacation.
3. **Skate and Create:** Support students build relationship and life skills through a balance of social sports and structured learning. In the skatepark and in the classroom, Skateistan's Educators guide activities to promote wellness, equality, creative expression and knowledge of natural sciences. The Four annual curriculums develop a global perspective through local actions and these are accessible to all levels of literacy and ability.
4. **Back to School:** Support children through public education. Indeed, children who are out of school join Skatistan Skate School five days a week to cover three grades of public education in 11 months. Upon completing the accelerated learning program, Sketistan enrolls students into

public schools (usually in the 3rd or 4th grade).

5. **Youth Leadership (YL):** Motivated students are invited to join the YL program to become more involved in developing the Skateistan community. Students work together on weekly media training, event planning, international culture exchanges, and foundational safety skills to assist Educators in class. This helps participants develop a sense of investment in the Skate Schools and creates role models for the other students and wider community.
   Impact: https://www.youtube.com/watch?v=x59Sffia4i4




Social Return on Investment
An Analysis of Skateistan in Afghanistan in 2018
1. Who Was Involved?
2,038 Students
Staff: 72 | Other stakeholders
44% girls
What is Social Return on Investment?
An outcomes-based measurement tool that helps organizations to understand and quantify their social value.
2. How Much Was Invested?
$1,207,286 USD
3. What Were the Activities?
Outreach | Skate and Create | Staff Training
Youth Leadership | Back-to-School
4. What Were the Changes?
• Improved wellbeing for students
• Life skills development for students
• Leadership skill development for students
• Literacy and numeracy skill development for students
• Improved child care capacity for staff
5. How Did We Value These Changes?
We asked ourselves:
• How long will the impact last?
• How much change would happen if we didn't exist?
• What services in Afghanistan can we compare our activities with?
6. What Did We Find?
1 USD invested in Skateistan Afghanistan generated 5.13 USD of social value (over 5 years)
This study followed the Social Value UK SROI guide. Please contact us at info@skateistan.org if you're interested in reading our Social Return on Investment report on Skateistan in Afghanistan.


Social Return on Investment
An Analysis of Skateistan in South Africa in 2018
1. Who Was Involved?
806 Students
Staff: 10 | Other stakeholders
45% girls
What is Social Return on Investment?
An outcomes-based measurement tool that helps organizations to understand and quantify their social value.
2. How Much Was Invested?
$283,720 USD
3. What Were the Activities?
Outreach | Skate and Create | Staff Training | Youth Leadership | Dropping in
4. What Were the Changes?
• Improved wellbeing for students
• Life skills development for students
• Leadership skill development for students
• Literacy and numeracy skill development for students
• Improved child care capacity capacity for staff
5. How Did We Value These Changes?
We asked ourselves:
• How long will the impact last?
• How much change would happen if we didn't exist?
• What services in Johannesburg can we compare our activities with?
6. What Did We Find?
1 USD invested in Skateistan South Africa generated 5.66 USD of social value (over 5 years)
This study followed the Social Value UK SROI guide. Please contact us at info@skateistan.org if you're interested in reading our Social Return on Investment report on Skateistan in South Africa.

2.4 Take-Away Task

Based on the previous notions regarding Sport4Development and its PlusSport/SportPlus Initiatives. Please review the below Sport4Development programmes to fully understand their modus operandi and develop a brief outline of your Sport4Development initiative (PlusSport, SportPlus or both).

- **Alive and Kicking:** Not-for-profit ball manufacturer which promote job creation, as well as donating football and delivering sport-based health programmes.
- **One World Running:** An international programme promoting an awareness of health, fitness and nutrition by providing running shoes to those in need in the U.S. and worldwide.
- **Football for Peace:** A youth sports movement using the global influence of football as a force for good. By combining education, training programme and community-based activity programme with diplomatic impact, it promotes dialogue and raises awareness on major social and environmental issues with the ultimate goal to promote coexistence and peace.

2.5 Summary & Reflection

Sport Plus and Plus Sport approaches have different intentions. Sport Plus focuses on boosting participation in the sport whilst Plus Sport focuses on forge societal change;

Sport Plus and Plus Sport initiatives share key features in terms of implementation;

Sport Plus and Plus Sport approaches should not be understood within a dichotomist analysis but rather as a continuum between the approaches.



2.6 What to Next?

Sport Plus and Plus Sport

- Coalter, F. (2009) "Sport-in-Development: Accountability or Development?" in: R. Levermore and A. Beacom (Eds.) Sport and International Development, Basingstoke: Palgrave MacMillan.
- Coalter, F. (2010) "The politics of sport for-development: Limited focus programmes and broad gauge problems?", International Review for the Sociology of Sport, 45(3), 295–314.

Key features of Sport Plus/Plus Sport Initiatives

- Levermore, R and Beacom, A. (2009) "Sport and Development: Mapping the Field", in: Sport and International Development, Basingstoke: Palgrave MacMillan.
- Levermore, R. (2009) "Sport-in-International Development: Theoretical Frameworks" in: R. Levermore and A. Beacom (Eds) Sport and International Development, Basingstoke: Palgrave MacMillan.
- The Commonwealth (2015). Sport4Development & Peace and the 2030 Agenda for Sustainable Development. London, Commonwealth Secretariat.

Case Studies: Sport Plus Initiative

- SportandDev (2020) "Organisations", SportandDev. Available from: https://www.sportanddev.org/en/organization
- Gear for Goals and One World Play Project

Case Studies: Plus Sport Initiative

- Fleming, S. and Escobar, V. (2014) "Sport4Development: the power of football to create social change", The Guardian. Available from: http://www.theguardian.com/sustainable-business/sport-development-football-effect-social-change
- Paramasivan, M. (2012) "Surfs Up: making waves to promote development and change", IPSD. Available from: http://www.sportanddev.org/en/newsnviews/news/?4072/Surfs-Up-making-waves-to-promote-change
- Tackle Africa https://tackleafrica.org and Surfers Not Street Children https://www.surfnotstreets.org

Case Studies: Sport Plus and Plus Sport Initiative

Skateistan https://skateistan.org

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MODULE 3.

SUPPORTING PERSONAL DEVELOPMENT THROUGH SPORT

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

The purpose of this module is to give you some **thinking tools** to help you make sense of the situations you will find yourself in while volunteering and to **support you making decisions** in your volunteering practice. Remember, however, that no theory has every answer for every situation and that you **will have to exercise "professional judgement"** based on your previous knowledge and experiences. Don't worry! That's how we all do things. Trust yourself and then **reflect on the outcome** of every decision to learn what you can from it and get better for the future.

Learning Outcomes

Module 3 - **Supporting Personal Development Through Sport** - aims to support you (the young volunteer) to enhance your ability to facilitate personal development in those you work with (and of course in yourself!). You can't beat that, can you?

Specifically, after completing this module YOU will be able to:

1. Follow a clear process for understanding people's needs
2. Explain key strategies you can use to support others' personal development
3. Understand how to promote behaviour change using the COM-B model

Why is this important?

Personal development happens both organically (through our regular interactions with others and the environment) and deliberately (through purposeful actions targeting specific developmental areas).

Organic Development Example	Deliberate Development Example
Usman (23 years old) plays football every Monday night with a group of people from a similar age and multiple ethnic backgrounds. He sometimes coaches the session. *Through these interactions, Usman is improving his communication and leadership skills in an organic way.* *Usman is now thinking about doing his coaching qualifications and getting work as a coach with the local council.*	*Elvira (72 years old) lives in a remote village up in the mountains. Her children moved to the city many years ago and she rarely sees them.* *At the local high school, a group of young volunteers show senior citizens how to use their smart phones to be more connected and feel happier.* *Elvira now speaks to her children and grand-children on WhatsApp and has also learnt to shop online.*

Whether organically or deliberately, volunteers play a big role in creating the opportunities that foster personal growth.
Therefore, it is important that, as a volunteer, you are able to find out what the real needs of the people that you work with are - **so you can provide targeted support**.
It is also vital that you learn some basic strategies to facilitate people's progress in key developmental areas - **so you feel confident when volunteering**.
And finally, it is crucial that you have a basic understanding of the process of behaviour change - getting people to do something new or to do things in a different way - **so you can be as effective as possible in establishing the new behaviours.**

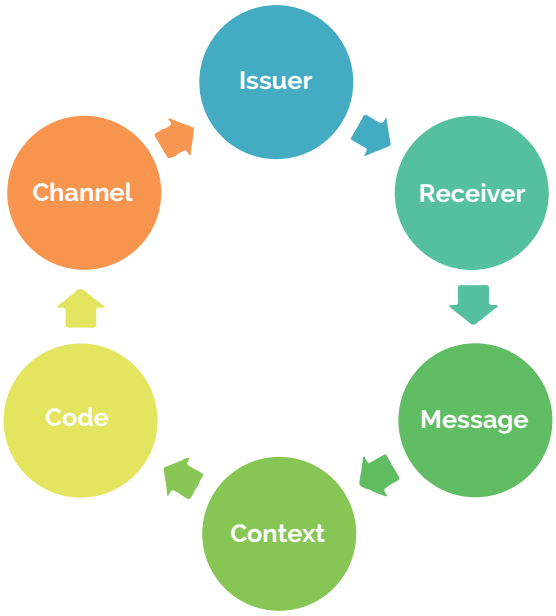
Topic 1 - Understanding people's needs

1.1 Key Knowledge

Understanding someone's needs is the most important step when trying to support personal development. It all starts with being able to communicate appropriately, especially listening with intent. In this section, we are going to talk about the basics of communication and then expand into the importance of teamwork when working within a social environment.

WHAT IS COMMUNICATION?

UNIVERSAL ELEMENTS OF COMMUNICATION



THE RULES (AXIOMS) OF COMMUNICATION

1. One cannot not communicate

Every human behaviour communicates something, regardless of will and awareness of the issuer and receiver.

2. The second axiom, states that there are both "content and relationship levels of communication"

The content is the information that is transferred (the "What" is communicated)

The relationship is the way in which the contents are conveyed (the "how" content is communicated).

3. The nature of a relationship is dependent on the punctuation of the partners' communication procedures

In this context, punctuation refers to the process of organizing groups of messages into meanings. It can sometimes alter the meaning considerably.

Human communication must not be reduced to a simple cause and effect game.

The digital mode is when the person says what their words actually mean. While the analogue mode has to do with how something is said or the nonverbal cues that go along with it.

4. Interhuman communication procedures are either symmetric or complementary, depending on whether the relationship of the partners is based on differences or parity

A symmetric relationship is one in which everyone behaves as equals, from a power perspective. A complementary relationship, on the other hand, is one of unequal power, such as parent-child, boss-employee, leader-follower.

For example, you and a person considered your peer are talking about a way of solving a problem. Both of you can weigh in with your opinions symmetrically because both come from the same position of power.

TYPES/LEVELS OF COMMUNICATION

Communication takes place on three levels:

- **VERBAL:** is all that can be typed/written
- **PARAVERBAL:** it is what can be produced and / or varied with the vocal contribution, i.e. the tone, the timbre, the rhythm
- **NOT VERBAL:** it is what can be produced and / or changed with body movements

TEAMWORK

WHAT IS A TEAM?

Teamwork plays a crucial role in any organization. When employees with common interests, goals, ambitions, and attitudes come together, a team is formed. This team then strives to put in the best effort to solve problems.

Each member of the team must put in equal efforts and achieve the goals set by the organization. Every team member must be focused on a collective goal.

"A team is a group of people who go out of their way to make each other look good."
Robert Farrell

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."
Katzenbach and Smith

DEFINING TEAMWORK AND TEAM BUILDING

Teamwork

Business Dictionary - "the process of working collaboratively with a group of people in order to achieve a goal."

Team Building

The same dictionary terms Team Building as the "ability to identify and motivate individual employees to form a team that stays together, works together, and achieves together."

TEAMWORK AND TEAM BUILDING - FORM VERSUS FUNCTION

Team Building involves the formation of groups to achieve goals. Teamwork Is the union of team members individual skills to achieve a common goal. Team building usually precedes teamwork. It involves choosing. Team leaders try to form groups who can complement each, either strengths or weaknesses.

CHARACTERISTICS OF EFFECTIVE TEAMS

1. Clear vision or purpose - A vision is a clear, concise statement of purpose that engenders involvement and commitment; provides a pulling force that can impel a team toward a new realization of its possibilities, and appeals to people's motivations.

2. Shared commitment - If each member is motivated to work for the vision, each works to his/her full potential to see that the group achieves success.

3. Clear roles and responsibilities - Each team member knows what to do and knows the roles of other members and how they all interact to form the whole.

4. Trust - With clear commitment and roles, each person can rely on the others; enables you to face challenges and support others.

5. Mutual accountability - The collective responsibility of the team toward generating results and achieving success; performance of the team improves with mutual support and cohesion.

6. Celebrate individual and team success - Team success is valued in theory and in practice.

7. Concern for group tasks and process - Team members are skilled at raising both specific task issues and issues that explore how the team itself is functioning.

8. Address challenges with creativity - The team strives to maintain a sense of openness and to solve problems creatively.

9. Inclusive decision making - Effective teams allow an appropriate level of group participation in decision.

10. Regular communication and feedback - Team members give and receive feedback effectively.

1.2 Learning Check

Let's see how much you can remember. Please answer the following questions:

Verbal communication refers to the use of sounds and language to relay a message. It serves as a vehicle for expressing desires, ideas and concepts and is vital to the processes of learning and teaching.

☐ 1. TRUE

☐ 2. FALSE

Non-verbal communication:

- Replaces verbal communication where necessary
- Main means of expressing and communicating emotions
- Supports and completes verbal communication

☐ 1. TRUE

☐ 2. FALSE

Team Building involves the formation of groups to achieve goals. Teamwork Is the union of team members individual skills to achieve a common goal.

☐ 1. TRUE

☐ 2. FALSE

What strategies CAN you implement to improve the performance of your team?

1.3 Mini Case-Studies

CASE STUDY 1 - Communication

Let's say that you have a conversation with a teammate.

The conversation makes you upset, but you do not tell him how you feel. So, the next time that you see your teammate, you act awkwardly around him. Your teammate then realizes that you are upset about something. You've punctuated your feelings with your behavior.

In this example, the interactions create a cyclic cause-and-effect loop because there's no true dialogue that allows you and your teammate to see what is really happening.

By understanding this axiom, you can break this communication loop.

For example:

You - When we talked the other day, I didn't like what you told me and I got upset. That's why I felt awkward against you.

Your Teammate - Really, I didn't notice that, what exactly made you upset?

This simple dialog would act as a kind of metacommunication to break the endless loop.

CASE STUDY 2 - Team Work

In working with your team, what are the main skills you are good at? Please select from this list.

Positive and Negative Reinforcement	Human Resources/Trust	Customer Service	Assessing Group Progress	Coaching	Identifying the strengths and weaknesses of Team Members
Training	Creativity Innovation Immaginination	Passionate About Diversity	Creating Mission Statements	Creating Milestones	Coordinating Cooperation
Evaluating	Clear communication	Goal Oriented	Resilience	Empathy	Interviewing
Integration	Versatility	Concision	Confidence	Process Management	Ongoing Inprovement

1.4 Summary & Reflection

COMMUNICATION

• Recognise the main theoretical elements of Communication: the 5 axioms of communication, the forms of communication (verbal, non-verbal, paraverbal, body language).

• Effective Strategic Communication means using the most advanced communication tools that allow you to reach your goals quickly.

• Mastering effective strategic communication is an indispensable tool to rapidly produce changes in personal and professional life.

TEAMWORK & TEAMBUILDING

• Appreciate team skills and dynamics;

• Identify and develop personal skills to become a more effective team member;

• Establish effective team processes; Improve team communication skills that help you to implement effective changes in the workplace;

• Avoid and cope with conflicts;

• Able to develop skills to implement effective changes in the workplace, as well as strategies and activities.

1.5 Where to Next?

COMMUNICATION

We hope you found the communication framework useful. If you want to know more about it, check out this readings:

- McDermott, H. (2008) CAPE Communication Studies. Pg. 158 - 163.
- Lord, L. et. al. (2012) CAPE Communication Studies. Pg. 130, 139-140.
- Non-verbal Communication. R. A. Hinde, Ed. Cambridge University Press, New York, 1972.
- Or watch the video in the link below:
- Video https://www.youtube.com/watch?v=laDnZ_FWyhM

TEAMWORK & TEAMBUILDING

Reading: Dianna, N. (2006). Teams: Teamwork and Teambuilding, Prentice Hall, New York.

- Or watch the video below: https://www.youtube.com/watch?v=fUXdrl9ch_Q

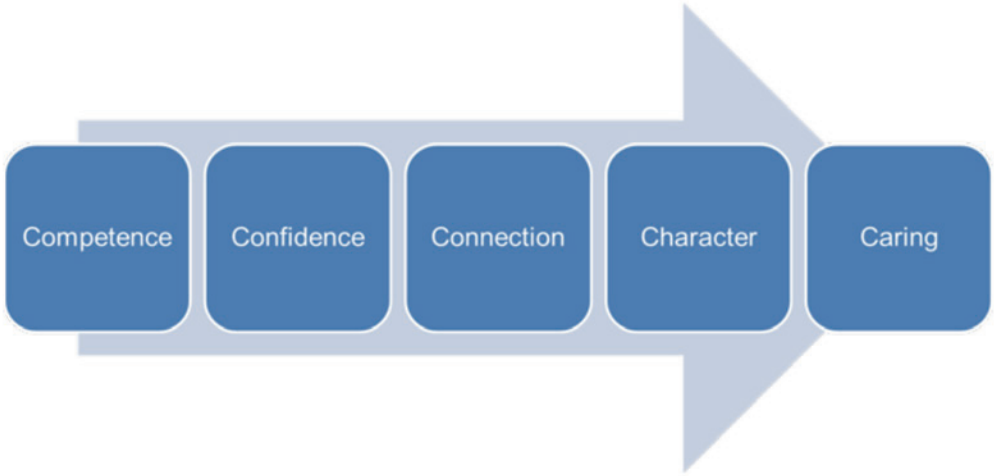
Topic 2 - Strategies to support personal development

2.1 Key Knowledge

In this section we are going to explain what personal development refers to from the perspective of Positive Youth Development (PYD) and propose a variety of strategies to promote PYD in youth.

WHAT IS POSITIVE YOUTH DEVELOPMENT?

The Adolescent Positive Development (DPA) stream is a strength-based to child and youth development. Being based on strengths means that instead of focusing on what young people lack and disciplining them to stop these negative behaviours, the role of the adult and of society is to create the conditions for children and young people to develop positive characteristics and behaviours that will help them develop.
One of the most used PYD conceptualizations is the one proposed by the Professor Richard Lerner of Tufts University (Boston, USA). Lerner has created a research model describing five developmental outcomes for children and youth that, when achieved, seem to facilitate a positive transition to adulthood. These outcomes are known as the 5 Cs (below) and their definitions are in the box overleaf.



Competence
Positive vision about own actions (feeling and being able to do what is valued by oneself and by others)
Confidence
Internal feeling of total self-esteem ("I am a worthwhile human being regardless of my looks, abilities, etc.") and self-efficacy ("I can do things").
Connection
Positive bond with people and the resulting environment in mutually beneficial exchanges and a sense of belonging to something bigger than yourself
Character
Possession of a sense of what is right and wrong and of respect for social and cultural rules and their corresponding behaviour
Understanding (Caring)
Feeling of sympathy and empathy towards others and understanding and being understood.

2.2 Learning Check

Can you name the 5 Cs of Positive Development?

C

C

C

C

C

2.3 Summary & Reflection

The Adolescent Positive Development (ADP) stream:

- is a strengths-based approach to child and youth development.
- being based on strengths means that, instead of focusing on what young people lack and disciplining them to leave out these negative behaviours, the role of adults and society is to create the conditions for children and Young people can develop positive characteristics and behaviours that will help them develop.

2.4 Mini-Case Study

Reflect on the following questions:

Think about a current situation in your club / town that affects Young People's behaviour:

- What do you think is the root cause of this behaviour?
- Could increasing one of the Cs help solve the problem? If yes, which one?
  Indicate four.
- How would you propose to address the development of is this particular C? What strategies could you implement?

2.5 Where to Next?

Please watch the videos below:

- Brief Talk by Professor Richard Lerner on the 5 Cs of PYD - https://www.youtube.com/watch?v=-V-JDByTeT6I
- TedxTC Talk by Professor Peter Benson - How Youth prosper - https://www.youtube.com/watch?-v=TqzUHcW58Us

Topic 3 - Facilitating behaviour change

3.1 Key Knowledge

It is a cliché, but human beings are truly "creatures of habit". Adopting new behaviours yourself or creating new ones in others is a very difficult process. Breaking old habits and building new ones is even harder!

Scientists all over the world have invested countless hours to work out the best ways of getting people to do things that are good for them:

- quit smoking
- exercising more
- not using their mobile phones when driving
- filing their tax returns on time.

It's not easy!

Human beings are complex and live in complex social spaces full of other complex human beings. Everyday we navigate this complexity, sometimes we sail through it; sometimes we capsize and drown!

Our daily behaviours are determined by a mix of personal and social drivers which combine to make certain behaviours more or less likely.

While there are no magic recipes to increase the chances of someone adopting a new, more beneficial behaviour, there are some theoretical models that offer a kind of "step-by-step" guide of things we can do to tilt the odds in our favour.

One of the most widely used tools is the COM-B Model.

THE COM-B MODEL - THE BEHAVIOUR CHANGE WHEEL

Developed by Susan Michie and her colleagues, the COM-B model provides an easy way to understand what components (green) enable behaviour change and what kind of interventions (red) we may use to target specific components. The third layer (policy = grey) will not be covered in this lesson.

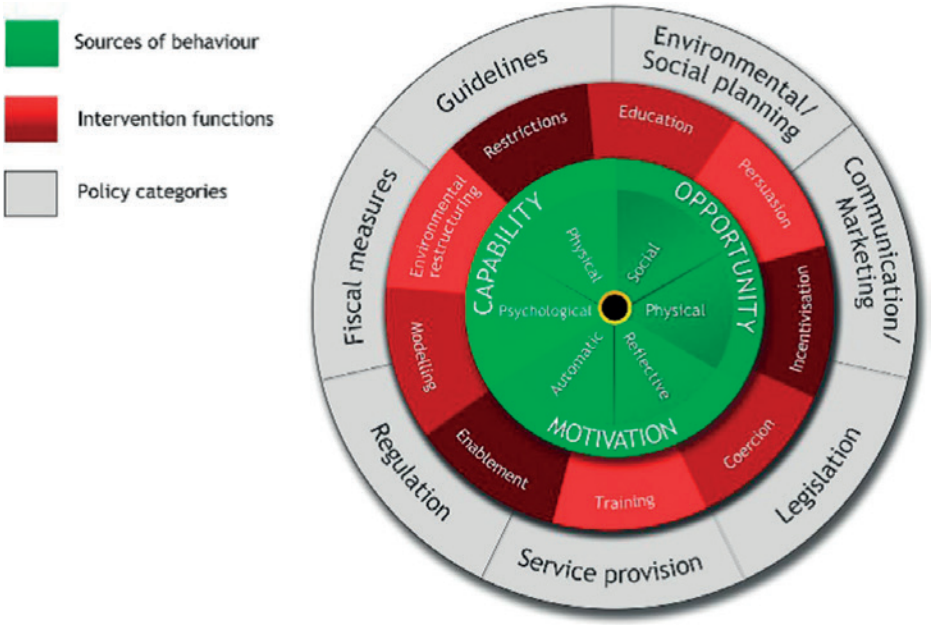


Figure 1 - The Behaviour Change Wheel (reproduced from Michie et al., 2011)

BEHAVIOUR CHANGE COMPONENTS

The three key factors that enable behaviour change (Sources of Behaviour) are Capability, Opportunity and Motivation.

- **Capability** - Does the person have the capability to change the behaviour?
  - o Typically, the possession of key physical and/or psychological competencies are the key determinants.

- **Opportunity** - Does the person have sufficient opportunities to perform the desired behaviour?
  - o This component is normally related to social and/or structural barriers.

- **Motivation** - Does the person have the motivation to do things differently?
  - o Motivation can be broken down into 2 types:

- **Reflective Motivation:** involves intentions and planning
- **Automatic Motivation:** involves emotional reactions, desires, impulses, inhibitions and reflex responses

INTERVENTIONS

Once we understand the potential sources of behaviour, the next step is to consider what interventions may work best to promote behaviour change based on which enabling factors are present or missing. The COM-B model provides 9 "Intervention Functions":

1. **Education:** increasing knowledge or understanding
2. **Persuasion:** using communication to induce positive or negative feelings or stimulate actions
3. **Incentivisation:** creating an expectation of reward
4. **Coercion:** creating an expectation of punishment or cost
5. **Training:** imparting skills
6. **Restriction:** using rules/laws to increase/reduce the opportunities to engage in the target behaviour
7. **Environmental Restructuring:** changing the physical or social context
8. **Modelling:** providing an example for people to aspire to or imitate
9. **Enablement:** increasing means/reducing barriers to increase capability or opportunity

Component	
Capability	**Intervention**
Physical Capability	Training
Psychological Capability	Education Training Environmental Restructuring Enablement
Motivation	**Intervention**
Reflective Motivation	Education Persuasion Modelling Enablement Incentivisation Coercion
Automatic Motivation	Training Incentivisation Coercion Modelling Enablement Environmental Restructuring

Opportunity	Intervention
Physical Opportunity	Training Restriction Environmental Restructuring Enablement
Social Opportunity	Restriction Environmental Restructuring Modelling Enablement

Each of the interventions works best with specific behaviour change components. Please see the table overleaf.

Table 1 - Relationship between behaviour change components and interventions

When using the COM-B model to promote the adoption/ceasing of a new/existing behaviour we must follow the following process:

1. Define the behaviour we want to promote (or deter)
2. Identify which components of the behaviour need to be influenced (Capability, Opportunity or Motivation or any combination of the 3)
3. Chose and design the most likely intervention to facilitate the change.

3.2 Learning Check

Let's see how much you can remember. Please answer the following questions:

- Our behaviours are determined by a mix of personal and social drivers TRUE/FALSE
- What are the 3 components of behaviour (complete the word):

1. Cap...

2. Opp...

3. Mot...

What is the first step when trying to foster behaviour change?

- To...

3.3 Mini-Case Studies

CASE STUDY 1 – Losing weight

Tomasz is 29 and is trying to lose weight, but he is struggling to do so.

Could you guess what behaviour components may be missing and what interventions you would use using the COM-B Framework below?

Please try to label the intervention using one of the 9 types.

Component	
Capability	**Intervention**
Physical Capability	
Psychological Capability	
Motivation	**Intervention**
Reflective Motivation	
Automatic Motivation	
Opportunity	**Intervention**
Physical Opportunity	
Social Opportunity	

CASE STUDY 2 - Looking for a job

Tomasz is 29 and is trying to lose weight, but he is struggling to do so.
Now think about Rehana. She is 23 and has just arrived in Dusseldorf from Pakistan. She is staying with her uncle and auntie who are trying to encourage her to look for a job. After 4 weeks she has not started job hunting and her family are getting worried.

Could you guess what behaviour components may be missing and what interventions you would use using the COM-B Framework below?

Please try to label the intervention using one of the 9 types.

Component	
Capability	**Intervention**
Physical Capability	
Psychological Capability	
Motivation	**Intervention**
Reflective Motivation	
Automatic Motivation	
Opportunity	**Intervention**
Physical Opportunity	
Social Opportunity	

3.4 Summary & Reflection

Okay, so time to take stock of what we have covered in this section.

- Behaviour change is a complex process
- Personal and social factors make people more or less likely to engage in the target behaviours
- The COM-B model provides 3 behaviour change components (Capability, Opportunity and Motivation) and 9 intervention types (Education; Persuasion; Incentivisation; Coercion; Training; Restriction; Environmental Restructuring; Modelling; Enablement).
- To promote the adoption/ceasing of a new/existing behaviour we must follow the following process:
    - o Define the target behaviour
    - o Identify which component(s) to influence
    - o Chose most likely intervention

With the above summary in mind, please write down a few thoughts on what this model may mean for you in your current volunteering work: Does it make sense? Will it be useful? Why? Why not?

3.5. Take-Away Task

How did you find the COM-B model?

Let's test it to see what it means in your volunteering.

Think of one particular behaviour you would like to influence in either yourself or the people you volunteer with/for.

Now use the template below to fully understand the behaviour and develop your change intervention.

Target Behaviour	
Component	
Capability	**Intervention**
Physical Capability	
Psychological Capability	
Motivation	**Intervention**
Reflective Motivation	
Automatic Motivation	
Opportunity	**Intervention**
Physical Opportunity	
Social Opportunity	

3.6. Where to Next?

We hope you found the COM-B framework useful. If you want to know more about it, please go the below links:

- http://www.behaviourchangewheel.com/
- https://www.youtube.com/watch?v=2-KvaIsb0fM

If you want to explore another change behaviour model called "The Influencer" framework, please use the links below:

- https://lifeclub.org/books/influencer-joseph-grenny-kerry-patterson-david-maxfield-ron-mcmillan-al-switzler-review-summary
- https://www.youtube.com/watch?v=6T9TYz5UxI0

REFERENCES

- Michie, S., Atkins, L. & West., R. (2014). The Behaviour Change Wheel: A Guide to Designing Interventions. Llanharan: Silverback Publishing.

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MODULE 4.

HEALTH ENHANCING PHYSICAL ACTIVITY

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education, and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

The purpose of this module is to give you some **thinking tools** to help you make sense of the situations you will find yourself in while volunteering and to **support you making decisions** in your volunteering practice.

Remember, however, that no theory has every answer for every situation and that **you will have to exercise "professional judgement"** based on your previous knowledge and experiences. Don't worry! That's how we all do things. Trust yourself and then **reflect on the outcome** of every decision to learn what you can from it and get better for the future.

Learning Outcomes

Module 4 - **Health Enhancing Physical Activity** - aims to provide a better understanding both theoretically and practically of the promotion of physical and mental health, through sport and volunteering. Indeed, this module will provide some tools and exercises which will further promote critical comprehension of the Health-Enhancing Physical Activity (HEPA) field.

Specifically, after completing this module YOU will be able to:

1. Explain the role of sport in promoting and sustaining physical and mental health
2. Explain key strategies to promote HEPA and how volunteers can contribute
3. Understand how to promote HEPA Behaviour Change

Why is this important?

Module 4 aims to provide an overview of the role of sport in the promotion and sustainability of physical and mental health, as well as the role of volunteers and how they can contribute, as individuals or through a state policy, which is essential for designing interventions to change physical activity levels.

Topic 1 - The role of sport in promoting and sustaining physical and mental health

1.1 Key Knowledge

WHAT IS HEALTH?

Regular physical activity is one of the most important things you can do for your health. Everyone can experience the health benefits of physical activity - age, abilities, ethnicity, shape, or size do not matter. People active in sports have, in general, better health than those who do not participate in sports, because they are physically and mentally prepared for the challenges of sports, abilities that in many cases can be transferred to other parts of life.

One of the most widely used definitions of health is that of the World Health Organization (WHO), which defines health as: "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". This definition goes well beyond a condition of physical health but includes mental health and general well-being.

Sport and physical activity have long been used as a tool to improve mental, physical and social well-being. Sport is about more than scoring goals and winning trophies. Participating in sport improves the body mentally as well as physically and it can be a great way to make friends.

There is strong scientific evidence supporting an association between physical exercise/training and good physical and mental health.

PSYCHOLOGICAL BENEFITS OF PHYSICAL ACTIVITY

Sport has always been known for its physical benefits. In recent years, research has also found that sport participation can positively affect your mental health. Mental benefits include improved confidence and relief of stress/tension and stress related illness.

Mental illness is a global problem affecting millions of people worldwide. Headache, stress, insomnia, fatigue, and anxiety are all measures of ill mental health. The term "ill mental health" constitutes a collection of several mental health problems and symptoms with various levels of seriousness.

The below list provided by Active Norfolk[1] provides an example of the most important psychological benefits that practicing sport may have:

Mood Improvement

Whether a person is playing sports, working out at a gym, or taking a brisk walk, physical activity triggers brain chemicals that make them feel happier and more relaxed.

[1] https://www.activenorfolk.org/news/2016/05/the-mental-benefits-of-sports

Team sports in particular provide a chance to unwind and engage in a satisfying challenge that improves fitness. They also provide social benefits by allowing people to connect with teammates and friends in a recreational setting.

Increased Concentration

Regular physical activity helps keep key mental skills sharp as you age. This includes sharp thinking, learning, and using good judgment. Research has shown that doing a mix of aerobic and muscle strengthening activities, for at least 30 minutes three to five times a week, is especially helpful.

Reduced Stress and Depression

Exercise reduces the levels of stress hormones in someone's body. At the same time, it stimulates production of endorphins. Endorphins are natural mood lifters that can help keep stress and depression at bay.

Improved Sleep

Researches have demonstrated that sport and other forms of physical activity improve the quality of sleep. It does this by helping the person fall asleep faster and deepening their sleep. Sleeping better can improve someone's mood.

Maintenance of Healthy Wight

The Centre for Disease Control and Prevention (CDC) recommend sports participation as a healthy way to maintain weight. Individual sports, such as running, cycling, and weightlifting, are all particularly effective ways to burn calories.

Enhanced Self-Confidence

The regular exercise that comes with playing sport can help boost confidence and improve self-esteem. Sport provide with a sense of mastery and control, which often leads to a feeling of pride and self-confidence.

Development of Leadership Traits

Team sports such as football, baseball, and basketball are breeding grounds for leadership traits. Studies done in high schools reveal a correlation between sports participation and leadership qualities. Because of the opportunity to train, try, win, or lose together, people involved in sports are naturally more inclined to adopt a "team mindset" in the workplace and in social situations. The team mindset leads to strong leadership qualities over time.

BENEFITS FOR YOUNG CHILDREN

Sport can benefit children in many of the same ways it benefits adults. The biggest difference is that when children start participating in sports at a young age, they are far more likely to stay active as they grow older. The same source suggests that participating in a team sport improves academic performance, leads to better scholastic outcomes, and results in more after school participation.

Physical Benefits of Phisical Activity

The definition of physical activity in FYSS is: "Physical activity is defined purely physiologically, as all body movement that increases energy use beyond resting levels" Physical activity can occur spontaneously (leisure/work/transport) or organized and be divided according to purpose:

- Physical exercise is aimed primarily at improving health and physical capacity.
- Physical training is aimed primarily at increasing the individual's maximum physical capacity and performance.

Physical activity is increasingly conducted in an organized manner. Sport's role in society has become increasingly important over the years, not only for the individual but also for public health.

Human biology requires a certain amount of physical activity to maintain good health and wellbeing. More sedentary living (not reaching recommended level of physical activity), combined with increased energy intake, impairs both physical and mental capabilities and increases the risk of disease.

The effects of physical activity and exercise are both acute (during and immediately after) and long-lasting. Effects remaining after a long period of regular physical activity and have far-reaching consequences for health.

Good health, therefore, requires physical activity to be performed with both progression and continuity.

Health related exercise improves the health-related fitness factors which are also useful to sports people. These are:

- **Cardiovascular fitness** - the ability to exercise the whole body for long periods of time.
- **Muscular strength** - the amount of force a muscle can exert against a resistance. It helps sportspeople to hit, tackle and throw.
- **Muscular endurance** - the ability to use voluntary muscles many times without becoming tired. It helps sportspeople to sprint or repeat quick actions for longer.
- **Flexibility** - the range of movement possible at a joint. It helps performers to stretch and reach further.
- **Body composition** - the percentage of body weight which is fat, muscle or bone. It helps sportspeople depending on the type of sport they play, e.g. heavy rugby players are more effective in the scrum than lightweight players, but light long distance runners will always beat heavyweights.
- **Speed** - is the differential rate at which an individual is able to perform a movement or cover a distance in a period of time or how quickly an individual can move. This helps all games players to move into position or get away from opponents quickly.

Table 1

Recommendations regarding physical activity for different target groups. Note that additional health effects can be achieved if, in addition to these recommendations, the amount of physical activity increases, either by increasing the intersity or duration or a combination of both.		
Target Group	**Recommensations**	**Purpose**
Children and youth Age 6-17 years	All children and adolescentes are recommended at least 60 minutes daily physical activity. Loger is better. The physical activity should be primarily of aerobic nature and the intensity moderate (easy/medium pulse increase) to high (marked pulse increase). Aerobic physical activity at high intensity at least 3 times a week. Muscle-strengthening physical activity 3 times a week. Weight-bearing activity, such as running and jumpring, is positive for bone mineral density. The physical activity level will gradually be adapted to the individual's biological and psychsocial maturation.	Developments of muscles and skeletal and nervous system. Maintain a healthy weight and a good mental health. Social development, integration, good self-esteem, and self-confidence. Enhanced learning ability. Recommendations are universal, but for individuals with illness, there may be special recommendations.
Adults Age 18-64	All adults from 18 years of age and above are recommended to be aerobically physically active at least 150 minutes a week at a moderate intensity (medium pulse increase), ot at least 75 minutes per week at vigorous intensity (marked pulse increase). The activities should be distributed over at least three separate days. Muscle-strengthening physical activity at least twice a week should be performed.	Improvements in aerobic work capacity and muscle strenght. Recommedations are universal, but for individuals with illness, there may be special recommendations. Profits from carrying out the activity are lower risk of disease, such as disturbed metabolism and certain cancers and bone fratures.
Ederly Age > 64	Same recommendations as adults. Muscle strenghthening exercises should be performed at high velocity, if possible. Balance training should be incorporated prior to aerobic and muscle strenghthening training. Individuals with impaired ability should perform as much exercise as possible.	Improvements in aerobic work capacity, muscle strenght, and balance. Recommendations are universal, but for individuals with illness, there may be special recommensations. Medical advice may be required before exercise commences. Benefits of carrying out the activiy are the same as for adults, and better functional health and independence.

Social Benefits of Physical Activity

Sport's main purposes are to promote physical activity and improve motor skills for health and performance and psychosocial development. Participants also gain a chance to be part of a community, develop new social circles, and create social norms and attitudes. The added values of sport are therefore those of interest. Certain skills (goal setting, leadership, etc.) can be transferred from a sporting environment to other areas of life.

For children and adolescents, sport has shown to be related to reduced anxiety, higher self-efficacy, self-confidence and social benefits such as higher investment in meaningful relationships and feelings of connectedness.

The Benefits of Social Excercise (Esercise done with others)

- **Motivation:** One of the first places people look at when it comes to the benefits of social exercise is motivation. Exercising with a friend is one of the best ways to give a huge push to keep going and spur one more than normally.

- **Confidence:** Confidence is another factor that social exercise can benefit, especially if one is new to it.

- **Fun:** Taking things into a more positive light, exercising with others can actually be an awesome way to make things more fun. Increased motivation isn't the only thing that benefits your performance from exercise. Having someone to talk to and progress with can actually make things way more fun than solo work.

- **Competition:** If someone else presence isn't quite enough to keep someone pushing on, competition always can be. Working out with a friend or even playing in a team, making competition is easy. See who can hit their goals first, lift the most weight, do the most reps, score the most goals, whatever you like. Making a little game of it can really get the determination building, and that can push you more than anything if you enjoy it.

- **Guidance:** the chance to exercise with someone that's more experienced or even in a group can open new doors and show new. Having someone who knows more is the best way to learn new and better ways to do things. Whether it's a new exercise or a better technique a teammate can be a real game-changer to learn and support.

- **Encouragement:** How to support one another. Even after all of the physical benefits of exercising, having a personal cheerleader, drill sergeant, coach or spotter is one of the best ways to push someone to their absolute limit.

PHYSICAL ACTIVITY FOR VULNERABLE GROUPS

Groups at risk of exclusion from society appear to have a lower health status and more health-related problems. Prevention efforts in these groups are not always successful, and new ways have to be sought by which health messages can be delivered.

One way to alleviate the problems experienced by vulnerable people and to improve their lives is sports participation. Sports participation is thought to have many beneficial outcomes, such as:

- Improved physical health (Khan et al., 2012),
- Social and mental well-being (Bailey, 2005; Coakley, 2011),
- Pro-social behavior (Bailey, 2005), and Academic achievement (Terry, Hahn, & Simjanovic, 2014; Trudeau & Shephard, 2008).

Many agree on low-threshold sport activities, also called 'community sports', to be a powerful tool to target socially vulnerable groups.

Since social exclusion is a complex and multi-dimensional process, promoting health and well-being among socially vulnerable groups is a complex social intervention requiring a multifaceted understanding and policy response, applying principles of proportionate universalism.

Population-wide universal interventions (through schools, sport and leisure clubs, employment offices, etc.) should be completed with specific interventions targeting vulnerable population groups, varying in both the intensity of the intervention and the methods used so that they address the specific living conditions in which vulnerable groups live and work. Sport, among others because its attractiveness among youth, may be a context of interest in which such multifocal response can start from, on the condition that it enables to reach the 'hard-to-reach'.

Participation in sport is increasingly considered an effective instrument to enhance the ability of the most vulnerable in society to cope with adversity. Because of its potential to overcome the barriers to sport participation, 'community sport' has been studied from the late 1990s onwards.

Community sport activities are low threshold and financially accessible, and organized locally, in specific - often urban - neighborhoods. The activities are not usually high level or competitive in nature. The above aspects make the community sport setting a fitted context for meeting like-minded people in a safe and accessible manner, and potentially a powerful tool to reach socially disadvantaged groups.

Community sport has earned a place on the global, European, and local social policy agendas and is increasingly being integrated, particularly in the developing world or in divided societies, in community development strategies to contribute to reconciliation and peace, and to pursue the Sustainable Development Goals.

VALUES AND INTEGRATION THROUGH SPORT AND PHYSICAL ACTIVITY

Being a member of a sports club and regularly participating in sport will develop personal qualities from:

- **co-operation** - working with others
- **competition** - testing yourself against others
- **physical challenge** - testing yourself against the environment or your best performances
- **aesthetic appreciation** - recognizing quality of movement in a performance

1.2 Learning Check

Let's see how much you can remember. Please answer the following questions:

1. Please write below 3 psychological benefits of physical activity:

- o
- o
- o

2. Please write below 3 physical benefits of physical activity:

- o
- o
- o

1.3 Summary & Reflection

Sport and physical activity have long been used as a tool to improve mental, physical, and social well-being. Sport is about more than scoring goals and winning trophies. Participating in sport improves the body mentally as well as physically and it can be a great way to make friends. There is strong scientific evidence supporting an association between physical exercise/training and good physical and mental health. Many agree on low-threshold sport activities, also called 'community sports', to be a powerful tool to target socially vulnerable groups. Since social exclusion is a complex and multi-dimensional process, promoting health and well-being among socially vulnerable groups is a complex social intervention requiring a multifaceted understanding and policy response, applying principles of proportionate universalism. Participation in sport is increasingly considered an effective instrument to enhance the ability of the most vulnerable in society to cope with adversity. Because of its potential to overcome the barriers to sport participation, 'community sport' has been studied from the late 1990s onwards. Community sport has earned a place on the global, European, and local social policy agendas and is increasingly being integrated, particularly in the developing world or in divided societies, in community development strategies to contribute to reconciliation and peace, and to pursue the Millennium Development Goals.

1.4 Where-To Next?

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To further understand the role of sport in promoting and sustaining physical and mental health visit the following links:

- https://www.un.org/millenniumgoals/
- http://www.fyss.se/
- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6572041/

Topic 2 - Key strategies and how volunteers can contribute

2.1 Key Knowledge

As stated in the Official Journal of the European Union, Council Recommendation on promoting health-enhancing physical activity across sectors (2013/C 354/01), there are several policy areas, in particular sport and health, that can contribute to the promotion of physical activity and can provide new opportunities for everyone to become physically active. In order to fully exploit this potential and achieve the increasing of physical activity levels, "a strategic cross-sectoral approach in the field of HEPA (Health-Enhancing Physical Activity) promotion, including involvement at all levels of all relevant Ministries, bodies and organizations, in particular the sport movement, and taking into account existing and on-going policy work, is indispensable". As a consequence, the contribution of volunteers of sport organizations, can be added value for the promotion of physical activity.

According to a research conducted by Van Willigen[2], the volunteering process is more beneficial for the wellbeing of the older adult population, since it is perceived as a way to ameliorate the negative physical and health outcomes of the aging process. In another study Librett, Yore, Buchner and Schmid noticed that volunteers are more likely to meet the physical activity recommendations and instructions than non-volunteers. They also attested that volunteers who are occupied on environmental issues were 2.6 times more likely to meet physical activity recommendations than others who did not volunteer on such issues.

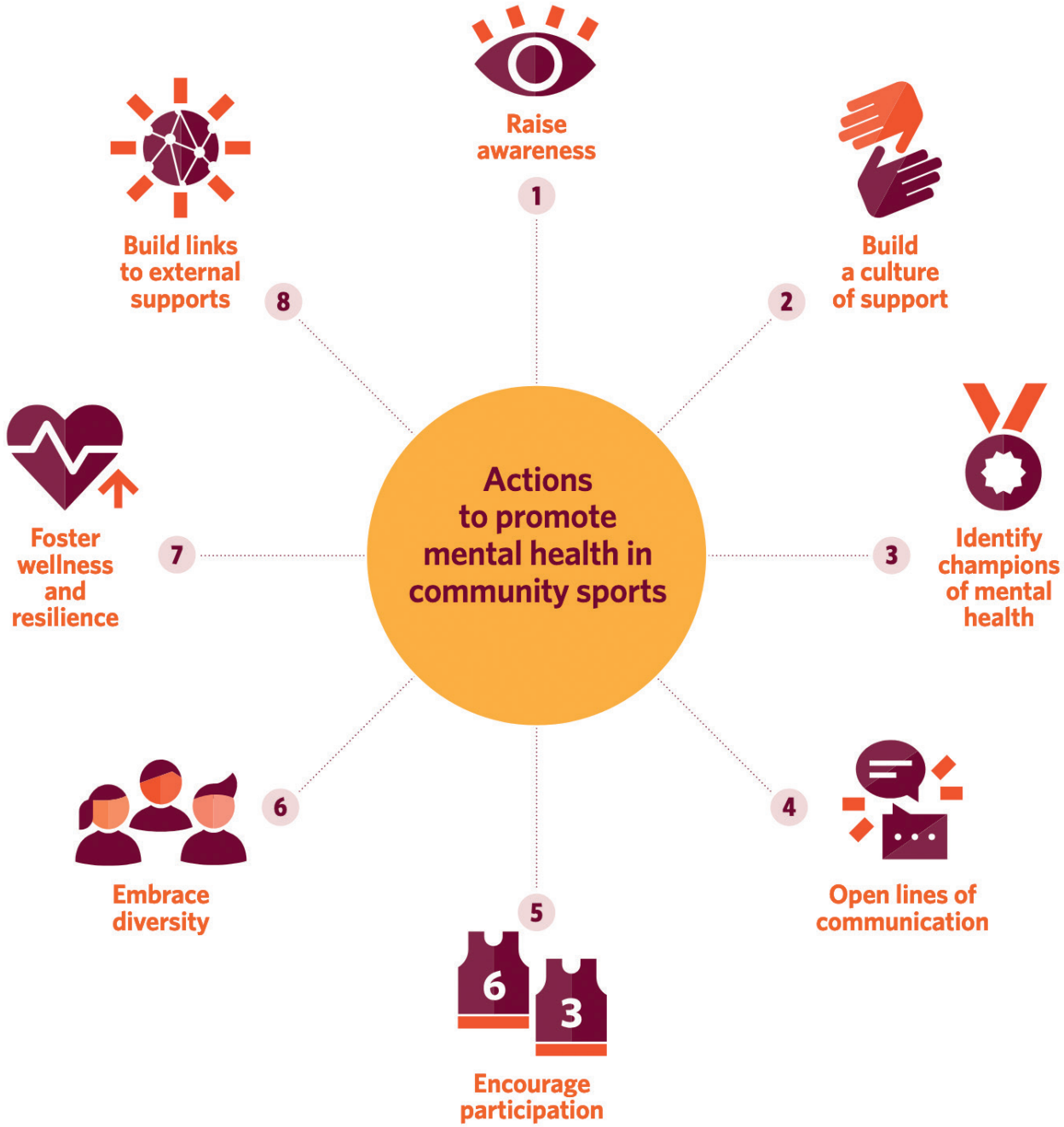
Also, according to the Toolkit for Supporting mental wellbeing in community sport provided by the National Centre of Excellence in Youth Mental Health[3], there are 8 actions to be considered by sporting organizations, which often recruit volunteers, in order to promote mental health in community sports. As it is highlighted, mental illness is the most common health issue in young people, with 75% of mental illness having its onset before the age of 25. In Australia, as surveys suggest, one in four people aged 16-24 have experienced mental ill-health in the past 12 months. Therefore, the National Centre of Excellence in Youth Mental Health has developed this Toolkit, as a clear framework for sporting organizations, which often recruit volunteers, in order to promote mental health in community sports. Among others, this Toolkit provides 8 actions to be considered by sporting organizations. These actions, as shown in the figure below, are:

- **Raise Awareness**
  Building the capacity of sporting organizations to support mental health begins with ensuring that there is a common understanding of what mental health is and why it is important. This is the first step to achieve excellent knowledge and an open communication.

- **Build a culture of support**
  Building a culture of support is about changing perceptions to show that supporting mental wellbeing promotes, rather than impedes, sporting excellence. According to the cycle of excellence and support, a culture of support ensures a good mental health and contributes to the increase and outcome of the person's physical activity.

[2] Van Willigen, M. 2000. Differential benefits of volunteering across the life course. Journal of Gerontology: Social Sciences, 55B,308-318.
[3] https://www.orygen.org.au/Training/Resources/Physical-and-sexual-health/Toolkits/Supporting-mental-wellbeing-in-community-sport/MH-in-community-sports-toolkit-WEB

FIGURE 1 **A toolkit to promote mental health in community sports**



- **Identify champions of mental health**
  It is vitally important to have young people involved and to ensure that they are heard and respected as key participants and leaders.

- **Open lines of communication**
  By encouraging open communication about mental health in sporting organizations, people can break down this stigma. It can take place between staff, leadership, and players, among young people, among family, friends, and other club supports.

- **Encourage participation**
  This can lead to a vicious cycle of disengagement from exercise and social interactions, which can lead to worsening mental health. Encouraging young people to participate and maintain engagement with their sporting activities is a key priority in supporting their wellbeing.

- **Embrace diversity**
  Creating an atmosphere that starts with inclusion, helps to facilitate positive mental health, and leads to a more rewarding experience for all parties.

- **Foster wellness and resilience**
  A strengths-based model is about building wellness and increasing resilience. Implementing a strengths-based model:

  - builds wellness, resilience, and mastery
  - can be used both inside and outside of sports settings
  - builds on the unique strengths of those experiencing mental health difficulties
  - build links to external supports

Coordination between different members of this community of support ensures that young people receive consistent messages and responses.

Obstacles for volunteers:

There are several factors that provoke the disengagement of volunteers in the promotion of physical activity. The length of time dedicated to work may be the most serious barrier that eliminates the volunteering process. In many cases, the volunteers are obliged to travel a long distance to conduct the voluntary activity and promote the physical exercise. The financial restraints or the deficiencies in equipment may affect the commitment of the volunteers.

Therefore, it is essential that the volunteers receive the sufficient technical support, as well as the training and the motivational instructions to accomplish the voluntary activity. This requires investment in labour and time and thus the role of the coordinator who is responsible for recruitment and training is very important.

2.2 Mini-Case Study

Some very interesting initiatives regarding the promotion physical activity, as part of a healthy lifestyle are:

WHO-FIFA

The World Health Organization (WHO) and football's world governing body, FIFA, signed a Memorandum of Understanding to promote healthy lifestyles through football globally. This initiative aims to motivate billions of people to live longer healthier. The areas of collaboration include the enhancing of a healthier lifestyle through football, the participation in physical activity working with national associations and networks of WHO goodwill ambassadors, football players, coaches, and volunteers to increase physical activity through football.

The volunteering process will help people to increase their well-being through football. The collaboration will leverage the two organizations' respective strengths to ensure health messages and activity-related programs can have a major positive impact on the lives of people all around the world. "WHO is excited to be working with FIFA. Half the world watched the 2018 World Cup. This means there's huge potential for us to team up to reach billions of people with information to help them live longer healthier lives," said WHO Director-General, Dr. Tedros Adhanom Ghebreyesus. FIFA President, Mr. Gianni Infantino said: "I am extremely happy to announce this collaboration with WHO. Football is a unique, universal language and we want to use our platform and network to support health initiatives and promote healthy lifestyles all around the world."

UEFA EURO 2020

UEFA EURO 2020 was scheduled to be the 16th UEFA European Championship. Health assessments of all host venues for UEFA EURO 2020 have been commissioned by UEFA as part of the Respect Your Health Programme that will be coordinated by European Healthy Stadia Network.

The main objectives of the programme are the promotion of walking and cycling to host venues as a health and sustainable mode of transport, the promotion of healthier food and drink options at catering kiosks within host venues, as well as the promotion of responsible alcohol consumption, training of stewards and policy recommendations.

Walking and cycling to host venues will be recommended to the volunteers as a sustainable mode of transport to and from host venues. Healthy Stadia will work with relevant UEFA departments, host cities and host venues to promote healthier food and drink catering options as the easiest choice for fans to make.

IOC - WHO

During the COVID-19 period, the International Olympic Committee (IOC) and the World Health Organization (WHO) are strengthening their efforts to promote Healthy Lifestyles, including physical activity, sport and active recreation.

"Over the last few months in the current crisis, we have all seen how important sport and physical activity are for physical and mental health. Sport can save lives," said IOC President Thomas Bach. "We will benefit from WHO advice when addressing the challenges of the post-coronavirus society, where health will play a much more prominent role in public policies. We look forward to working even closer with WHO. The IOC calls on the governments of the world to include sport in their post-crisis support programs because of the important role of sport in the prevention of NCDs, but also of communicable diseases."

Main Objectives of the collaboration:

- **Objective 1:** Joint action to support communications and advocacy for health and physical activity
- **Objective 2:** Align policy to strengthen the support on non-communicable diseases (NCD) prevention and healthier lifestyles through sport
- **Objective 3:** Strengthen the health preparedness and legacy of the Olympic Games
- **Objective 4:** Strengthen health promotion, policy and action through the Olympic Movement
- **Objective 5:** Support and strengthen collaboration on non-communicable diseases (NCD) prevention and physical activity promotion between the health and sports sectors.

YOUNG FOOTBALL VOLUNTEERS PROJECT RECOGNIZED AS THE BEST HEALTHY LIFE-STYLE PROMOTER IN CRIMEA

The project aims to engage young people aged 12 to 20 (with a minimum of 40% girls) living in the rural areas of the oblasts of Kherson, Mykolayiv and the Autonomous Republic of Crimea in active and effective participation in decisions regarding their health and the life of their community.

The Ball of Champions, which brought together the best Crimean athletes and coaches, was organized by the Ministry of Education and Science, Youth and Sports of Crimea with support from the National Olympic Committee of Ukraine in Crimea.

EXPERIENCE CORPS-BALTIMORE PROGRAMME

The Baltimore Programme is focused on a dual objective. First and foremost, it places older volunteers in public elementary schools for 15 hours a week in roles designed to improve the academic outcomes of children, whilst it increases the physical, cognitive, and social activity of volunteers.

It also aims to promote the physical activity of African American inner-city older adults as well as to preserve the rates of activity in those already active.
The most important outcome of the health promotion intervention is the amelioration of the physical activity levels.

The positive effect of the above-mentioned initiative is that the 15 hours per week of required service does not detract the volunteers from their usual physical activity outside the program. Thus, there appears to be no trade-off of one activity for another, as has been demonstrated in aerobic activity interventions where "regular activity" decreases while aerobic exercise increases.

2.2 Learning Check

Let's see how much you can remember. Please indicate if the following sentence is TRUE/FALSE

- The volunteering process is only beneficial for the wellbeing of the older adult population. TRUE/FALSE
- The volunteering process is also beneficial for the wellbeing of the younger population. TRUE/FALSE
- Sometimes volunteers can face obstacles when they are trying to promote physical activity. TRUE/FALSE

2.3 Summary & Reflection

The contribution of volunteers of sport organizations, can be added value for the promotion of physical activity. According to a research conducted by Van Willigen, the volunteering process is more beneficial for the wellbeing of the older adult population, since it is perceived as a way to ameliorate the negative physical and health outcomes linked to aging. In another study Librett, Yore, Buchner and Schmid noticed that the volunteers are more likely to meet the physical activity recommendations and instructions than the non-volunteers. Also, according to the Toolkit for Supporting mental wellbeing in community sport provided by the National Centre of Excellence in Youth Mental Health, there are 8 actions to be considered by sporting organizations, which often recruit volunteers, in order to promote mental health in community sports. There are several factors that provoke the disengagement of volunteers of the promotion of physical activity. The length of time dedicated to work may be the most serious barrier that eliminates the volunteering process. Therefore, it is essential that the volunteers receive the sufficient technical support, as well as the training and the motivational instructions to accomplish the voluntary activity.

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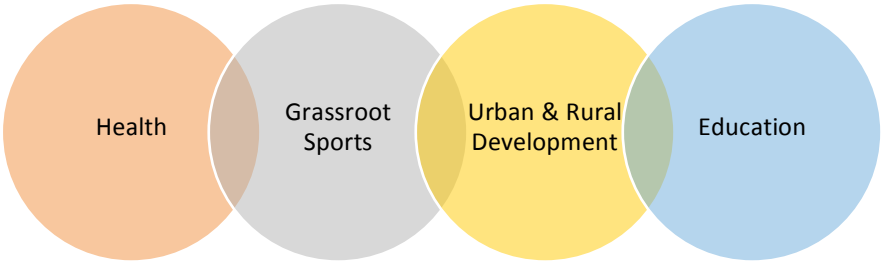
Topic 3 - Promoting HEPA behaviour change

3.1 Key Knowledge

HEPA DEFINITION

HEPA promotion includes all forms of physical activity that are beneficial for health without undue harm or risk, including sport, health, transport, environment, or leisure time approaches. HEPA promotion policy aimed at increasing health-enhancing physical activity, concerns any type of a physical activity that is beneficial to one's health bearing minimum risks. In 2013, the World Health Organization published the Global Action Plan for the Prevention and Control of Noncommunicable Diseases 2013-2020 (WHO, 2013) that underlined the importance of physical activity in the prevention and management of non-communicable disease. The importance of the contribution of the health sector general and primary care is increasingly recognized.

FOUR AREAS RELATING TO HEPA



Health

The promotion of physical activity intents to enhance the health condition of the stakeholders. HEPA policy concerns in particular elderly people with long standing health problems, people with disabilities, or those living sedentary lifestyle, with long days sitting at a desk and very little to no exercise.

Education

The promotion of HEPA is based on the adequate knowledge and awareness provided to the stakeholders. Children are the most important target group informed about the behavior change. Therefore, there are Physical Education (PE) Curricula which provide the proper instructions and contribute to their overall wellbeing.

Grassroots Sport

The sports clubs and the community induce the behavioral transformation and provide the incentives for a healthier lifestyle in a most organized and disciplinary action.

Urban and Rural Development

The promotion of the effectiveness of the physical activity concerns both the urban and the rural societies. The first deal with the issue of the constrained spaces provided for physical activity, and the latter counter the deficiencies in technical support.

THE 2 APPROACHES OF HEPA

1. Brief Intervention

- Oral discussion
- Negotiation
- Encouragement with or without written support
- Giving information
- Directing them where to go for further help
- Raising awareness for risk.

2. Exercise referral schemes

An 'exercise referral' means that the patients are formally referred by the health professional to a third party, for instance an exercise professional, whereas an 'exercise prescription' is less formal with the health professional signposting to local physical activity opportunities, although the terms are used interchangeably in different localities.

In the NICE[5] guideline, exercise referral schemes consist of:

- an assessment involving a primary care or allied health professional to determine that someone is 'inactive'

- a referral by a primary care or allied health professional to a physical activity specialist or service

- an assessment involving a physical activity specialist or service to determine what programme of physical activity to recommend

- an opportunity to participate in a physical activity programme

EUROPEAN UNION, LEGAL BASIS FOR HEPA POLICY

Articles 165 and 168 of the Treaty on the Functioning of the European Union (TFEU), both of which assign a supporting competence to the Union. Article 165 stipulates that the Union shall 'contribute to the promotion of European sporting issues' and that action shall be aimed at 'developing the European dimension in sport'. Article 168 stipulates that 'Union action [...] shall be directed towards improving

[5] https://www.nice.org.uk/

public health [...] and obviating sources of danger to physical and mental health'.

EVALUATION

In order to help states to develop policies and strategies impacting on all determinants of physical activity, the WHO has set up a policy analysis tool, the HEPA PAT (Health-Enhancing Physical Activity Policy Analysis Tool). This tool allows evaluation of national policies, while considering the complex network of determinants and influencing factors.

For the Union as a whole, the HEPA promotion policies of Member States have not been effective. This situation runs not only counter to the Europe 2020 Strategy, which acknowledges the need to fight health inequalities as a prerequisite for growth and competitiveness but is also incompatible with the Union's stated policy ambitions in the fields of sport and health. Research indeed confirms the "evidence-policy gap for action" in addressing physical inactivity and has led to urgent calls for policy action on physical activity as a standalone public health priority.

Since HEPA as a policy field is a rather new topic on the agenda of governments, there is a need for improved understanding of the determinants of HEPA, which is essential for designing interventions to change physical activity levels, as well as for institutional capacity to promote HEPA.

Main Obstacles/Barriers

- Culture differences between health care and exercise sectors
- Unwillingness of (primarily) physical therapist to lead participants towards local exercise facilities
- Absence or ignorance of exercise facilities with adjusted supply in local settings
- No finance of prevention, no formal responsibility
- No willingness to pay for exercise coaching
- Interfering with other local health projects
- Referral is not a habit for the moment in most of the doctor's offices
- Diversity and standard of programs
- Programme not client-centered / needs-driven
- Number of non-starters/ lapsers
- Quality of programs for clients
- Adherence and retention levels of patients
- Waiting times for clients to start programme.
- Inappropriate referrals from health care professionals
- No agreement on regional model of delivery/ guidance
- Lack of communication/ links with referrers/ partners
- No exit strategy for clients completing the 12 weeks
- Poor systems/ protocols for monitoring and evaluation

In addition, recent surveys undertaken by HEPA Europe and others have highlighted the very small amount of medical curriculum time that is dedicated to physical activity and health, so it is little wonder that doctors often do not feel sufficiently confident or equipped to provide support or information to their patients.

3.2 MINI - CASE STUDY

Very brief advice on smoking would involve recording the person's smoking status and advising them that 'stop smoking services' offer effective help to quit. Then, depending on the person's response, they may be directed to these services for additional support. Also propose an "extended brief intervention that lasts more than 30 minutes and consists of an individually-focused discussion." It can involve a single session or multiple brief sessions.

3.3 Learning Check

Let's see how much you can remember. Please answer the following questions:

Please write below 5 obstacles/barriers regarding HEPA policy:

-
-
-
-
-

3.4 Summary & Reflection

HEPA promotion includes all forms of physical activity that are beneficial for health without undue harm or risk, including sport, health, transport, environment, or leisure time approaches. HEPA promotion policy aimed at increasing health-enhancing physical activity, concerns any type of a physical activity that is beneficial to one's health bearing minimum risks. HEPA is strongly related to health, education, grassroots sports and urban and rural development. In order to help states to develop policies and strategies impacting on all determinants of physical activity, the WHO has set up a policy analysis tool, the HEPA PAT (Health-Enhancing Physical Activity Policy Analysis Tool), which allows evaluation of national policies, while considering the complex network of determinants and influencing factors. For the EU as a whole, the HEPA promotion policies of Member States have not been effective. Research indeed confirms the "evidence-policy gap for action" in addressing physical inactivity and has led to urgent calls for policy action on physical activity as a standalone public health priority. Since HEPA as a policy field is a rather new topic on the agenda of governments, there is a need for improved understanding of the determinants of HEPA, which is essential for designing interventions to change physical activity levels, as well as for institutional capacity to promote HEPA.

3.5 Where-To Next?

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MODULE 5.

WORKING WITH SOCIALLY DISADVANTAGED/VULNERABLE GROUPS

Co-funded by the Erasmus+ Programme of the European Union

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

Learning Outcomes

Module 5 - **Working with socially disadvantaged/vulnerable groups** - this module aims to provide a better understanding on how to utilize sport and sport-based interventions to involve certain socially disadvantaged and vulnerable groups into society. The module will provide theoretical knowledge on the characteristics of these groups and the barriers that prevent them from taking part in organised and non-organised sport, while it also features practical examples and good practices from across Europe.

Specifically, after completing this module YOU will be able to:

- Understand the barriers for migrants and refugees to participate in sports;
- Identify the main pillars of inclusive sport activities for people with disabilities;
- Comprehend both theoretically and practically the key notions related to working with women and girls;
- Understand the needs of LGBT youngsters to join sport activities;
- Comprehend both theoretically and practically the key notions related to working with the elderly;
- Understand the link between sport-based interventions and soft skills.

Why is this important?

Module 5 aims to provide a holistic and critical understanding - both theoretically and practically - on the role of sport and sport-based interventions to reach and empower socially disadvantaged and vulnerable groups in societies. The module will provide theoretical knowledge on the characteristics of these groups and the barriers that prevent them from taking part in organised and non-organised sport, while it also features practical examples and good practices from across Europe.

Topic 1 - Working with migrants and refugees

1.1 Key Knowledge

In this section we are going to explain key notions – both theoretically and practically - related to working with migrants and refugees to provide a holistic understanding on the subject.

WHO ARE MIGRANTS AND REFUGEES?

Who are migrants and refugees? The term **"migrant"** is used to describe people who live in another country than they were born in, referring to the experience of international, cross-border migration. Sometimes the meaning is extended to include the first- and second-generation descendants of those who migrated to a new country, sometimes their descendants are described as having a "migration background"[1].

A **refugee** is someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership to a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries[2].

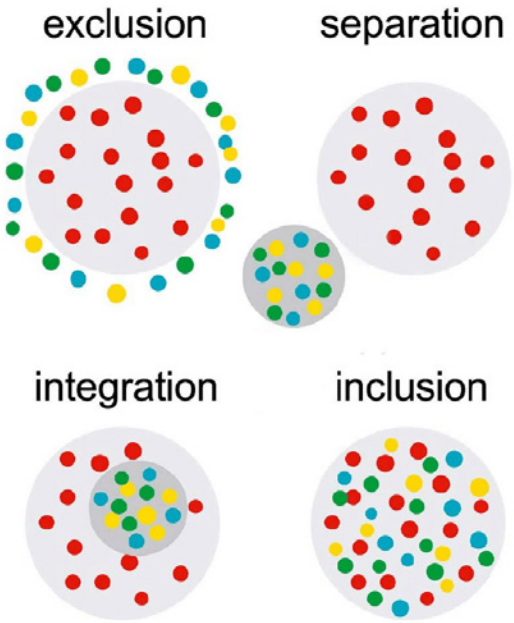
WHAT IS INCLUSION AND INTEGRATION?

It is important to know the difference if we want to create a more inclusive workplace and society. Social integration is the process during which newcomers or minorities are incorporated into the social structure of the host society. Social integration, together with economic integration and identity integration, are three main dimensions of a newcomers' experiences in the society that is receiving them. Inclusion is the process of improving the terms on which individuals and groups take part in society - improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity. "In order to achieve this inclusion (not assimilation) into a society, we consider integration to be a two way process that requires active involvement from both refugees and asylum seekers, as well as members of the host community"[3].

[1] Schwenzer, V. (2016) Equal access to migrant volunteers to sport clubs in Europe. Berlin. Retrieved from: https://sportinclusion.net/fileadmin/mediapool/pdf/spin/ESPIN_Baseline_Study_Equal_access_for_migrant_volunteers_to_sports.pdf

[2] https://www.unrefugees.org/refugee-facts/what-is-a-refugee/

[3] ISCA (2018) Implementation Guide for Integration of Refugees through Sport (IRTS). Copenhagen. Retrieved from: https://issuu.com/iscaoffice/docs/implementation_guide_for_irts



Source of the image:
https://www.researchgate.net/publication/327262183_Methodology_for_Creating_a_FairShares_Lab/figures?lo=1&utm_source=google&utm_medium=organic

WORKING WITH MIGRANTS AND REFUGEES: INCLUSION THROUGH SPORTS

Sport provides physical, social and emotional benefits that help the growth and development of all young people. Sport, physical activity and recreation can provide additional support as young people negotiate their past, present and future.

The role of sport in providing settlement support - in terms of information and support from coaches and language acquisition - is clearly a large motivating factor for more recent arrivals.

Sport activities provide a specific opportunity to facilitate the integration of migrants by helping to promote and maintain intercultural contacts between migrants and nationals. Nevertheless, it cannot be portrayed as a social inclusion guarantee. Programmes using sport for social inclusion need to consider the diverse and complex structural issues behind exclusionary processes.

SPORT PLUS AND PLUS SPORT PROGRAMS

The concepts of sport and social inclusion have been a growing topic of interest over the last few years, not only within academia but also in regards to the policy framework of countries all over the world. Including sport in social inclusion programmes in a broader sense provides the basis for Coalter and Taylor's (2010)[4] distinction between:

[4] Coalter F & Taylor J (2010) Sport-for-development impact study: A research initiative funded by Comic Relief and UK Sport and managed by International Development through Sport. Comic Relief. UK Sport. Department of Sports Studies, University of Stirling.

- **Plus Sport:** Initiatives are led by social development organisations dealing with particular social issues. Sports activities are added on to their programmes as a way of achieving their broader social objective.

AND

- **Sport Plus:** Activities are led by organisations whose core activity is sport, where sports is used and adapted in various ways to achieve certain social development objectives

KEY BARRIERS FOR MIGRANTS AND REFUGEES IN SPORT

STRUCTURAL BARRIERS:

- **Unsustainable one-off programmes** - there are often frustrations involved in attempting to secure funding for sustainable ongoing programmes.
- **Lack of inclusive and accessible programmes** for refugees and newly arrived young people
- **Inconsistent referrals** of young people into sport and recreation programmes by settlement services - there are unclear referral mechanisms for linking newly arrived young people into sport and recreation opportunities.
- **Barriers between targeted and mainstream sport and recreation options** - often young refugees will have the opportunity to participate in one-off grassroots community tournaments, or to play casually in the local park, but they don't know how to go about joining a club.
- **Access to transport** - particularly in the case of those settling in areas where public transport infrastructure is limited.
- **Access to public space and facilities** - there are restrictions to accessing community halls, soccer fields and basketball courts, which limits participation in sport and recreation, particularly in regards to informal, social participation.

MEDIATING BARRIERS:

- **Lack of inclusive practices** within existing sport and recreation providers
- **Resettlement experience** - refugees in this situation may not prioritise sport and recreation, or may simply not know where to play or how to access existing opportunities.
- **Parent/guardian support** - they are often fearful for the safety of their young people, particularly young women, and may be reluctant to allow them to be involved in activities they are unfamiliar with.
- **Culture of sport** - to some refugees who are unfamiliar with the cultural nuances of sporting environments, behaviours like drinking while watching a game may not only be culturally inappropriate, but also perceived as insulting or threatening.

- **Racism and discrimination** - if refugees feel targeted or unwelcome they are unlikely to want to participate in sport and recreation programmes outside their own friendship group or ethnic community.

PERSONAL BARRIERS:

- **Lack of time, other commitments** - newly arrived refugees are often very busy learning a new language, with family commitments such as looking for younger siblings, as well as considerable study and work pressures.
- **Financial constraints** - financial pressures are often severe for refugee families, particularly when families are paying off debts or sending money to relatives overseas.
- **Not knowing the rules** - many of the sports in the new country they have come to are different sports that they may have never played or even never heard of.

1.2 Learning Check

- The term "refugee" is used to describe people who live in another country than they were born in, referring to the experience of international, cross-border migration. TRUE/FALSE
- Integration is the process during which newcomers or minorities are incorporated into the social structure of the host society. TRUE/FALSE

Please list the three types of barriers hindering the participation of migrants/refugees in sports:

1.
2.
3.

Please list at least 3 of the key barriers/issues that prevent migrants/refugees from practicing sports/exercising:

1.
2.
3.

1.3 Mini-Case Study

Liberi Nantes Football and Touch Rugby Club

Liberi Nantes Football Club is a football team in Rome which is composed of players, who are victims of forced migration. This is the first permanent team in Italy which decided to represent the population of refugees, asylum seekers and generally people obliged to escape from their country to survive.

The colours of the team are blue and white, like the colours of the United Nations who sponsors them - is composed of 25 players from Afghanistan, Eritrea, Guinea, Iraq, Nigeria, Sudan, Togo, Central Africa etc.

Because of a regulation in Italian football laws, a team composed solely of asylum seekers cannot play in official championships. Liberi Nantes finally obtained permission to play in the 3rd Category (the lowest) where they are exempted from the ranking, meaning that even if they win they have no possibility to gain points. It is a compromise to let people play and face other teams on the territory in official competitions.

For two years, Liberi Nantes has also managed a touch rugby training programme for women (asylum seekers but also Italian), and trekking activities for everyone. The aim is to offer the possibility to play sport and to foster connections and inclusion between refugees and Italians to everybody.

1.5 Summary & Reflection

- Migrants and refugees are among the most socio-economically vulnerable groups in the world.
- Social integration is a two way process that requires active involvement from both refugees, as well as members of the host community.
- Sport-based development programmes can be classified as Sport Plus ad Plus Sport initiatives.
- Sport provides physical, social and emotional benefits that help the growth and development of all young people.
- There are several barriers that prevent migrants and refugees from exercising and playing sport.

1.6 What to Next?

- ISCA (2018) Implementation Guide for Integration of Refugees through Sport. Copenhagen. Retrieved from: https://irts.isca.org/pdf/IRTS_Implementation_Guide_Final.pdf
- INTEGRATION OF REFUGEES THROUGH SPORT RESOURCES:
- https://irts.isca.org/resources/Inclusion of Migrants in and through Sports:
- Guide to Good Practice: https://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/inclusion_in_sport_guidelines.pdf
- Council of Europe. Integrating migrants and refugees: the role of sport. https://www.coe.int/en/web/sport/home/-/asset_publisher/wrmQVLjaIjIp/content/integrating-migrants-and-refugees-the-role-of-sport?inheritRedirect=false
- ASPIRE project: https://www.aspiresport.eu
- Youth and the Refugee Integration through Sport in Europe (RISE project): https://www.youth-sport.net/post/2019/06/25/youth-and-the-refugee-integration-through-sport-in-europe-rise-project
- Schwenzer, V. (2016) Equal access to migrant volunteers to sport clubs in Europe. Berlin. Retrieved from: https://sportinclusion.net/fileadmin/mediapool/pdf/spin/ESPIN_Baseline_Study_Equal_access_for_migrant_volunteers_to_sports.pdf
- Mini Case study: www.liberinantes.org

Topic 2 - Working with Participants with a Disability

2.1 Key Knowledge

In this section we are going to explain key notions - both theoretically and practically - related to working with the people with disabilities to provide a holistic understanding on the subject.

WORKING WITH PEOPLE WITH DISABILITY

A **disability** is any condition that makes it more difficult for a person to do certain activities or interact with the world around them. These conditions, or impairments, may be **cognitive, developmental, intellectual, mental, physical, sensory**, or a combination of multiple factors. Impairments causing disability may be present from birth or occur during a person's lifetime

WHO ARE THE PEOPLE WITH DISABILITY

According to WHO[6]:

"Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in getting involved in daily life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives."

DEMOGRAPHICS FOR PEOPLE WITH DISABILITIES

Estimates of worldwide and country-wide numbers of individuals with disabilities are problematic. The varying approaches taken to defining disability notwithstanding, demographers agree that the world population of individuals with disabilities is very large. For example, in 2012, the World Health Organization estimated a world population of 6.5 billion people. Of those, nearly 650 million people, or 10%, were estimated to be moderately or severely disabled In 2018 the International Labour Organization estimated that about a billion people, one-seventh of the world population, had disabilities, 80% of them in developing countries, and 80% of working age.

PEOPLE WITH DISABILITIES AND SPORT

The Paralympic Games (meaning "alongside the Olympics") are held after the (Summer and Winter) Olympics. The Paralympic Games include athletes with a wide range of physical disabilities. In member countries, organizations exist to organize competition in the Paralympic sports on levels ranging from recreational to elite. The disabilities included in Rio 2016 Paralympic Games were: Spinal injury, Amputee, Vision Impairment, Cerebral Palsy, Les Autres, Intellectual Disability.

[6] https://www.who.int/health-topics/disability

2.2 Learning Check

- TRUE/FALSE
  Deaf and Hard-hearing athletes participate in Paralympic Games

- Challenging the interests of Para sport is the threat of one-sided and predictable competition, in which the least impaired athlete always wins. To prevent this, Para athletes are placed in categories for competition based on their impairment, these are called **sport classes**.

- The IPC classification system determines which athletes are eligible to compete in a sport and how athletes are grouped together for competition. This, to a certain extent, is similar to grouping athletes by age, gender or weight.

- In Para sport, athletes are grouped by the degree of activity limitation resulting from the impairment.
- When evaluating an athlete, the classification panels always consider the disability included in the Paralympic Games, which are answered through the process of athlete evaluation. Which are 3 of these disabilities?

Spinal Injury
Amputee
Vision Impairment

2.3 Mini-Case Study

CASE STUDY 1
General Elementary School with mixed class, sighted and pupils with Visual Impairment

Aim: Promote organised PE activity for Inclusion
Target Group: Pupils aged 6-12 years old, mixed sighted and with Visual Impairment (VI)

Participants engagement is based on the following goals:

· Traditional elements

· Challenging elements

Implementation: A pupil with Visual Impairment joins a mainstream Elementary school in his/ her neighbourhood for the firs time.

Currently, the majority of pupils with Visual Impairment attend a mainstream school. Usually, an extra teacher (teacher assistant) is appointed for the theoretical classes but the challenge occurs to PE where the Physical Educator is on their own with all pupils:

o Theoretical activities include lectures about inclusive Physical Exercises, safety first for all pupils

o The practical activities include different sports and forms of inclusive exercise (i.e. goalball) so to identify the most appropriate and fun sport/physical activity to engage in the long term.

Impact: Pupils will become more competent in terms of knowledge about disability, skills being blindfolded for the sighted and personal development for the VI, attitude for all pupils putting Inclusion first in their lives. Empathy is a key aspect and sports is the ultimate tool for inclusion and socialize during formal education and informal time.

2.5 Summary & Reflection

Three main pillars of sports inclusive activities:

- Personal development for athletes with disabilities
- Inclusion in mixed sports activities such as blind football
- Empathy for the majority of people without disabilities

2.6 What to Next?

- World Health Organization: https://www.who.int/health-topics/disability
- International Paralympic Committee https://www.paralympic.org/
- Deaf Sports: https://deaflympics.com/sports
- Special Olympics: https://www.specialolympics.org/about
- International Blind Sports Federation: https://ibsasport.org/
- International Campaign donating mini blind footballs: www.aballforall.eu
- Mini-Case Study: General Elementary School with mixed class, sighted and pupils with Visual
- Impairment: https://journals.sagepub.com/doi/full/10.1177/2158244018807791

Topic 3 - Working with Women and Girls

3.1 Key Knowledge

In this section we are going to explain key notions - both theoretically and practically - related to working with the women and girls to provide an holistic understanding on the subject.

WORKING WITH WOMEN AND GIRLS: GRASSROOTS

Women and girls are among the most socio-economically vulnerable groups in the EU (and worldwide).

Men in the EU exercise and/or play more sports than women overall. This gender-gap is particularly marked in the 15-24 age group, with young men tending to exercise considerably more than young women.

Women and men have different reasons for practicing sport/physical activities. In particular, women/girls are motivated by Health-Enhancing/Physical Appearance

QF 1 How often do you exercise or play sport?					
		Regularly	**With some regularity**	**Seldon**	**Never**
	EU27	9%	31%	21%	39%
	Gender				
	Male	10%	33%	22%	34%
	Female	9%	28%	20%	43%
Gender x Age					
	Men 15-24	19%	52%	18%	11%
	Men 25-39	9%	38%	28%	25%
	Men 40-54	7%	32%	24%	36%
	Men 55-69	10%	24%	18%	48%
	Men 70+	8%	15%	15%	61%
	Women 15-24	8%	42%	26%	24%
	Women 25-39	7%	33%	26%	34%
	Women 40-54	10%	29%	22%	39%
	Women 55-69	11%	21%	15%	53%
	Women 70+	7%	14%	9%	70%

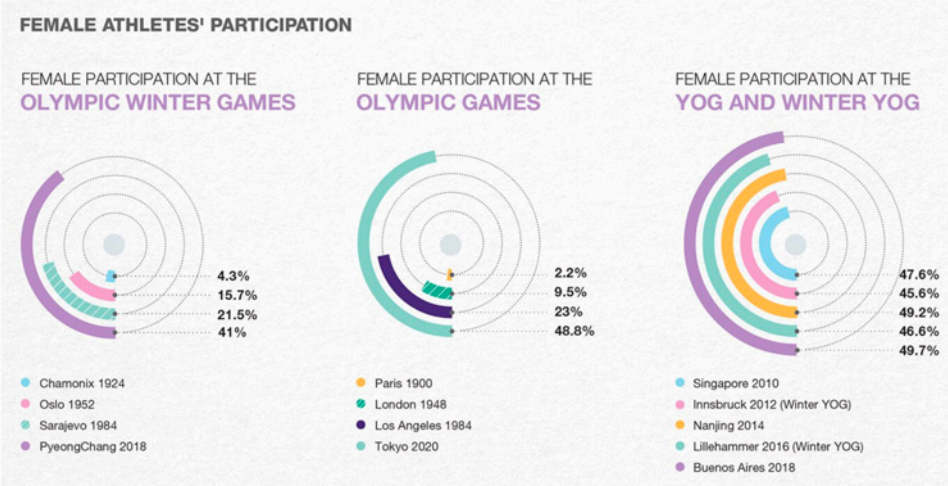
Source of figures: European Commission, 2010 "Sport and Physical Activity", EC Eurobarometer. Available from: http://ec.europa.eu/public_opinion/archives/ebs/ebs_334_en.pdf

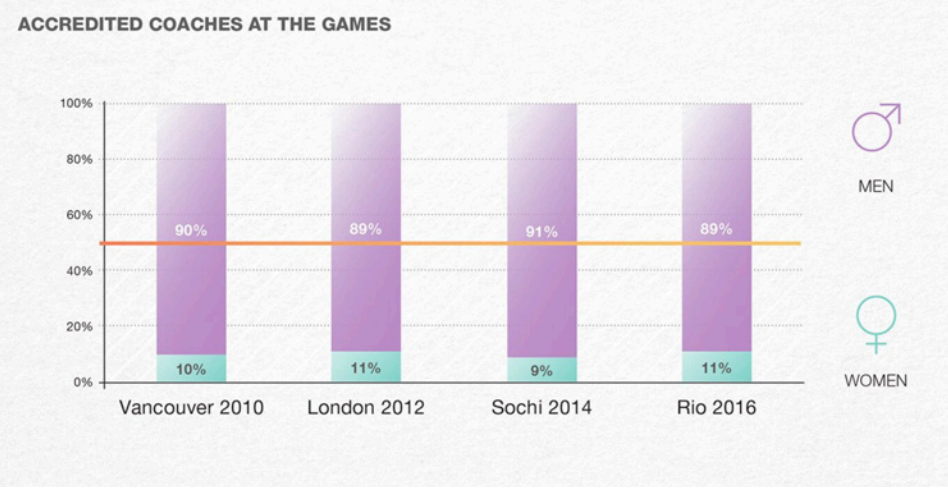
WORKING WITH WOMEN AND GIRLS: OLYMPICS

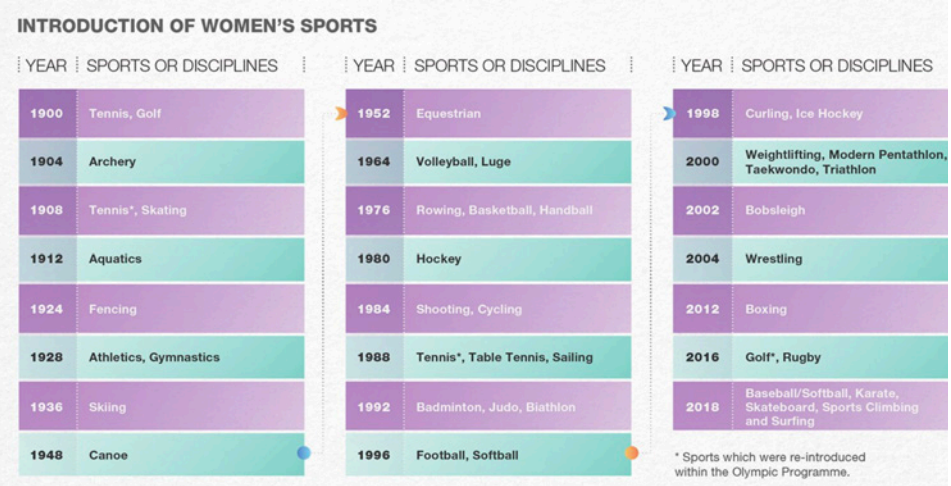
Since 1991, all new sports to be included in the Games must contain women's events;

Since 2012, women have participated in every Olympic sport at the Games;

The number of women athletes at the Olympic Games is approaching 50%. And yet, it remains significant the gender gap in terms of sport professionals/coaches.

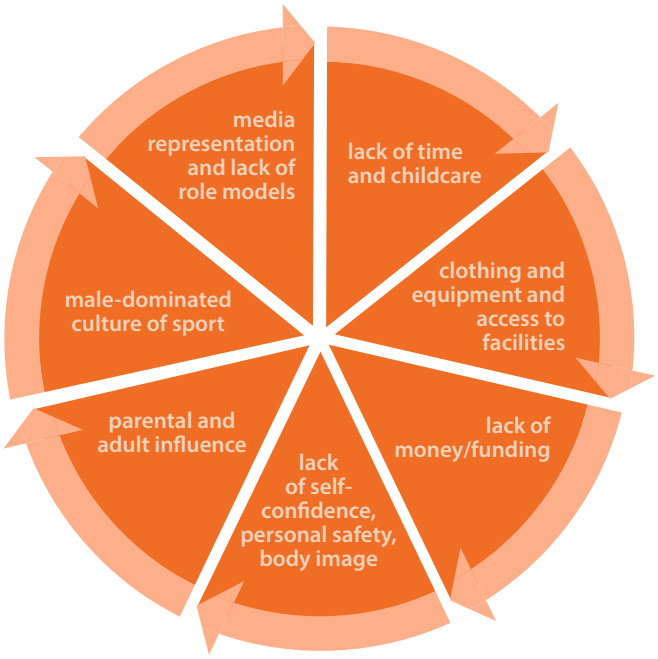






Source of images: International Olympic Committee (2020) Women at the Olympic Games. Statistics. Available from: https://www.olympic.org/women-in-sport/background/statistics

KEY BARRIERS FOR WOMEN AND GIRLS IN SPORTS



Source of image: Riot, C. (2015) Female Participation in Sport and Active Recreation: Exploring Opportunities to enhance the well-being of women with young children. Aspetar Sports Medicine Journal, 4 (1), 174-178.

Hence, the barriers/issues that prevent women/girls from practicing sports/exercising should be addressed in order to boost women/girls participation in sports and its benefit.

KEY BARRIERS FOR WOMEN AND GIRLS IN SPORTS



Watch: https://www.youtube.com/watch?v=mMu08Nw3qDk&feature=emb_title

3.2 Learning Check

- Women and girls are among the most socio-economically vulnerable groups in the EU
  TRUE/FALSE
- Since 1910, all new sports to be included in the Games must contain women's events
  TRUE/FALSE
- Since 2012, women have participated in every Olympic sport at the Games
  TRUE/FALSE

Please list at least 3 key the barriers/issues that prevent women/girls from practicing sports/exercising:

1.
2.
3.

Please list at least 3 key motives to use sport to empower women/girls

1.
2.
3.

3.3 Mini-Case Study

THE POLGÁR PHENOMENON

Judit Polgár is a chess player. She is generally considered the strongest female chess player of all time. Polgár achieved the title of Grandmaster at the age of 15 years and 4 months, at the time the youngest to have done so, breaking the record previously held by former World Champion Bobby Fischer.
Polgár and her two older sisters, Susan and Sophia, were part of an educational experiment carried out by their father in an attempt to prove that children could make exceptional achievements if trained in a specialist subject from a very early age. "Geniuses are made, not born," was László's thesis. He and his wife Klára educated their three daughters at home, with chess as the specialist subject.
Traditionally, chess had been a male-dominated activity, and women were often seen as weaker players, thus advancing the idea of a Women's World Champion. "Women are able to achieve results similar, in fields of intellectual activities, to that of men," Laszlo wrote. "Chess is a form of intellectual activity, so this applies to chess. Accordingly, we reject any kind of discrimination in this respect.

1.5 Summary & Reflection

- Women and girls are among the most socio-economically vulnerable groups in the EU (and world-wide);
- Women and girls tend to exercise/play sports less than men/boys at the grassroot level;
- Women/Girls are increasingly represented at the Olympic Level but the number of female coaches remains very limited;
- The are several barriers/issues that prevent women/girls to exercising and play sport which should be addressed;
- Sport can be a catalyst to empower women and girls in Europe (and worldwide).

3.5 What to Next?

- European Commission (2010a) "Inclusion of Vulnerable Groups", EC. Available from: http://ec.europa.eu/employment_social/2010againstpoverty/extranet/vulnerable_groups_en.pdf
- European Commission (2010b) "Sport and Physical Activity", EC Eurobarometer. Available from: http://ec.europa.eu/public_opinion/archives/ebs/ebs_334_en.pdf
- European Commission (2018) Sport Statistics, EC Eurostats. Available from: https://ec.europa.eu/eurostat/web/products-catalogues/-/KS-07-17123?inheritRedirect=true&redirect=%2Feurostat%2Fpublications%2Fleaflets
- International Olympic Committee (2020) Women at the Olympic Games. Statistics. Available from: https://www.olympic.org/women-in-sport/background/statistics
- International Olympic Committee (2020) Factsheet in the Olympic Movement. Available from: https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Factsheets-Reference-Documents/Women-in-the-Olympic-Movement/Factsheet-Women-in-the-Olympic-Movement.pdf#_ga=2.157058419.916127946.1596175701-1715940569.1595522072
- United Nations Women (2020) Why Sport to empower Women and Girls. Available from: https://www.youtube.com/watch?v=mMu08Nw3qDk&feature=emb_title
- Riot, C. (2015) Female Participation in Sport and Active Recreation: Exploring Opportunities to enhance the well-being of women with young children. Aspetar Sports Medicine Journal, 4 (1), 174-178.
- Mini-Case Study: The Polgár phenomenon, https://danielkarim.com/how-to-become-a-genius-the-polgar-experiment/

Topic 4 - Working with the LGBT Community

4.1 Key Knowledge

In this section we are going to explain key notions – both theoretically and practically – related to working with the LGBT Community to provide a holistic understanding on the subject.

WHAT LGBT STANDS FOR?

LGBT is a commonly-used acronym which stands for lesbian, gay, bisexual and transgender. It may also feature more letters, such as "LGBTI" or "LGBTQI" or "Lgbttqia" or "Lgbti+" or other variations. "I" stands for intersex, "Q" stands for "queer", "A" for "asexual", the second "T" for "transsexual" and "+" for other non-normative sexual orientations and gender identities.

LGBT PARTICIPATION IN SPORTS AND HEALTH INEQUALITIES

LGBT people have the same skills in sports as heterosexual, cisgender[7] people. Sport, together with school and family, is one of the most important environments for personal growth and for learning to express ourselves.
Unfortunately, sport, like other social spaces, is often affected by sexism, homophobia, biphobia and transphobia. That's why, according to the FRA EU LGBT Survey 2012[8], 50% of a base of 90.000 in Europe avoid certain places or locations for fear of being assaulted, threatened or harassed because of being openly LGBT. **42% of them avoid in particular sports clubs.** Many LGBT people do not feel safe, accepted or comfortable in sporting environments. This results in a higher rate of abandonment of sport activities by LGBT people, with short- and long-term consequences on their well-being.

A European Journal of Public Health study[9] suggests that LGBT people face a unique exposure to stress, which is compounded by prejudice, discrimination, sexual orientation concealment, expectations of rejection, and internalised stigma. This unique set of circumstances means that the LGBT community **are two and a half times more likely to have a lifetime history of mental health issues** in comparison to heterosexual groups.

LGBT DISCRIMINATION IN SPORTS AND PARTICIPATION BARRIERS

Homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender.

Scientific data shows that homophobia in sport is still extremely prevalent, and significant barriers to LGBT participation persist. Many LGBT people find organised sport to be intimidating and alienating, having experienced homophobia and transphobia within sport, particularly school sport, at an early age.

[7] "cisgender" refers to person whose sense of personal identity and gender corresponds with their birth sex
[8] http://www.out-sport.eu/wp-content/uploads/2017/12/fra-eu-lgbt-survey-main-results_tk3113640enc_1.pdf
[9] https://eurpub.oxfordjournals.org/content/early/2015/09/04/eurpub.ckv160.full

The main participation barriers for LGBT people related to body image and anxiety about being made fun of, or not fitting in. Other barriers for LGBT participation include:

- homophobia;
- previous negative experiences of sport, particularly in school;
- lack of positive role models; and
- lack of knowledge of what is available.

ENGAGING LGBT YOUNGSTERS IN SPORT

One of the consequences of young people's negative experiences of school sport is that they never progress into community sport. Even if LGBT young people have not experienced homophobia in a community sport setting, their negative experiences of sport within the school environment may mean that they expect to encounter homophobia in all sport.

Ways to include LGBT youngsters in sports:

1. **Creating a positive and welcoming sporting environment:** is essential to create inclusive environments across the sport movement, so that pathways for LGBT young people exist. Welcoming environments can entail supporting coaches, mentors but also countering homophobic bullying of youngsters.
2. **LGBT Sports Groups:** LGBT sports groups can provide a good community resource and pathway for first steps to participation in sports
3. **Engaging LGBT Youth Groups:** although many LGBT youth organisations deliver physical activity opportunities as part of their offer to young people, there can still be a reticence to engage with sport.
4. **Role Models and visibility:** one of the consequences of stereotyping is that LGBT people have become largely invisible in sport, and yet the importance of role models particularly for young athletes has been well documented.

4.2 Learning Check

- LGBT stands for the Lesbian, Gay, Bisexual and Transgender community TRUE/FALSE

- COMPLETE: Homophobia refers to.....

Please list three barriers that prevent LGBT community members to take part in sports

1.
2.
3.

Please list three ways to support the participation of LGBT youngsters in sports

1.
2.
3.

4.3 Mini-Case Study

LEAP Sports Scotland (www.leapsports.org) is an umbrella organisation for LGBT sports groups across Scotland. LEAP Sports Scotland is run by LGBT community volunteers across Scotland who passionately believe in supporting the physical health needs of the LGBT community through sport and outdoor activity.

They focus on the following areas of work:

1. Multimedia work which includes: creating a website to act as a central portal for all LGBT sports groups and clubs across Scotland, allowing LGBT people to find information easily; having an online discussion forum for LGBT people to share ideas about accessible groups and opportunities.
2. Running community sports events, festivals and beginner events to encourage LGBT community members to take up sports and outdoor activity opportunities.
3. Working with the leaders and committee members of LGBT sports groups and clubs across Scotland to ensure that groups are well developed, resourced and run. This includes training and start up toolkits to encourage new leaders to start groups.
4. Working with sport governing bodies to ensure that their policies are inclusive of LGBT people and that LGBT sports people across Scotland can participate fully within their chosen sports.
5. Campaign and raise the profile of LGBT people in sport, and equality within sport.
6. Working with public authorities and the general public to ensure that there is lasting positive legacy for LGBT people from major sporting events.

4.5 Summary & Reflection

- The LGBT is a commonly used acronym which stands for the Lesbian Gay Bisexual and Transgender community.
- Many LGBT people do not feel safe, accepted or comfortable in sporting environments. The LGBT community members are two and a half times more likely to have a lifetime history of mental health issues in comparison to heterosexual groups.
- Homophobia in sport is still extremely prevalent, and significant barriers to LGBT participation persist.
- Besides homophobia barriers involve the previous negative experiences of LGBT people in sport, particularly in school environments, the lack of positive role models, and the lack of knowledge on inclusive sporting clubs, events and activities.
- There are several ways to include young members of the LGBT community into sport which involve the creation of a welcoming atmosphere, engaging LGBT youth groups and promoting LGBT sport role models.

4.6 What to Next?

- Best Practice Guidance on Preventing and tackling homophobic violence and discrimination in sport: http://www.prideinsport.info/wp-content/uploads/prideinsport-best_practice_guidance.pdf
- Outsport project: http://www.out-sport.eu

Sport Scotland: Lesbian, gay and bisexual people and sport:

- https://sportscotland.org.uk/media/2594/learning-note-lgb-people-and-sport.pdf
- Including LGBT young people in sport - a Guide by LGBT Youth North West: https://www.theproudtrust.org/resources/research-and-guidance/including-lgbt-people-in-sport-a-guide/
- SPORT, PHYSICAL ACTIVITY & LGBT a Study by Pride Sports for Sport England: https://lancslgbt.org.uk/lgbt/wp-content/uploads/2016/10/Sport-Physical-Activity-and-LGBT.pdf
- LGBTQIA+ Resources: LGBTQIA+ Participation in Sports: https://guides.wpunj.edu/LGBT/LGBT-sports
- Trainers' manual: REDUCING HEALTH INEQUALITIES EXPERIENCED BY LGBTI PEOPLE: https://ec.europa.eu/health/sites/health/files/social_determinants/docs/2018_lgbti_trainersmanual_en.pdf
- IOC's toolkit on harassment: https://www.olympic.org/sha#homophobia
- GLSEN: Changing the Game: https://www.glsen.org/programs/changing-game
- Council of Europe: LGBT inclusion in sport: https://edoc.coe.int/en/lgbt/6959-lgbt-inclusion-in-sport.html
- **Mini Case Study:** https://leapsports.org

Topic 5 - Working with Seniors

5.1 Key Knowledge

In this section we are going to explain key notions - both theoretically and practically - related to working with seniors to provide a holistic understanding on the subject.

WORKING WITH SENIORS

'Elderly people are active contributors to development and this should be recognised and supported'[10].

WHO ARE SENIORS?

Anyone aged over 65 years old

THE PHENOMENON OF WORLD AGEING

Progress in healthcare, nutrition, education have led to declining fertility rates, lower infant mortality, and people living longer lives, resulting in larger relative numbers of seniors[11].

In 2018, for the first time in history, persons aged 65 or above outnumbered children under five years of age globally[12].

The pace of population ageing is much faster than in the past with the population aged 65 and over growing faster than all other age groups, globally (WHO, 2018; UN, 2020)

By 2050, one in six people in the world will be over age 65 whilst persons aged 80 years or over is projected to triple[13].

'Population ageing is not a crisis if older people are empowered to take an active role in the development process'[14].

SENIORS AND SPORT

Significant changes in the conceptual model of ageing and related changes in public opinion/perception have made the elderly have become one of the most important groups in the world of sports, both as participants and volunteers.

[10] HelpAge International (2014). Keeping pace with demographic change: Guidance on ageing for EU development policy. London: HelpAge International.

[11] HelpAge International (2014). Keeping pace with demographic change: Guidance on ageing for EU development policy. London: HelpAge International.

[12] United Nations (2020). Ageing. Global Issues. Available from: https://www.un.org/en/sections/issues-depth/ageing/index.html

[13] United Nations (2020). Ageing. Global Issues. Available from: https://www.un.org/en/sections/issues-depth/ageing/index.html

[14] World Health Organisation. (2000). Social Development and Ageing: crisis or opportunity? Available from: http://www.who.int/ageing/publications/development/alc_social_development.pdf

Active Ageing: helping people stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society.

Within this context, sport/physical activities should be understood as "lifelong physical and mental exercising".

The benefits of physical exercise and sport for elderly includes:

- Better health (physical and mental);
- Increase in life expectancy;
- Increase in well-being and happiness;
- Increase self-confidence;
- Foster social interaction and social relationship as well as inter-generational communication.

On the other hand, it is also reported that seniors have:

- Decreased probability of becoming involved in sports;
- If involved, team sports are replaced by individual sports;
- Elderly women report more often impairment for performing physical exercises/sports.

Hence, the barriers/issues that prevent the elderly population from practicing sports/exercising should be addressed in order to boost participation in sports and its benefit throughout later life.

Key considerations for sport programmes/initiatives targeting seniors:

- Designed to meet the needs of today's senior citizens whilst abandoning ageist stereotypes, possibly even a new form and type of sport of the elderly which combines the important exercise elements of different sports;
- Providing more and well-targeted information on the proven benefits of physical exercise and sports. In this context, new ways of communication in cooperation with scientists, physicians and health insurance companies should also be considered.
- Raising awareness that physical exercise and sports are important elements complementing other activities, together aimed at an active and satisfactory life-style in later life.
- Re-orienting the training of instructors and a better inclusion of volunteers prepared to accept mentoring and training functions.

5.2 Learning Check

- Anyone aged over 65 is considered an elderly TRUE/FALSE
- COMPLETE: Active Ageing refers to...
- Please list three benefits (at least) of physical exercise/sport for the elderly:

1.
2.
3.

5.3 Mini-Case Study

CASE STUDY 1 - Senior Sport School

Senior Sport School

Aim: Promote organised health-enhancing sports activity for elderly individuals in Skåne (Sweden) so to improve their quality of life and wellbeing whilst creating a lifelong joy of movement

Target Group: Men and women aged from 60 years old - no maximum age limit.

- Participants engagement is based on the following goals:
- Traditional elements,
- Challenging elements,
- Strength training and boost higher heart rate & body temperature.

Implementation: It is a collaboration between the county council in Skåne, the regional organisation Skånesport federation, local sport clubs and the Skåne County municipality.

Currently, fourteen to sixteen schools are conducted per year. Each school includes 25 participants for a twelve weeks cycle. The schools include scheduled theoretical and practical activities:

- Theoretical activities include lectures about prevention exercise, practical cooking and CPR training.
- The practical activities include different sports and forms of exercise (i.e. tennis, spinning, weight training and karate) so to identify the most appropriate and fun sport/physical activity to engage in the long term.

Impact: Positive results have been reported with many participants stating that they will continue with some form of physical activity after the Senior Sport School. Its successful impact is the combination of sport elements with non-sport elements (i.e. offers socialising opportunities and knowledge on health). Furthermore, the project has attracted the attention of surrounding sports clubs and municipalities in Skåne (Sweden).

5.5 Summary & Reflection

Elderly people are active contributors to societal development and this should be recognised and supported;

The elderly have become one of the most important groups in the world of sports, both as participants and volunteers;

There are several benefits for elderly people in engaging in physical exercise and sports. And yet, the barriers/issues that prevent the elderly population from practicing sports/exercising should be addressed;

It is essential to follow a series of key considerations when targeting the elderly in sport programmes/initiatives.

5.6 What to Next?

- European Commission (2018). 2018 Ageing Report: Policy Challenges for ageing societies. Available from: https://ec.europa.eu/info/news/economy-finance/policy-implications-ageing-examined-new-report-2018-may-25_en
- European Commission (2020). Active Ageing. Available from: https://ec.europa.eu/social/main.jsp?catId=1062&langId=en
- HelpAge International (2014). Keeping pace with demographic change: Guidance on ageing for EU development policy. London: HelpAge International.
- Tokarski, W. (2004). Sport of the Elderly, Kinesiology 36 (1), 98-103.
- United Nations Department of Economic and Social Affairs. (2013). World Population Prospects, the 2012 Revision. Available from: http://www.un.org/en/development/desa/publications/world-population-prospects-the-2012-revision.html
- United Nations (2020). Ageing. Global Issues. Available from: https://www.un.org/en/sections/issues-depth/ageing/index.html
- World Health Organisation. (2018). Ageing and Health. Available from: https://www.who.int/news-room/fact-sheets/detail/ageing-and-health
- World Health Organisation. (2000). Social Development and Ageing: crisis or opportunity? Available from: http://www.who.int/ageing/publications/development/alc_social_development.pdf
- Mini-Case Study: Senior Sport School: ec.europe.eu/sport/week/stories/swedish-elderly-sport-skool.eu

Topic 6 - Working with NEETs

6.1 Key Knowledge

In this section we are going to explain key notions - both theoretically and practically - related to working with young people **Not in Education, Employment or Training (NEETs)** to provide a holistic understanding on the subject.

WHO ARE THE NEETS?

The term NEET is used in the EU to describe young people, aged 15-24, who are *'neither in employment nor in any education nor training'*[15]. More specifically a young person will be classified as NEET if:

• they are not employed (e.g. unemployed or economically inactive)

• they have not received any education or training in the past four weeks

CATEGORIZATION AND CHARACTERISTICS OF NEETS

While from a statistical point of view it is very easy to capture the NEET population, it must be emphasised that this single indicator **refers to a very heterogeneous population.** NEET is a category that contains a variety of subgroups, some of whom are vulnerable and some are not, with very different experiences, characteristics and needs. Five main subgroups within the NEET population may be identified[16]:

- **the conventionally unemployed**, the largest subgroup, which can be further subdivided into long-term and short-term unemployed;
- **the unavailable**, which includes young carers, young people with family responsibilities and young people who are sick or disabled;
- **the disengaged:** those young people who are not seeking jobs or education and are not constrained from doing so by other obligations or incapacities, and takes in discouraged workers as well as other young people who are pursuing dangerous and asocial lifestyles;
- **the opportunity-seekers:** young people who are actively seeking work or training, but are holding out for opportunities that they see as befitting their skills and status;
- **the voluntary NEETs:** those young people who are travelling and those constructively engaged in other activities such as art, music and self-directed learning.

[15] European Commission (2011a), Youth neither in employment nor education and training (NEET) Presentation of data for the 27 Member States, EMCO Contribution.

[16] European Foundation for the Improvement of Living and Working Conditions (2012) NEETs Young people not in employment, education or training: Characteristics, costs and policy responses in Europe. Luxembourg: Publications Office of the European Union. Retrieved from: https://www.cliclavoro.gov.it/Barometro-Del-Lavoro/Documents/NEET_2012_EUROFOUND.pdf

The five categories identified above include a mix of vulnerable and non-vulnerable young people. It includes people who are extremely disadvantaged and others who are able to choose voluntary exit from the labour market and education. While the conventionally unemployed are more likely to be a vulnerable group as they involuntarily suffer from a lack of available jobs, the opportunity-seekers are more likely to be a non-vulnerable group and to come from a more privileged background as they voluntarily decide to remain outside the labour market and education system in order to hold out for opportunities.

Although NEET may be an all-encompassing concept that captures diverse subgroups, young people who are categorised as **NEET also share a set of similar characteristics or vulnerabilities**. Firstly, they are not accumulating human capital through the formal channels of education, training or employment. This might have a scarring effect and lead to negative future employment outcomes and earnings. Secondly, they are more likely than others to accumulate several disadvantages, such as low educational attainment and poor family background[17]. Thirdly, NEETs are more likely to be unemployed regularly or to have a poor level of participation in the labour market[18]. This shared set of common, transversal characteristics, of not accumulating human capital, places NEETs at risk of future poor employment outcomes and of social exclusion.

WORKING WITH NEETS

It is important to highlight that the heterogeneity of the NEET population needs to be addressed when designing policies to re-engage NEETs with the labour market or with education. The different needs and characteristics of the various subgroups have to be taken into account, and the one-size- fits-all approach must be avoided. Only a tailored approach to tackling the needs of the different subgroups will effectively and successfully reintegrate NEETs[19].

Working with NEET young people is complex and challenging. From disruptive behaviour to non-attendance, it is likely you will encounter difficulties during your programme. This is to be expected when some of the NEET young people you engage may have criminal records, poor mental health or alcohol and drug problems. Fighting, swearing, bullying, disengagement, disillusionment, impatience and family conflict are just a few of the issues that you may encounter[20].

[17] Furlong, A. (2006) 'Not a very NEET solution: Representing problematic labour market transitions among early school-leavers', Work, Employment and Society, Vol. 20, pp. 553–569.

[18] Furlong, A. (2007), 'The zone of precariety and discourses of vulnerability: NEET in the UK', Journal of Social Sciences and Humanities, No. 381, pp. 101–121.

[19] European Foundation for the Improvement of Living and Working Conditions (2012) NEETs Young people not in employment, education or training: Characteristics, costs and policy responses in Europe. Luxembourg: Publications Office of the European Union. Retrieved from: https://www.cliclavoro.gov.it/Barometro-Del-Lavoro/Documents/NEET_2012_EUROFOUND.pdf

[20] Streetfootballworld: Team Up toolkit. Berlin. Retrieved from: https://www.streetfootballworld.org/team-toolkit

The biggest challenges faced by NEETs on a day-to-day basis:

- **Education phobia** - NEET young people have had bad experiences at school and feel education is not for them.
- **Poor behaviour** such as swearing, arguing, fighting, peer pressure and bullying.
- **Non-attendance and disengagement** with employability activities.
- **Poor mental health** such as low self-esteem and lack of self-confidence.
- **Lack of family support**
- **Unrealistic expectations** - NEET young people may be impatient, want immediate success and struggle to focus on long-term goals
- **Communication problems** - NEET young people may have underdeveloped communication skills and therefore struggle in job/education interviews

SPORT AND SOFT SKILLS

Sport can enhance competencies and skills that are necessary for successfully dealing with the complex realities of life. Therefore, young people with improved soft skills and enhanced goal setting, problem solving, and positive-thinking abilities are more likely to achieve a smooth transition from the school environment to employment and benefit from a successful career.

There are various transversal (soft) skills that sport and sport-based programmes can develop, depending on several aspects such as the sport utilized and the applied educational method:

- Abilities to perform under pressure and meet deadlines and/or challenges
- Problems solving and goal setting skills
- Communication skills
- Abilities to handle both success and failure
- Teamwork and leadership

Key considerations for sport-based programmes/initiatives targeting NEETs:

Sport-based programmes **should include a preliminary assessment of participants' mental state** and create a bespoke plan that addresses the specific characteristics of their individual mental health condition.

During planning and organising sport-based programmes addressing the special needs of the target group is essential in order to achieve the highest possible effect. Due to the fact that in many cases NEET participants lack the regularity and stability in their life, programmes that aim to develop their skills **should be run on a stable and regular basis, offering them security.**

In addition, due to the often disrupted lives, **a clear outline of framework, roles, rules and rights** are crucial for a successfully run programme. Since in many cases there are representatives of minority groups with a cultural background that differs from that of the majority of the society, their specific characteristics should be taken into consideration. For instance in some countries it is not usual for males and females to do activities together, thus in delivering activities for people arriving from such cultures, gender based separation or a gender specific social worker/coach/ trainer should be available when running the project.

6.2 Learning Check

- NEETs refer to...
- NEETs are at a higher risk of committing crime TRUE/FALSE
- Please list three characteristics (at least) of NEETs:

  1.
  2.
  3.

- Please list three soft skills that sport and sport-based programmes can develop:

  1.
  2.
  3.

6.3 Mini-Case Study

CASE STUDY 1 - Sport 4 Life UK's NEETs programme

Aim: Sport 4 Life UK (www.sportlife.org.uk) provides the opportunity for young people to prepare for and move into sustained education, employment, or training by improving their employability and key life skills, through its sports-themed personal development services, such as football and indoor multi-sports.

Target group: Sport 4 Life's NEETs programme targets young people who are not in education, employment, or training (NEETs). It operates in one of the most deprived areas of Birmingham (UK) mainly involving young people from diverse ethnic backgrounds.

Short Story: Founded in 2006 as a small community project in the ward of Ladywood, Sport 4 Life UK (www.sportlife.org.uk) has developed into the leading sport for employment charity in the West Midlands. In 2018/2019 only, the organisation engaged with over 960 young people and helped them gain valuable life skills through sports.

Methodology: The NEETs programme begins with an intensive 5-week employability and personal development programme and focuses on developing young people's skills so they are ready for the job market through a variety of personal development activities, such as CV writing, job interviewing, job searching and gaining accredited qualifications.

Impact: According to the 2018 impact report measured through an evaluation framework developed by the University of Wolverhampton, Sport 4 Life UK has reported the following achievements:

- 255 out of 460 young people completed the NEETs Programme
- 322 young people transformed at least one life skill
- 249 young people progressed from NEET to EET
- 306 young people gained at least one accredited qualification

6.5 Summary & Reflection

Sport and physical activities have a direct link with skills and competences development and therefore with employability. Youth sport is a popular and valued social activity and adolescents are generally motivated to engage in physical activity regardless of their social status and economic situation. Participation in organised sports represents a unique opportunity for NEETs to develop transversal skills, whereas the social network gained through participation in sports can positively influence their future employment opportunities.

Sport can enhance competencies and skills that are necessary for successfully dealing with the complex realities of life. Therefore, young people with improved soft skills and enhanced goal setting, problem solving, and positive-thinking abilities are more likely to achieve a smooth transition from the school environment to employment and benefit from a successful career.

6.6 What to Next?

- Study on the contribution of sport to the employability of young people in the context of the Europe 2020 Strategy: https://op.europa.eu/en/publication-detail/-/publication/e189cc96-b543-11e7-837e-01aa75ed71a1
- Team Up Toolkit by streetfootballworld and partners: https://www.streetfootballworld.org/team-toolkitSkills for Youth through Sport project coordinated by ENGSO Youth: https://www.youth-sport.net/sk4ys
- Skills for Youth through Sport Handbook: https://www.youth-sport.net/post/the-skills-for-you-th-through-sport-sk4ys-handbook-is-out
- Mini-case study:
  - https://www.facebook.com/Sport4LifeUK/
  - https://twitter.com/Sport4LifeUK
  - https://www.linkedin.com/company/sport-4-life-uk/
  - https://www.youtube.com/channel/UCb-txDhXhJeTexiYud4p4CA
  - https://sport4life.org.uk/

6.7 Take-Away Task Module 5

Work in pairs to reflect on the following statement:

"Sport transcends boundaries and provides opportunities for all human beings regardless of race, colour, religion, age, physical ability, circumstance or economic background, to connect with each other and the world around them."

1. In your opinion can sport and sport-based interventions contribute to sustainable social change? If yes, why? If no, why?
2. Does everyone have the same chances and opportunities to take part in sports?
3. Does sport have the power to break down social barriers on its own?
4. Can sport contribute to creating more cohesive and inclusive societies?

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MODULE 6.

DESIGNING PROGRAMMES AND ACCESSING FUNDING

Co-funded by the Erasmus+ Programme of the European Union

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

The purpose of this module is to provide a better understanding both theoretically and practically of the notion of volunteering and its ethical application, particularly with a focus to the realm of sport.

Furthermore, this module will provide some tools and exercise which will further promote awareness regarding your own motivations and professional/personal objectives.

Learning Outcomes

Module 6 - **Designing programmes and accessing funding** - aims to lay the foundation to the EYVOL Programme by providing volunteers and sport organisations with the tools to develop, implement and monitor different projects within their scope of work. The module is based on the notion of volunteering and its relevance in sport, as well as the key points needed to manage the organization of a volunteering team and programmes.

Specifically, after completing this module YOU will be able to:

1. Design a volunteering programme
2. Raise programme funding
3. Mobilise Resources for projects
4. Plan and deliver programmes and events
5. Evaluate Programmes and events

Why is this important?

This module aims to lay the foundation to the EYVOL Programme by providing a better comprehension of the notion of volunteering and its relevance in sport, as well as the key points needed to manage the organization of a volunteering team and programmes.

The knowledge provided in Module 6 will inform the core principles of the optional modules:

- Module 1: Introduction
- Module 2: Sport4Development
- Module 3: Supporting personal development through sport
- Module 4: Health Enhancing Physical Activity
- Module 5: Working with socially disadvantaged/vulnerable groups
- Module 7: Recruiting volunteers and promoting volunteering events
- Module 8: Volunteering at major events

Topic 1 - Designing a volunteering programme

1.1 Key Knowledge

In this section we are going to provide a general overview of what is needed to create a volunteer programme. This will help understand the role of volunteers in sport projects and events, the importance of having a good though on the magnitude of the event so then people are able to take decisions on who will be joining the volunteering team.

VOLUNTEERING PROGRAMME DESIGN

When sport organizations or clubs happen to be in the need of designing a volunteer programme, most of them are to follow a similar framework. The two major considerations that will impact the planification of the volunteering programme are the size and the length of the project or event, which will also depend on the size of the club or sports organization that will be organizing this event or undertaking the project.

According to a study made by Leadership Academy of the German Olympic Sports Confederation in collaboration with the European Union, it is explained that the design of a volunteer program should be included as part of the human resources department.

To be able to do so it is important to understand how does the volunteer life cycle work. The volunteer cycle is composed by four main categories:

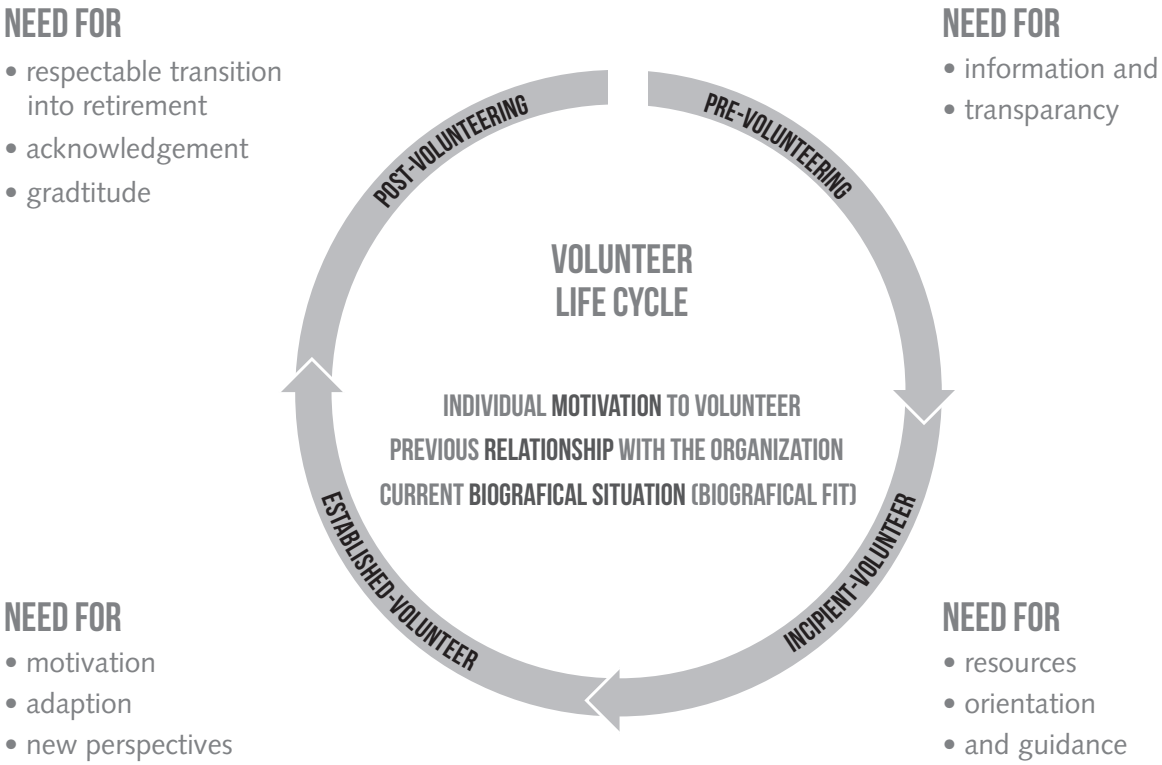
1. **Pre-volunteering:** Refers to the period of time before a person actually starts to volunteer or takes over a new field of activity or voluntary function.

   At this stage, the potential volunteer needs information and transparency. He or she might be uncertain of what is expected exactly in terms of skills, time, support etc. The more reliable information is available, the easier it is to make a sustainable decision for a voluntary commitment. In sport, the stage of pre-volunteering is a little different than in many other voluntary sectors because most potential volunteers already do have some kind of relationship with the organization before they start to volunteer (e.g. as an athlete or parent of an athlete). Nevertheless, a specific need for information and transparency of expectations must be assumed. It is recommended that the organisation/club develops a Terms of Reference where the tasks, skills, time, etc. is clearly outlined and available to all potential volunteers.

2. **Incipient Volunteer:** It describes the immediate time after the commitment to volunteer for a specific activity or function was made. The need for information now shifts from the general expectations and terms to the practical questions of how things work and need to be done.

3. **Established volunteer:** When a volunteer has gained experience, skills and knowledge over a longer time he or she may be seen as a "veteran". For these established volunteers, volunteer work is a part of life, they know what to expect from work, are knowledgeable and experienced. Those that reach this stage of the volunteer life cycle without leaving prematurely are the backbone of any voluntary organization.

4. **Post-volunteer:** Today individuals need to cope with biographical changes and uncertainties. This also affects the way we volunteer. People come into volunteering when it fits into their life and they leave when it doesn't. That the retirement phase (i.e. retirement from volunteering) is generally a difficult and emotional step even for those who entered the phase tired or burned out.



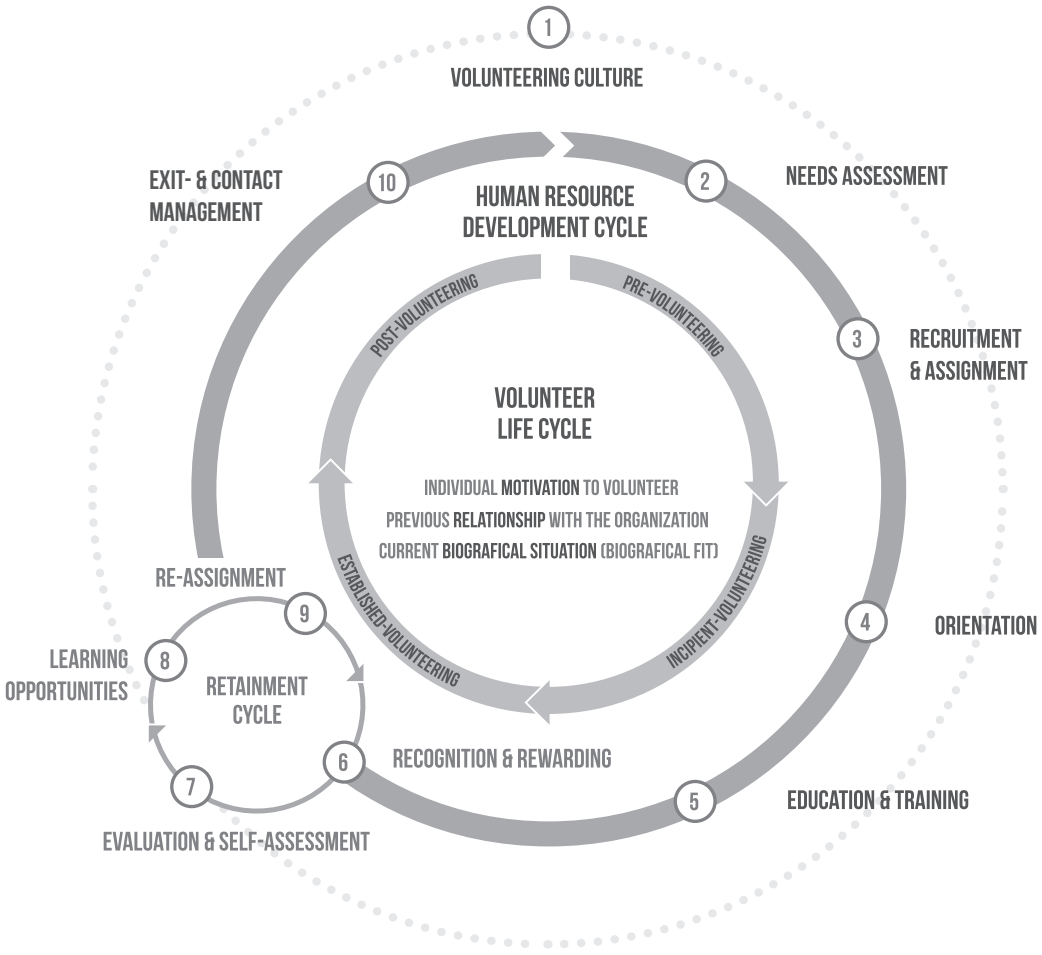
It is crucial the understanding of these four phases of the volunteering process because the design of the volunteer programmes will relay a lot on these, so then the planification and the execution do not have to experience irregularities and non-conformities.

For this reason, the same study has managed to have a better understanding of how the volunteering life cycle should be also part of the human resources development cycle.

At the organizational level, we can define a set of tasks alongside the volunteer life cycle. These tasks have to be fulfilled by the organization in order to respond to the specific needs of the individual volunteer during each stage of his or her voluntary life cycle. This process describes how the organization actively tries to support and develop the individual. This is what we call human resource development cycle.

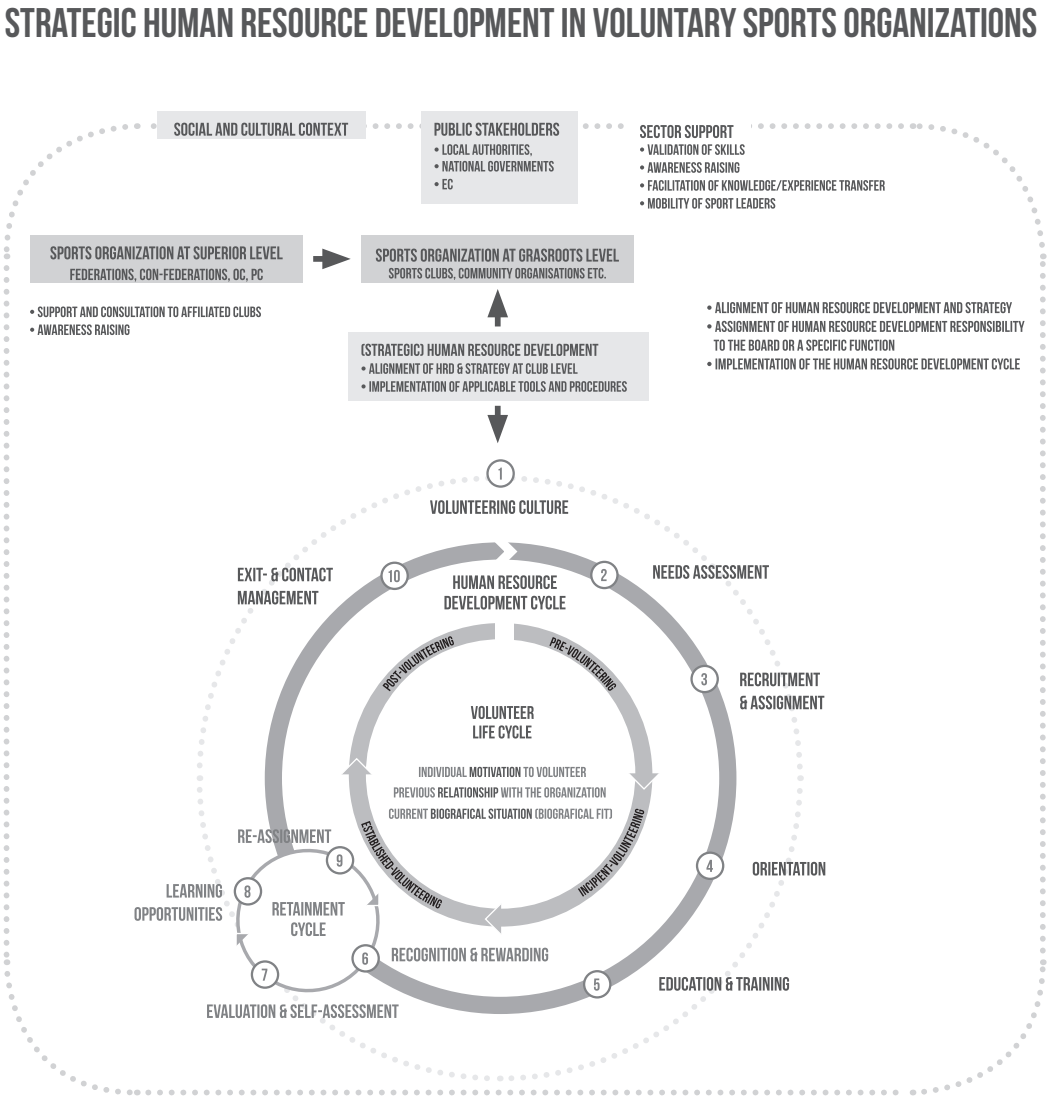
The correct understanding of the merge of these two cycles will help develop a better planification and execution (we will explain this in detail later on in the module) of the programmes, which in general they have to considerer the following steps:

- Needs assessment
- Recruitment and assignment
- Orientation
- Education and Training
- Recognition and Rewarding
- Evaluation and Self-Assessment
- Re-Assignment
- Exit- and Contact Management



Integration of “Volunteer Life Cycle” and “Human Resource Development Cycle”

Moreover, we also mentioned that different stakeholders may play an important role in this design. The way these stakeholders may impart the development and designing of a volunteering programme. The following diagram will show how they complement each other:



1.2 Learning Check

• True or false

The need for transparency and information is part of the pre-volunteering phase_____
The need for motivation, adaption and new perspectives are part of the post-volunteering phase_____

• Mention 3 stakeholders that may be involved in the design of a volunteering program (look at the diagram 3)

1. _____

2. _____

3. _____

• Complete the statement:
The two major things that will impact the planification of the volunteering programme will be the _____ and the _____ of the project or event.

1.3 Mini-Case Study

CASE STUDY 1
Designing your volunteering programme

1. Think of any volunteering programme you have been involved. If you haven't, think of any sport event or project you might like to volunteer for.
2. Start thinking the type of people you will need in your team (paid staff) and try to guess the amount of volunteer they may need.
3. Investigate the different types of volunteering positions needed in the event or project you selected; guess the number of volunteers you may need in each of the functional areas.
4. Think of what external stakeholders may be able to help and also what constrains you will face because of them.
5. One you have that done you are ready to start the planification of the volunteering programme.

1.4 Take-Away Task

1. What is the difference between the incipient volunteers and the established volunteers?

_____

2. What is the role of sports organizations at a superior level?

a) _____

b) _____

1.5 Summary & Reflection

When sport organizations or clubs happen to be in the need of designing a volunteer programme, most of them are supposed to follow a similar framework. The two major things that will impact the planification of the volunteering programme will be the size and the length of the project or event, which will also depend on the size of the club or sports organization that will be organizing this event.

To be able to better design a volunteer program, it is important to understand the volunteering life cycle composed by 4 main stages:

1. Pre-volunteering
2. Incipient Volunteers
3. Established volunteers
4. Post-volunteers

Important that we also consider that this volunteer life cycle should be integrated in the human resources development cycle, which will then help identify the external stakeholders and also will help with the planification of the volunteer programme.

1.6 What to Next?

- Chanavat N. & Ferrand A. (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006; https://www.researchgate.net/publication/247834409_Volunteer_programme_in_mega_sport_events_The_case_of_the_Olympic_Winter_Games_Torino_2006;
- Sparc (2008); Volunteers: the heart of sport; https://sportnz.org.nz/media/1517/82-sparc-2008-volunteers_heart-of-sport.pdf;
- Steinbach D., Guett M., & Freytag G. (2012); Training 4 Volunteers; http://eose.eu/wp-content/uploads/2014/03/T4V_EU_Final_Report_Steinbach_Guett_Freytag.pdf;

Topic 2 - Raising programme funding

2.1 Key Knowledge

In this section we are going to explain the different ways of how organizations can fund their volunteering programmes and the key stakeholders involved to make this a possible and manageable event or project.

RAISING PROGRAMME FUNDING

Every programme or project has a cost. Even if the volunteer does not receive a financial benefit, his/her work will be related to a series of expenses: from the most basic ones such as insurance, transport, accreditation or equipment and clothing, to other more demanding ones such as food, accommodation, visas, training or any other expense corresponding to the performance of his/her work. There are two ways of financing these costs:

- Public
- Private

PUBLIC FUNDING

One way of financing the volunteer programme is by applying to calls for grants for voluntary projects, whether local, regional or national. The most common grants in this field are for projects that carry out actions to raise awareness, promote, support and coordinate volunteer plans, as well as in the development of joint initiatives between entities.

Within these calls there is usually a part that is aimed at setting up volunteer schemes, therefore it would be possible to finance a person to act as a volunteer coordinator. This will allow a person with this profile or skills to be hired for that volunteer project or programme.

Some private non-profit entities that launch public calls for proposals of this type are the Social Works that were initially linked to savings banks and now to banking foundations.

Some examples of this programmes could be the following:

Europe

• Erasmus Plus **(Erasmus +)**: Within the public funding programmes, a European Union project providing a large source of funding should be highlighted: E+ (Erasmus Plus). This programme provides for one route for educational projects, another for youth projects and another for the sports field.

The Erasmus+ programme offers opportunities for sport and physical activity in the programme countries, to raise awareness of the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activity; to strengthen cooperation between institutions and organisations active in the field of sport and physical activity and to promote the exchange of good practices.

Erasmus+ Sport actions are managed directly by the European Commission through its Education, Audio-visual and Culture Executive Agency (EACEA) (https://eacea.ec.europa.eu/homepage_en).

• **European Solidarity Corps:** It is a new European Union initiative that aims to create opportunities for young people aged 18-30 to volunteer or collaborate on projects - in their own countries or abroad - that benefit communities and citizens across Europe.

The European Solidarity Corps has two complementary strands: voluntary activities and occupational activities. The voluntary strand offers young people the opportunity to do full-time voluntary service in another country for a period of between two and twelve months. It is based on the European Voluntary Service (under ERASMUS+) and other EU funding programmes.

The volunteers involved in this programme will not be paid, but will receive other types of support depending on the EU programme that finances the activity: in general, transport to and from the project, accommodation, meals, health insurance and some pocket money for their living expenses.

Australia

• **Fund raising 4 sports (F4S):** The ASF continues to build awareness in the sports sector of the importance of partnerships involving sport, business and the broader community of volunteers around Australia.

Through contact with sporting clubs, associations, national bodies and schools, and through establishing links with local government and community bodies, it has worked to promote understanding of the benefits of its tax-deductible services and to develop a 'self-determinant' culture within organisations and keep promoting the volunteering programmes around the country.

PRIVATE FUNDING

Another way to finance the expenses of a volunteer programme is to seek private sources: membership and sponsorship fees, which are regular and quite secure, crowdfunding programmes, project promotion companies.

To make this more attractive for the private sector, governments have been forced to adapt and create different tax-deductible services so the companies in the private sector, which could be local, national or international, are incentivized and support these kind of volunteering programs.

The top ten companies involved in cooperating and promoting the volunteering programs are:

1. Apple
2. Microsoft
3. Google
4. ITW
5. Pfizer
6. CVS health
7. Dominion
8. Merck and Co.
9. Amgen

2.2 Learning Check

• **Name 3 of the basic expenses and 3 demanding expenses that the funding can cover:**
Basic expenses:
1. _____
2._____
3._____

Demanding expenses:
1. _____
2._____
3._____

• **Complete the phrase:**

European Solidarity Corps create opportunities for young people aged _____ to volunteer or collaborate on projects - in their own countries or abroad - that benefit communities and citizens across Europe.

• **True or False:**

To make this more attractive for the private sector, governments have been forced to adapt and create different tax-deductible services. _____

2.3 Mini-Case Study

CASE STUDY 1

- Think of the country you were born.
- Identify some different programmes that may support funding more specifically for local sport events.
- See how much people can be granted for and what are the requirements for that.
- Think of any sport event you would love to bring to your country.
- See if the funding could support that event.

2.4 Take-Away Task

Based on the previous information presented, look out for 2-3 public and private initiatives that your country has to support volunteering programmes.

Public

- _____
- _____
- _____

Private

- _____
- _____
- _____

2.5 Summary & Reflection

Volunteering is a major part of sports. Therefore, the need of getting different sources of funding that will help the volunteering programmes to happen.

These two main sources of funding could be either:

- Public
- Private

At the end it does not matter where the money comes from. It is essential that all countries create different programmes that will help managed the funding of volunteering events and projects.

2.6 What to Next?

- 360MatchPro (2020); Top 10 Volunteer Grant Companies: Increase Corporate Dollars; https://360matchpro.com/volunteer-grant-companies/
- LaLiga (2018); Guía del Voluntariado Deportivo; http://plataformavoluntariado.org/wp-content/uploads/2018/10/guia-voluntariado-deportivo.pdf
- Sports Community (2018); National Grants
- https://sportscommunity.com.au/grant-category/national-grants/

Topic 3 - Resource mobilization

3.1 Key Knowledge

In this section we are going to explore the new scenarios concerning Organizations' sustainability and capacity to attract resources, not only financial, but also human and material, and how to develop a Resource Mobilization Plan supportive of the Organization's Strategic and Operational Plans.

TERMINOLOGY

Globalization has multiplied actors and created highly interconnected environments which make Organizations' tasks ever more complex and demanding: resources management has developed accordingly while becoming more challenging.

The term "resources" has developed to include all possible types of contribution: Resource Mobilization has come to replace the more traditional and narrow term "fundraising", and "resource" refers not only to funds, but also to human resources, goods and services, and Resource Partners replaces "Donor", where "Partner" emphasizes the value of equal partnership/strategic alliance between resource provider and programme implementer.

Financial resources	Human resources	Goods and services
Government budget	Seconded from ministries and other government bodies	Vehicles, computer equipment, office space, other facilities
The wider sport system	Recruited through agencies	Sponsorships
Grants from institutions and agencies	Professional officers, volunteers, interns, etc.	Design and print facilities, communication tools
Loans from financial institutions	Partners	Training or advice services, e.g. financial, technical, medical
Foundations or private sector donations		Specialist equipment

In addition to the fundraising activities described in the previous chapter, which ensure organizational self-efficiency, Organizations today are increasingly concerned about financial sustainability, that is the ability to fund future activities and endeavours through a combination of earned income, fundraising activities, and financial support from the public sector, differentiating their revenue streams. Also grants, donations third party payers and other means add to direct payments in such a scenario.

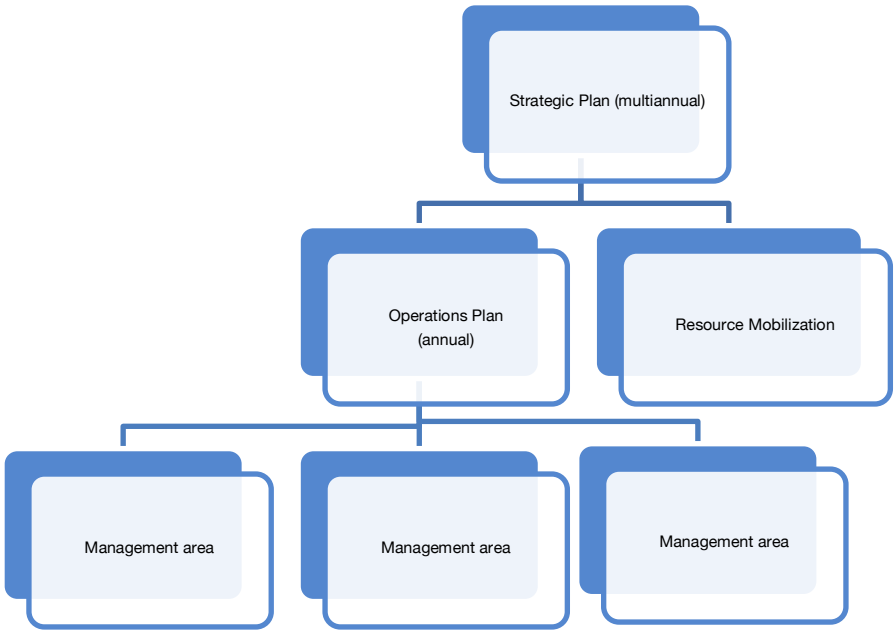
THE RESOURCE MOBILIZATION PLAN

We can therefore refer to Resource Mobilization as the entire set of activities undertaken by an organization to secure new and additional financial, human and material resources to advance its mission, reason why Resource Mobilization is strictly connected to:

the Organization's Strategic Plan — multi-annual document describing vision and aims in all management areas of the organization in the long term,

and

the Operations Plan — usually on yearly basis, that allocates economic and human resources with focus on achieving objectives and carrying out short-term activities



The three Plans are not stand-alone and independent: on the contrary they need to be closely related for a smooth functioning and a coherent achievement of goals. The RM Plan is meant to strengthen the relationship between Strategy and Operations, ensuring adequate resources over time, including support to new initiatives, and viability to engage in new actions and opportunities through resources diversification (financial mix).

THE STRATEGIC PLAN

Cornerstone to the development of a RM Plan is the Strategic Plan, which is the process of documenting and establishing a direction of your business, by assessing both where you are and where you're going. The Strategic Plan gives you a place to record your mission, vision, and values, as well as your long-term goals and the action plans you'll use to reach them.
Thus, it is easy to understand how the Strategic Plan opens the way for attracting, engaging, negotiating with a broad range of additional resource partners, beyond those already onboard, being conceived as a primary communication tool and playing a major role in setting the ground for the Organization's sound reputation, that potential Partners will be willing to share.
The Strategic Plan provides the reference framework needed to design the Actions or Programmes/ Events that are detailed in the Operational Plan.

THE OPERATIONAL PLAN

The Operational Plan links the strategic plan with the activities the Organization will deliver and the resources required to deliver them. It describes milestones, conditions for success and explains how, or what portion of, a strategic plan will be put into operation during a given operational period – in sports, usually a 4-year mandate of top executives. An operational plan is the basis for and justification of an annual operating budget, detailing all actions and steps required. Therefore, a four-year strategic plan would typically require four operational plans funded by four operating budgets.



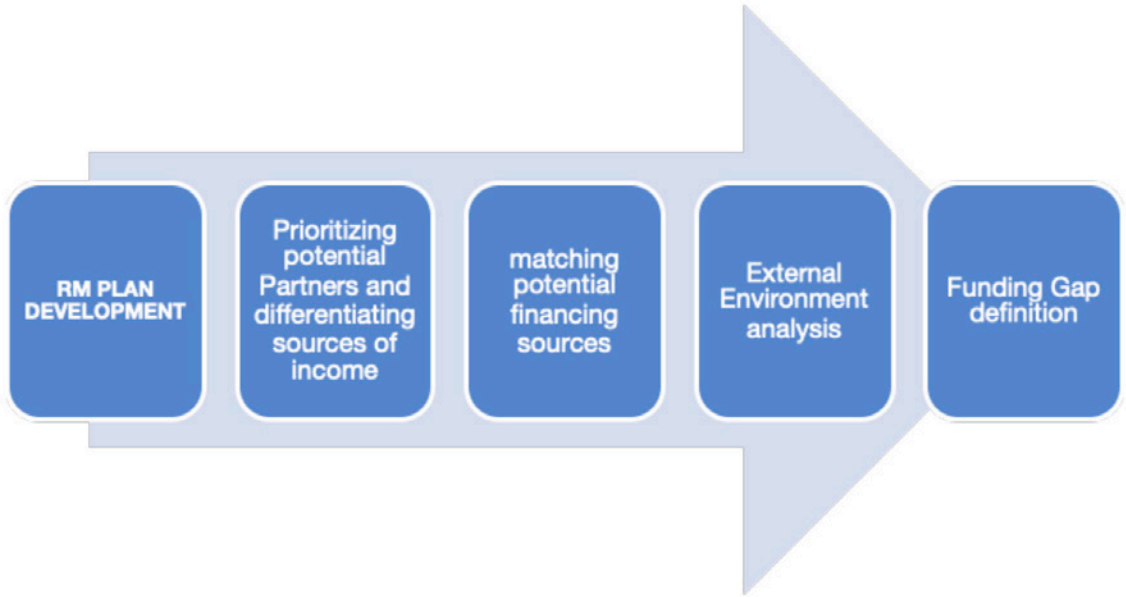
The Planning Cycle

ROADMAP TO THE RESOURCE MOBILIZATION PLAN

Once you have a clear knowledge of the Organization's strategy and Operations Planning, you can start developing a Resources Mobilization Plan, building on a realistic funding gaps representation at each Annual Operating Budget.

A roadmap to an RM Plan should develop along the following steps:

1. **Definition of the Funding Gaps** based on the financial and annual budget framework and funding strategies and priorities
2. **Analysis of the external environment** through a mapping exercise of existing and potential partners together with priority development areas
3. **Matching of potential financing resources and differentiating sources** of income to unfunded outcomes, providing the basis and focus for cooperation between actors towards the set objectives
4. **Prioritizing potential partners:** Partners differ in many ways; a comparative estimate of distinctive strengths may help you towards the best choice.



The execution phase of the Plan implies the continuous checking of achievements against the set objectives (monitoring & evaluation) to evaluate to what extent the goals are being met and if new challenges or gaps arise, requiring further analysis and planning. More details on this activity is provided in section 5 of this Module.

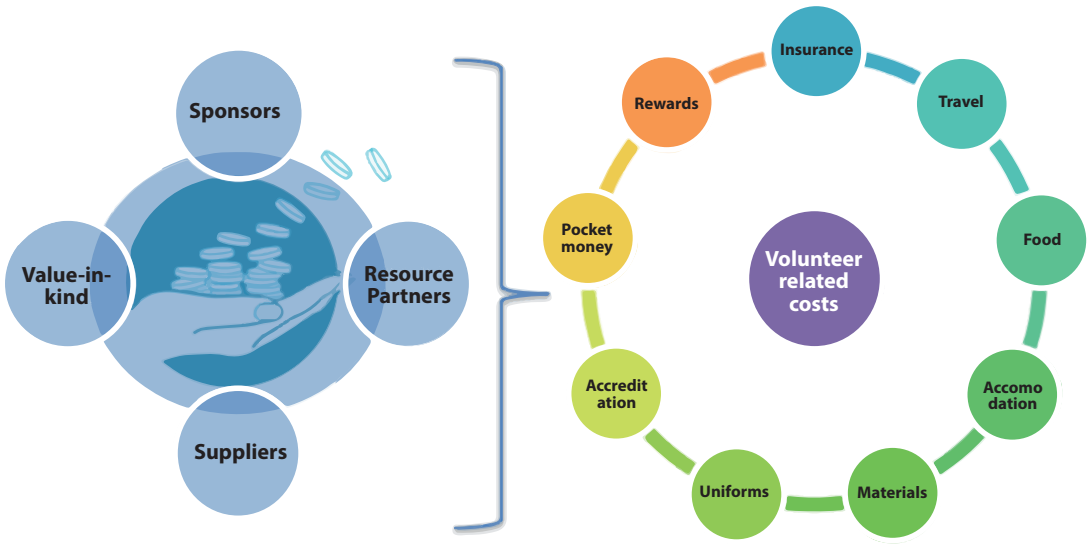
The RM Plan implementation is a circular activity, continuously analysing the Organization's economic needs with resources identification spotting and matching into the Organizational plan.

MOBILIZATION OF RESOURCES FOR VOLUNTEERS

Human resources/volunteers management is only one of the many items in an Operational Plan: people are essential to all duties, hence the importance of adopting a structured approach in the estimate of the required resources to be allocated to the different tasks and to be assisted by an RM Plan to customize resources Partners for each gap to fill.

Human resources mobilization needs to be approached according to the process described above, but bearing in mind the fundamentals in volunteering programme design: depending on their experience, volunteers can be allocated either to strategic and managerial purposes, or to operational tasks in different sectors.

Those involved in strategy will be engaged for longer periods, even years, while volunteers assigned to operations will only be required during the actual Event. The different duration of involvement impacts differently the costs required for all volunteers management, which in turn must be evaluated and reported on the appropriate annual Operations budget lines (e.g.: meals, transports, uniforms, etc.)



As you can see in the picture above, all costs related to volunteer's recruitment, sustainment, transport, clothing, insurance and any other volunteer-related cost may be effectively guaranteed through RM action, bearing in mind the multiple array of possibilities, ranging from Donations (for pocket money or reimbursements, either from public or private sources), suppliers (materials or value-in-kind exchanges), or own resources generation (through sales - ticketing, merchandising, services, etc.).

3.2 Learning Check

- **Name at least three costs related to volunteers involvement**

1. _____
2._____
3._____

- **Complete the phrase:**

The term "resource" refers not only to funds, but also to...

- **True or False:**

Self-efficiency is the ability of an Organization to fund future activities

3.3 Mini-Case Study

CASE STUDY 1

- Think of the Strategic Plan of an Event you are going to organize:
- map the organizational areas which require volunteers involvement
- make a list of the funding requirements related to recruitment, training management and evaluation of volunteers
- name possible resource providers supporting volunteers costs, the reasons why they would be willing to contribute (ROI) and the KPIs required to report the funded activities.

3.4 Take Away Task

Choose an important Event in your Country and list the sponsors supporting its organization.

With reference to Case Study 1, draft a possible financing scheme of costs related to volunteers that official Sponsors could support through value-in-kind exchanges as part of their CSR strategy.

3.5 Summary & Reflection

RM in 10 items

1. Organizations are not entitled to support; they must earn it.
2. Successful resource mobilization requires a lot of work and takes a lot of time.
3. If your organization needs additional revenue one year from now, start today!
4. Be ready, willing and able to sell your organization and the programs for which you are raising money.
5. Resource mobilization efforts should align with your organizational mission, objectives and strategic plan.
6. Resource mobilization is also about the needs of the (prospective) funder.
7. Understand the needs of your clients (target population/funders).
8. Be prepared to provide evidence-based results.
9. Your organizational performance today impacts your ability to generate resources tomorrow.
10. You must establish and maintain organizational credibility and reputation.

3.6 What to Next?

- UNDG Guide to Joint Resource Mobilization - August 2014 https://unsdg.un.org/sites/default/files/Guide-to-Joint-Resource-Mobilization.pdf
- FAO Quick Guide to Resource Mobilization ©2015 http://www.fao.org/3/a-i5027e.pdf
- USAID Resource Mobilization Implementation Kit https://sbccimplementationkits.org/resource-mobilization/
- EU Project SPORT PARKS INSPIRED BY THE OLYMPICS www.sportparks.com

Topic 4 - Planning and delivering programmes and events

4.1 Key Knowledge

In this section we are going to give a deep explanation of what are the different steps to plan and then deliver a volunteering programme. This phase of the programme is crucial in order for the event/programme to happen properly and to really manage well the volunteers that join the programmes.

We gave a little overview in the topic 1, but now is time to get deeper on really what it is that the planning phase is all about

PLANNING AND DELIVERING PROGRAMMES AND EVENTS

The size and length of your volunteer management programme will vary, depending on the size of the club and the number of volunteers. In general, the bigger the club, the more comprehensive its volunteer management plan should be. All volunteering programs have to follow a set of 8 steps that will help plan and deliver correctly the programmes designed.

a) Needs Assessment

This is generally recognized as the first step in human resource management since it is essential for any subsequent intervention. Needs assessment should take two perspectives into account:

- The needs and aims of the sports club or organization.
- The needs and aims of the clubs (potential volunteers).

Needs assessment enables the sports club to fill its human resource gaps and/or adapt the clubs/organizations tasks to the available human resource capacity. This matching process is an essential step in order not to put too much strain on the organization and its volunteers. This will help the organization to:

- Develop a detailed and reliable account of all functions and fields of activity that need to be filled by employees or volunteers in order to meet the organization's defined mission, statutes and objectives. If this assessment is done critically, dispensable and indispensable tasks and functions should become discernible during this process.

- Have a picture of the organisation/club's current workforce. This includes the size (number of available staff and volunteers) as well as the quality (strengths and weaknesses) of its human resource.

- Following on to that, the sports organization then should be able to define the functions and fields of activity. At this point they should not only denominate functions, structures and hierarchy but also clearly assign responsibilities and terms of office where applicable.

- Finally, all this general overview will help with the writing of the job descriptions or Terms of Reference (ToR). At this point, organizations need to have identified skill requirements, tasks, activities and main responsibilities. The more detailed and realistic these descriptions are, the easier it becomes to identify areas of over or understaffing.

b) Recruitment and assignment

Recruitment describes the entire process of searching, finding and hiring a person for a (voluntary) activity or function in the organization. Assignment is part of the recruitment process and includes activities such as selection, matching and defining mutual commitment.
Recruitment for voluntary collaboration in a sports club or organization may be carried out internally (i.e. among those persons, that are already related to the organization such as athletes or parents of active children) or externally (i.e. among persons that are not yet linked to the club).

- As a first step, the sports club or organisation should (regularly) perform a targeted campaign to inform, address and recruit volunteers. Such a campaign might either be targeted for a specific profile of potential volunteers (skills, qualifications, age, sex etc.) or for a specific position or field of activity (talent scouting, coordination of a specific event, financial management of the club etc.). This process should start internally in the organization, but when the recruitment turns to be external, it could imply advertisement through websites, newsletters, newspapers or volunteer agencies.

- Second, we have to select and match the volunteer to the job descriptions generated previously. For this stage it is recommended to have interviews to better understand the volunteer's motivations, strengths and weaknesses.

- When volunteers are selected, a formal (written) or informal (oral) agreement should at least regulate the content and duration of the voluntary activity. Additional topics such as insurance issues, compensation of expenses or mutual obligations may as well be included.

c) Orientation

Orientation plays an important role in developing a stable and flexible human resource. It may include orientation at various levels of the club or sport organisation (its structure, its culture or its internal and external networks). Coming into the club or a specific group within the club (e.g. the board) as a new- comer or taking over a new field of responsibility is a crucial period for every volunteer. A well-designed orientation process can diminish stress on new volunteers, make them feel welcome and reduce the probability of turnover.

It also will ensure that the organisation will have a committed person who understands and knows its roles and responsibilities.

d) Education and Training

Education and training are generally considered to be key tasks in human resource development and empirical data confirms this perception.

A correct and well-planned training will ensure that:

- The individual volunteer is competent and well prepared to deal with the activities that are assigned to him or her. This will help the individual to accomplish its higher tasks and thus ensure that the volunteering experience is a positive experience.

- The volunteers will be able to meet the self-defined quality standards and expectations of the organization.

- Do not only focus on sport specific skills and knowledge but also on personal, social and strategic competences.

- Provide sufficient training opportunities on management and leadership. This will allow the organization to make sure that all activities are aligned to their mission and vision.

  Around the education and training, there should also be developed a schedule so that it is provided to the volunteers an easy and efficient method of scheduling and managing workforce across all venues and regions.

e) Recognition and Reward

Recognition and rewards are good tools to acknowledge good performance and make the volunteers feel esteemed and appreciated. As Kegel says, recognition is the "salary" of volunteers. Having a recognition system can create an environment in which people want to perform to the best of their abilities and amplify retention by communicating each volunteer's importance to the success of the organization and by building a sense of belonging and pride.

There are different ways of practicing recognition and reward:

- Establishing a culture of appreciation (e.g. listening to the ideas of volunteers, simply saying thanks).
- Social events and team building (e.g. an annual volunteer party).
- Formal recognition and public attention (e.g. certificates, awards, volunteer days).
- Material incentives (e.g. free sports gear, discount programs). Speaking of the free sports gear, the uniform distribution (if possible) is a very important aspect to take into account in the planification of a volunteer's programme.

f) Evaluation and Self-assessment

Evaluation and assessment are common practice in a regular working environment. Within the context of voluntary work, it rarely happens, although an appropriately conducted self-assessment is a chance to step back and look at the bigger picture and positive feedback on a regular basis does more to drive success in an individual than most other performance related manner.

But of course, performance evaluation must be applied very carefully when working with volunteers. Formulating criticism and suggesting change is much more difficult with volunteers as they provide their services for free and their relationship with the organization might be more fragile than the relationship of a paid employee.

For this reason, it is important to take into account the following recommendations when conducting evaluation:

- Use team and task-oriented evaluation measures instead of person-oriented tools.
- Define goals together and focus on (e)valuation rather than on control.
- If necessary, employ someone from outside to accompany the process.

g) Re-Assignment

Re-assignment is a retention method as well as an important part of individual career development. It can be used to align organizational goals with the volunteer's personal development goals. It is thus another important strategy to retain motivation by creating new opportunities and challenges.

Even though job promotion is not applicable when volunteering, the re-assignment is one effective strategy to avoid dropout and retain a volunteer's commitment.

Some of the good outcomes obtained by re-assigning volunteers are:

- Motivated and committed volunteers.
- Improved person-task fit.
- Reduction of drop-out and turn-over.
- Individual and organizational development.

h) Exit and contact management

With regard to biographical discontinuities and increasing job and life demands it is impossible to prevent turnover among sports organization's volunteers. It is therefore important to accept, that volunteers do have to interrupt their voluntary engagement or leave the organization. The termination of a voluntary engagement is the final step within the human resource development cycle and still a part of the entire volunteer management process.

To better implement this, some recommended steps can be followed:

- Explicit declaration of the volunteer's commitment during recruitment should be released through an explicit termination of this commitment.
- Every volunteer who has devoted his or her time and skills to the organization should be entitled or receive some proof of his or her engagement.
- Develop a continuing relationship with its former volunteers because this might enhance chances that a former volunteer restarts his or her engagement when individual biographical circumstances have changed again.
- Have a succession plan. This includes the planned search and preparation of a successor for a specific function or field of activity or at least the facilitation of an orderly handing over of tasks and materials.
- Organization's reputation. The sports club should make sure that people who are leaving the organization or (maybe just the board within the organization) do give a positive account of their volunteering experience.

4.2 Learning Check

- **Find the words in the word search exercise:**

P	F	K	X	E	D	U	C	A	T	I	O	N	R
I	I	F	C	A	W	N	B	B	M	E	Z	B	E
R	E	C	R	U	I	T	M	E	N	T	Y	G	K
C	H	X	H	C	X	C	A	L	P	H	W	S	Q
K	E	A	O	S	C	J	Z	Z	L	V	D	A	U
U	X	O	R	I	E	N	T	A	T	I	O	N	D
T	V	X	L	W	X	E	I	L	P	K	P	S	F
A	D	J	O	V	M	A	S	E	S	U	N	U	M
F	T	U	Z	K	E	X	I	T	E	D	Y	N	T
H	M	U	U	Z	N	J	C	I	I	Z	B	B	K
T	C	G	E	V	A	L	U	A	T	I	O	N	C
Y	N	R	E	C	O	G	N	I	T	I	O	N	N
C	Z	D	A	S	S	E	S	S	M	E	N	T	L
R	E	A	S	S	I	G	N	M	E	N	T	Q	W

ASSESSMENT
EDUCATION
EVALUATION
EXIT
ORIENTATION
REASSIGNMENT
RECOGNITION
RECRUITMENT

- **Find the words in the word search exercise:**

Which of the 8 steps of the planning phase describes the entire process of searching, finding and hiring a person for a (voluntary) activity or function in the organization?

a) Exit and contact management
b) Recruitment and assignment
c) Recognition and reward

Which of the 8 steps of the planning phase is considered to be key tasks in human resource development and empirical data confirms this perception?

a) Re-Assignment
b) Evaluation and Self-assessment
c) Education and Training

4.3 Mini-Case Study

CASE STUDY 1
Understanding how to plan a volunteering programme

- Think of a volunteering event you would like to be involved.
- Think of the good things and bad things you experienced during the volunteer programme and make a chart with them.
- Now, after reading what we previously mention in the chapter, identify which of the 8 of the planification were not correctly implemented and find what is missing.
- Propose a solution to what went wrong.

4.4 Take-Away Task

List the 4 ways of how organizations can give reward or recognition to their volunteers.

1. _____

2. _____

3. _____

4. _____

No that you have done that, see if you identify yourself to any of them and write a reflection of how you felt when you received that recognition.

4.5 Summary & Reflection

Once we understand and decide that we want to be designing a volunteering programme, the next phase of planification is vital for the correct implementation and delivery of these same programmes.

Therefore, it is very important that we understand the eight main steps needed to plan a volunteer programme.

1. Needs assessment
2. Recruitment and assignment
3. Orientation
4. Education and Training
5. Recognition and Rewarding
6. Evaluation and Self-Assessment
7. Re-Assignment
8. Exit- and Contact Management

4.6 What to Next?

- Chanavat N. & Ferrand A. (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006; https://www.researchgate.net/publication/247834409_Volunteer_programme_in_mega_sport_events_The_case_of_the_Olympic_Winter_Games_Torino_2006
- LaLiga (2018); Guía del Voluntariado Deportivo; http://plataformavoluntariado.org/wp-content/uploads/2018/10/guia-voluntariado-deportivo.pdf
- Sparc (2008); Volunteers: the heart of sport; https://sportnz.org.nz/media/1517/82-sparc-2008-volunteers_heart-of-sport.pdf
- Steinbach D., Guett M., & Freytag G. (2012); Training 4 Volunteers; http://eose.eu/wp-content/uploads/2014/03/T4V_EU_Final_Report_Steinbach_Guett_Freytag.pdf

To further understand what is needed to plan a volunteer programme, look at the following link:

- https://sportnz.org.nz/resources/recruiting-and-managing-volunteers/
- https://sportnz.org.nz/resources/rugby-world-cup-2011-volunteering-resources/#mctoc4

Topic 5 - Evaluating programmes and events

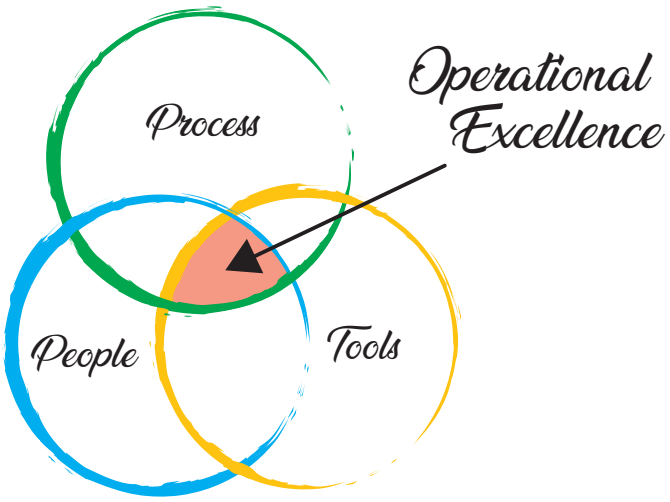
5.1 Key Knowledge

In this section we are going to describe the different activities required to effectively monitor and evaluate a Programme or Event. The assessment processes must be in place all through the implementation phase in order for the event/programme to happen properly and to ensure that the actions are constantly focused on the desired outcome. Constant Monitoring allows for timely intervention in case of need, while Evaluation - both internal and external - provide more general information mainly supporting the communication flows towards Resource Providers and Stakeholders.

Constant follow ups through the diverse communication channels maintains the public's attention focused on the Programme/Event, while evaluation data support the Organization's reputation, which in turn helps to retain Resourse Partners.

MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) are management tools used to assess the performance of projects, Events or programmes set up an Organization. The goal is to pursue operational excellence while improving current and future management of outputs, outcomes and impact.



Organization's Executives have the overaching responsibility to monitor and control the implementation of their strategies, to ensure that the implemented actions are consistent and in line with the set goals.

Moreover, Stakeholders and Resource Partners who have been involved in the drafting of the Event's Strategic Plan at all times will be keeping an eye on how efficiently and effectively the Organizer runs the Event/programme

Let's see the different focus and perspective of the two activities.

Monitoring and Control

Monitoring is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage and it is based on data and information collection. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

It is generally based on KIPs - key performance indicators: a measurable value that demonstrates the extent to which an Organization is achieving the set objectives. Usually, KPIs are defined at the onset of the activities with regard to the target (e.g.: the desired number of players enrolled in a competition, or the expected attendance of spectators) and are constantly monitored to measure the degree of effectiveness of the activity itself, providing evidence-based information. As Peter Drucker famously said, "What gets measured, gets done." KPIs can be set at all levels of the implementation plan and are relevant to each specific purpose.



Evaluation

Evaluating is a more transversal process of systematically and objectively examining the relevance, effectiveness, efficiency and coherence of the implemented activities as against the set goals. The evaluation purpose is to ensure that the Organization performs in the best possible way, detecting and isolating errors in order to avoid repeating them and to underline and promote the successful mechanisms for current and future projects to project managers and implementation teams.
Evaluation aims at measuring the degree of achievements and at answering the following questions concerning:

- **EFFECTIVENESS** are the implemented activities achieving the set objectives?
- **COHERENCE** how well do the actions fit with the Strategic Plan? Are they consistent with the ultimate goals?
- **EFFICIENCY** are resources being used in appropriate ways? Do they employ the best required effort to reach the goal?
- **RELEVANCE** re actions pertinent tot he goal? are they directly connected to the aim?

Evaluation is methodologically diverse and may be carried out by means of qualitative or quantitative methods, including case studies, survey research, statistical analysis, model building, just to name a few.

Evaluations are also indirectly a means to report to the Resource Partners about the activities implemented. Evaluation reports may show that the donated funds are being well managed and transparently spent.

Monitoring and evaluation processes can be managed by the donors financing the assessed activities, by an independent branch of the implementing organization, by the project managers or implementing team themselves and/or by a private company. The credibility and objectivity of monitoring and evaluation reports depend very much on the independence of the evaluators. Their expertise and independence is of major importance for the process to be successful, and a good reputation will retain Resource Partners who in turn will provide financial sustainability to the Organization.

PROGRAMME/EVENT EXTERNAL EVALUATION

Apart from the monitoring and evaluation of internal managerial processes, it is key for Organizers to also consider performance assessments on the programme/Event outcomes, measuring the impact, satisfaction and sustainability of their initiatives.

Impact assessments are formal, evidence-based procedures that assess the economic, social, and environmental effects of implemented strategies and actions. Since we have referred to the acknowledged positive effects of sport activity at social and economic level, impact assessments should be implemented, either generally at strategy level or by focusing on specific themes, such as social impact, economic impact, gender impact, etc.

Impact assessments provide answers to the following questions:

- What effects does the action produce (at social, economic, individual level)?
- How estensive was the outreach?
- What change has the action produced within the target group?

Attention and awareness are today increasing on Sustainability issues, including in the sports world. A **sustainability analysis** aims at assessing the extent to which the programme is successful in meeting the present needs without compromising the ability of future generations. The dimensions explored are centered on three pillars: people, planet and profits. Ideally, a sustainaility assessment should therefore answer the following questions:

- Where benefits perceived? By whom?
- Did the programme/Event care bout environmental footprint of its action(water, energy, waste, carbon)?
- Will the program - or the benefits it produces - continue and last over time?

Finally, external stakeholders' (customers, general public, etc.) satisfaction assessment is key to the reputation of the Program/Event/Organization. How people live their participation in the Program/Event, their feelings, perceptions and beliefs determine an emotional impact that they will treasure and - when positive - it will help retain Resource Partners, carry on the initiative and achieve increasingly greater involvements of participation and support.

The **Satisfaction assessments** leading to learn about the public's feelings and "emotions" connected to the individuals' experience, should investigate the following key aspects:

- The quality of the public's emotional involvement in the Event or programme
- The variety of available additional services provided during the event/programme
- The behaviour of staff, personnel and volunteers (remember that often, volunteers are in front-line and contact positions!)
- Transportation and accessibility for participants to the event's locations
- The awareness about the environmental impact of the Event (energy and water consumption, waste management, carbon footprint, etc)
- The actual outreach and dissemination

Impact, sustainability and satisfaction assessments may be conducted among participants and stakeholders (by means of surveys, interviews, satisfaction questionnaires, etc.) both during and after the Event/programme. It is quite a complex process but it delivers highly valuable findings.

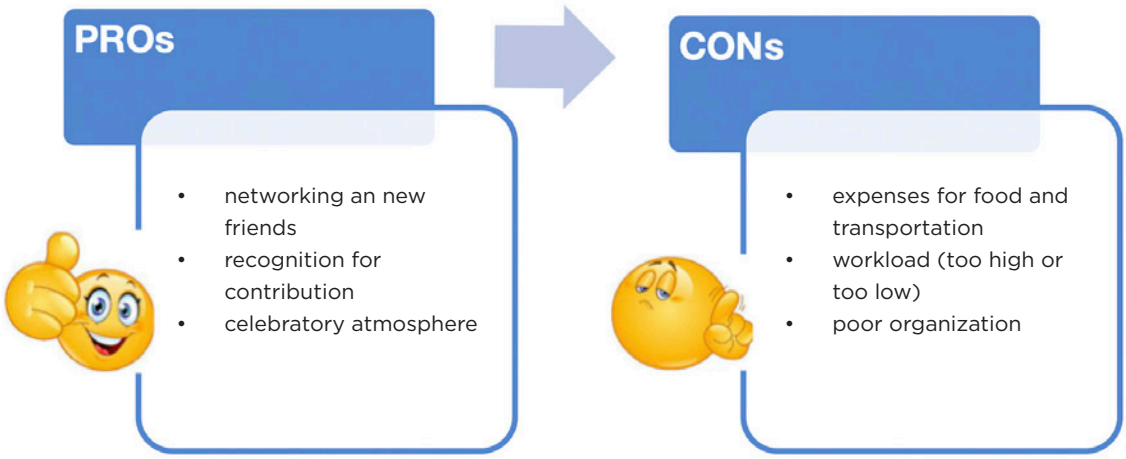
VOLUNTEERS EVALUATION

Volunteers contribution in a programme/Event is key to the proper running of the different activities and to the financial sustainability of the Event itself, nevertheless volunteer work is valued not only under the economic perspective and HR management is not limited to allocating human resources to the different tasks, in appropriate numbers, with the needed requirements and with the necessary funds to cover all related expenditure.

Volunteers motivations, feeling and experience must also be kept in due consideration, not only because they devote their time and efforts for free but also for the social impact they generate, adding to the overall Event image. Volunteers are at all times the "face of the Games" and the spectators and Resources Partners overall perception is greatly dependent on volunteers enthusiasm, warmth and passion. Moreover, the positive feelings of volunteers will have a major role in retaining them inside the Organization or in volunteering activity.

Therefore, it is paramount that specific assessments are carried out through interviews and questionnaires, both before and after the Event, in order to explore motivation and expectations of volunteers and to record their degree of satisfaction at the end of the experience. The final evaluation also provides predictive elements on future intention of volunteers to repeat the experience or to volunteer in other programmes, building social cohesion and development in their local communities.

Research evidence reports the following most common outcomes in the evaluation of volunteers experience:



In order to create the best conditions for volunteers performance, a mission-based approach to volunteers is key; moreover, special care should be devoted to their working environment and organization, to the performance appraisal and investigation on opinions/feedbacks, as well as providing volunteers with all supporting services, in order to strengthen volunteers sense of belonging to the Organizing Team. Lastly, great care and attention to the Orientation, Training and Rewarding actions described in the previous chapters of this Unit are paramount.

5.2 Learning Check

- **Name at least three items it is important to explore when assessing volunteers:**

  1_____

  2_____

  3_____

- **Complete the phrase:**
Volunteers are "the face of the Event" because...

- **True or False:**
Volunteer work does not impact on the Event's budget

5.3 Mini-Case Study

CASE STUDY 1

Imagine you are volunteering for a major sport Event that will take place in a different country from the one you live in.
Make a list of recruitment requirements set by the Organizers (among which is the need to cover autonomously the travel expenses to the Event location. In order to decide whether to apply or not, you must evaluate pros and cons that such an opportunity may bring: list all items considered, make your final decision and comment the outcome while describing your expectations.

5.4 Take-Away Task

Refer to an Event being organized in your area (or imagine one, based on your experience): try and estimate the overall number of volunteers required and the overall hours' work needed to cover all duties. Considering a base-salary of $10/hour, calculate the overall value of volunteer work and balance it with the resources mobilization required to cover all volunteers-related costs.

5.5 Summary & Reflection

Standards of practice for volunteers involvement - checklist for evaluation purposes

1. **Mission-based approach:** volunteers' roles are linked to the Organization's mission
2. **Human Resources:** integral HR approach, including paid staff, students and volunteers
3. **Infrastructure for volunteers involvement:** policy framework and procedures envisaging volunteers involvement
4. **Evaluation, tracking measuring and reporting:** the organization measures and evaluates the effectiveness of its volunteer involvement strategy in helping to support its mandate. An evaluation framework is in place to assess the performance of individual volunteers and gauge volunteer satisfaction
5. **Volunteers roles and recruitment:** volunteer roles contribute to the mission of the organization and clearly identify the skills and abilities needed. Volunteer roles involve volunteers in meaningful ways that reflect their skills, needs, interests and backgrounds. Volunteer recruitment incorporates a broad range of strategies to reach out to diverse sources of volunteers.
6. **Risk management:** procedures are in place to assess, manage and/ or mitigate potential risks to the volunteers, the organization, its clients, staff, members and participants that may result from the delivery of a volunteer-led program or service. Applicable Health and Safety protocols are followed.
7. **Screening:** the organization has a clearly communicated and transparent screening process in place.
8. **Orientation and Training:** volunteers receive an orientation to the organization including the policies and practices appropriate to each role. Volunteers also receive training specific to their role and their individual needs.
9. **Support and Supervision:** Volunteers receive the level of support and supervision required for the role and are provided with regular opportunities to give and receive feedback.
10. **Recognition: valuing volunteer involvement:** the organization acknowledges the contributions of volunteers using a range of recognition tools and activities that reflect the needs of the volunteer.

5.6 What to Next?

- EU Project SPORT PARKS INSPIRED BY THE OLYMPICS
  www.sportparks.com

- Alison Doherty (2009) The volunteer legacy of a major sport event, Journal of Policy Research in Tourism, Leisure and Events
  https://doi.org/10.1080/19407960903204356

- CCVI Canadian Code for Volunteers Involvement
  www.volunteer.ca

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MODULE 7.

RECRUITING VOLUNTEERS AND PROMOTING VOLUNTEERING EVENTS

Co-funded by the Erasmus+ Programme of the European Union

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

The topics covered in this module are structured around 6 learning steps:

1. Key Knowledge
2. Learning Check
3. Mini Case-Studies
4. Summary & Reflection
5. Take-Away Task
6. Where to next?

The purpose of this module is to give you some **thinking tools** to help you make sense of the situations you will find yourself in while volunteering and to support you making decisions in your volunteering practice.

Remember, however, that no theory has every answer for every situation and that **you will have to exercise "professional judgement"** based on your previous knowledge and experiences. Don't worry! That's how we all do things. Trust yourself and then **reflect on the outcome** of every decision to learn what you can from it and get better for the future.

Learning Outcomes

Module 6 - **Recruiting volunteers and promoting volunteering events** - aims to deepen your knowledge of the volunteering recruiting process and give you useful tips to keep these concepts in mind at the time of managing volunteers in events.

Specifically, after completing this module YOU will be able to:

1. Know all the different stages of the volunteer cycle.
2. Reinforce successful procedures in the training of volunteers.
3. Learn about some resources that can be used in the promotion of volunteering for events, before and after.

Why is this important?

Volunteers play an important role at the time od organising events, particularly in the field of sport. Whether events are organized at local, national or international level (e.g. Olympic Games or a World Championship), theri position is crucial to the final event's success, both in prganizational terms but also for the perception of the visiting public or the athletes. This is the reason why (sports) entities should devote enough time to reflect on the role thir volunteers should play, particularly on thier recruitment, training and promotion phases, before and after the event.

It is of outmost importance to provide volunteers with inspiring experiences:

Success case:

Anna (23), marketing university student. She recently attended a lecture about the importance of volunteering and aid at a local level.
Some of her colleagues are collaborating in a local charity run. She joins them to spend some time with them.

After this experience Anna realizes how useful she can be just spending a little part of her free time. She takes an interest for the organizing entity and she makes her available for the next year with the promotional poster design and t-shirts for runners.

Failure:

Marcos (31) plays sports since childhood and shows some interest in organising sporting activities from his city.
He decides to join a basketball competition for youngsters as a volunteer in his neighbourhood during weekends.
On Sunday, once the event is over, he states that he is not going to repeat the experience: he feels that he contributes absolutely nothing to the organisation. During the event he was not even allowed to enter the facility because he was not properly accredited.

In either of the above cases, it is very important to know the profile of the volunteer and to previously establish the needs of the entity, in order to satisfy everyone's expectations.

In this way, we propose you to learn more about the stages that make up the Volunteer Cycle: recruitment, reception, development of the voluntary action, recognition and bonding. In this way you will get it right and ensure a better experience from the volunteers' side and, therefore, build a strong future relationship with the entity over time.

Keep in mind, beforehand, to design all the necessary tools to contain all the information in a Plan or Programme for volunteering, as it will help you to give greater coherence to the voluntary action.

Topic 1 - Recruiting volunteers

1.1 Key Knowledge

Volunteering, with its participation and involvement, is the key element in the development of the event. Thus, our entity should be aware of its importance and make it extensive to the volunteers.

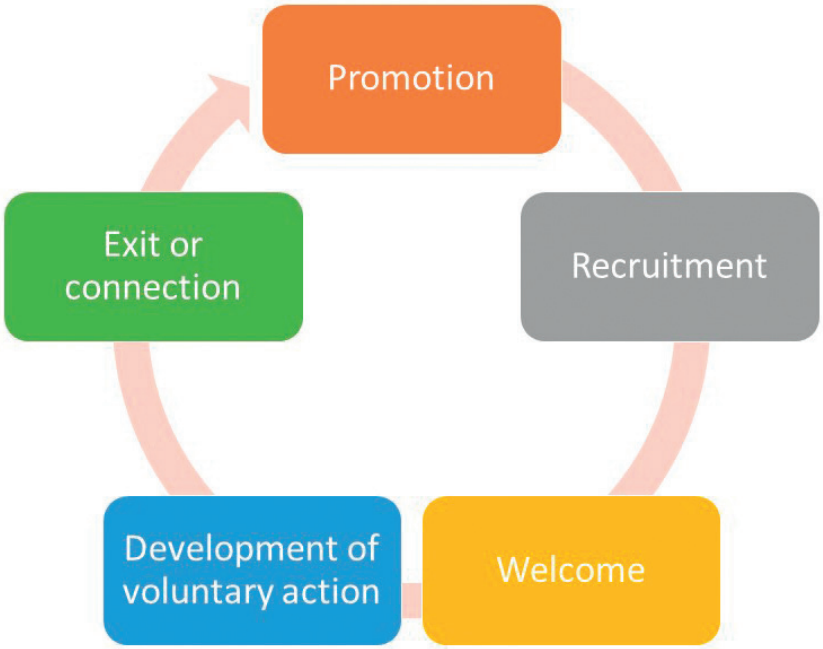
For this reason, we encourage you to plan with sufficient time and gather all the needs of the event within a general plan or VOLUNTEER PROGRAMME, which might help you from the very beginning to define what our entity needs are, what profile of volunteer is necessary and also all the legal and internal regulations that standardise the future link of the volunteer with the entity itself, and vice versa.

These requirements can change depending of the kind of event at issue. There is no standard programme of general application, even though we can find some common recommendation that we will try to summarise in this section.

Likewise, we should bear in mind that this document must match the regulatory framework of the country where the VOLUNTARY ACTION is taking place, as we may come across a series of limitations or considerations that should be always taken into account for an effective and safe development of volunteering.

All voluntary action is composed by 5 stages known as the Volunteer Cycle, and follows the following structure:

THE VOLUNTEERING CYCLE



There are 5 defined stages in the volunteer cycle:

• **Promotion** - our future volunteers should first be aware of the organisation's existence and mission. This communication action begins the circle and closes it, since promotion must be understood at the beginning of the cycle and at the end of it. Reaching our volunteers target (number and kind of volunteers) requires a concrete strategy.

• **Recruitment** - the integration process of a volunteer into our entity. It is usually followed by a selection process to effectively ensure that his/her profile will help meet the needs of the demanding organisation.

• **Welcome** - One of the key moments, after the recruitment. The volunteer must feel part of a project. We must inform and teach him what we consider essential for the good performance of the voluntary action. We will learn more about it in the following section.

• **Development of the voluntary action** - a good performance during the previous stages will help us ensure a good development of the voluntary activity. Likewise, it will be also beneficial for the person taking advantage of the volunteer as he or she will be better assisted.

• **Exit or connection** - Once the event is over, the volunteer will decide how to continue (or stop) his relationship with the organisation and this or other projects.

So far, we have seen that the cycle would start with the recruitment phase. Actually, there is something we should do before that: the (pre)promotion of the event. For this stage, as you will see further on, we can make use of different strategies or activities inviting people to take part in the project as volunteers.

VOLUNTEER'S SHEET

During the recruitment stage this tool can help you to select the profile of volunteers that you are intending to bring on board. It can contain the following items:

- Name of the position
- Competences and skills this position requires
- Description of the activity
- Required qualification
- If necessary, previous experience
- Selection criteria
- Times and dates when the action will take place
- Others

The recruitment stage ends with the signing of an agreement including all the foregoing considerations, as well as a list of the rights and duties for the volunteer and the organisation.

1.2 Learning Check

Let's make a stop for a moment to analyse if you have assimilated some important ideas:

- Any event can be planned using the same volunteer programme. TRUE/FALSE
- Voluntary actions may have different limitations depending on the legislation of the country where the event takes place. TRUE/FALSE

1.3 Mini-Case Studies

CASE STUDY 1 - No volunteers

In a city of 50,000 inhabitants there is a volunteer organisation in charge of sports activities where 7 volunteers organise activities for 200 players. Events run smoothly, their attendees are very satisfied, and volunteers keep a perfect relationship between them and with participants. Nevertheless, the team of volunteers cannot understand why no people wants to join their team. What should they do to revert the situation?

CASE STUDY 2 - Volunteers are not staying

During the first year's new meeting there are many people who show their interest in joining the team of volunteers. However, during the presentation of the activities they feel that everything has already been set and there is no room for new proposals and ideas. It seems that the board of the organisation is not really open to new ideas and they just want to keep doing things the same way they have been doing them during the last years. Which of the 5 stages of volunteering is not carried out correctly? How would you change their approach?

1.4 Summary & Reflection

Bear in mind that volunteer's activity involves a series of responsibilities and programming by the entity. All the requirements must be set out in a document called a "volunteer programme". This document should contain all the stages of the volunteering cycle (promotion, recruitment, welcome, voluntary action and connection) as well as the volunteers' profile sheet.

Do not forget to adapt your programme to the applicable legislation of the country where the action takes place so that you can correctly draw up a list of the volunteers' rights and duties. How would it look in your case? List 5-6 elements in each column.

Volunteers' rights	Volunteers' duties

1.5 Take-Away Task

With everything you have learned so far, we suggest you review your organization's volunteer programme and see if all the points we have discussed above are reflected.

Do you dare to write an example of a volunteer profile? Try to do it in a single page.

1.6 Where to Next?

These are some of the most followed web portals in different EU countries. They will come in handy to find examples of recruitment and - why not? - opportunities to find your future volunteer action.

- European Youth Portal (EU)
  https://europa.eu/youth/volunteering/project_en
- Eurodesk (EU)
  https://programmes.eurodesk.eu/search?_token=Ip8ChTgwrSZbR5pWhz0BZdrLo6DNQiFKoYX-DkhX2&classification=volunteering&sortby=&lang=&clang=&keyword=&thm%5B%5D=Sport&age_group_from=&age_group_to=
- Volunteers 4 Sport (FR)
  https://volunteers4sport.fr/
- Sport 4 Love (IT)
  https://www.sport4love.com/servizi/notizie/notizie_homepage.aspx
- Voluntariado y deporte (ES)
  http://voluntariadoydeporte.com/index.php
- European University Sports Association (EU)
  https://www.eusa.eu/projects/eusa-volunteer-programme
- GVI (Ireland)
  https://www.gvi.ie/volunteer-abroad/sports-projects/
- Benego (FR)
  https://benego.fr/

Topic 2 - Training volunteers

2.1 Key Knowledge

Once the team of volunteers who will participate in the voluntary action has been selected, the welcome stage will come into play. And, with it, a series of moments that will determine the role of the volunteer in the event, and even his future relationship with the entity.

Let us briefly define what elements make up this outstanding stage:

WELCOME STAGE

- Delivery of the attire and identification card
- Tour around the spaces where the volunteer activity will take place
- Presentation to the rest of the team of volunteers, as well as the members of the different departments of the entity
- General / Specific training
- Delivery of the necessary documents.
- Information about the general aspects of the organisation's management (communication flow, objectives, etc.)

Phases of the welcome stage



It is also at this stage that the role of the volunteer coordinator begins to come into play. A profile that can be assumed by either a volunteer or an employee. In any case, this person will oversee managing the team of volunteers and keep their motivation high. This position is crucial to ensure that everything is working; therefore, the choice of who will be named will be crucial to the success of the event!

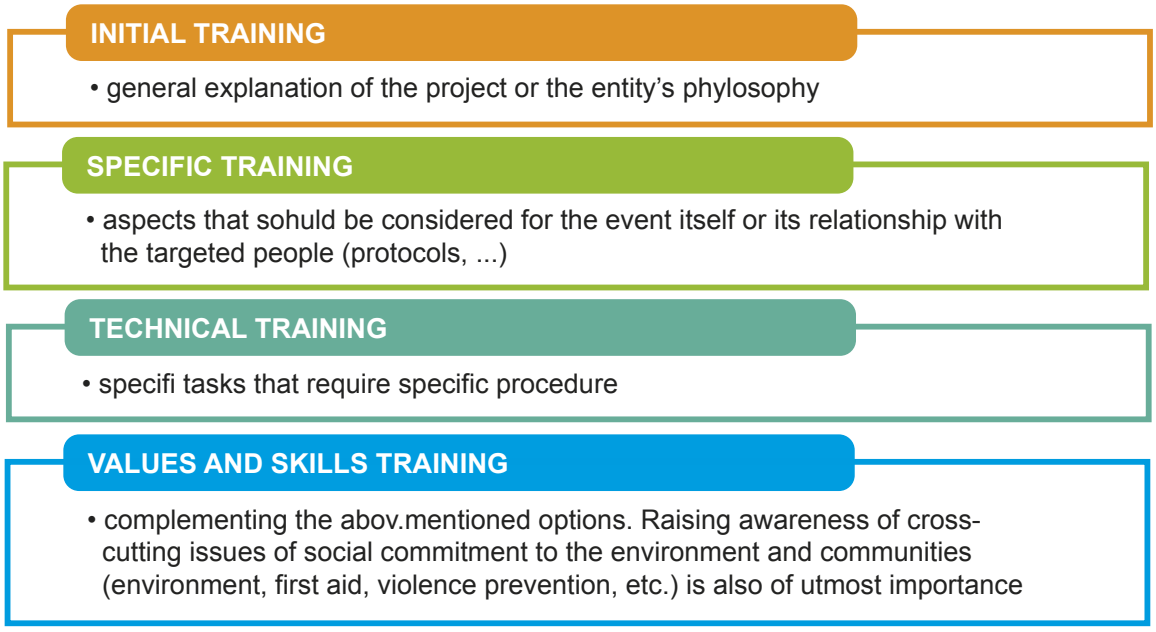
As we have already pointed out, training plays a special and essential role to guarantee good practices in the volunteer's future experience. Even though the volunteer may have been previously trained or qualified in a subject related to the activity, the entity should teach him/her about the entity's philosophy and the event's features.

KINDS OF TRAINING

Although most of the time we tend to do the training in person -as it will allow us to better know the entity and the context in which the event will take place- we can also find other teaching modalities, such as online training or tele-training. Mixed modalities (a first part online and the second in person) are also possible. Nonetheless, you should be aware that there are many different types of training:

- **Initial training** - a general explanation of the project or the entity's philosophy and goals.
- **Specific training** - aspects that should be considered for the event itself or its relationship with the targeted people (protocols...).
- **Technical training** - specific tasks that require specific procedures.
- **Training in values and skills** - complementing the above-mentioned options. Raising awareness of cross-cutting issues of social commitment to the environment and communities (environment, first aid, violence prevention, etc.) is also of outmost importance.
- If possible, an **official certification** will also help us to build loyalty and encourage the volunteer, thus extending their participation in the organisation.

The training of volunteers will be a fundamental aspect for the project's success. Everyone will have to know what to do!



2.2 Learning Check

- What kind of training do you consider necessary for a volunteer who has just met an entity for the first time? Please shortly argue your answer.

  _____
  _____
  _____

- When hosting a sports event, do you think it is necessary for the volunteer to meet the employees of the Communication or Marketing Department? YES/NO

2.3 Mini-Case Studies

CASE STUDY 1 - Losing volunteers

Student association must organize a five-day event for the Student Olympics. People from all over Europe will join it, this is the reason why they have spent several months organising all its logistics (where to sleep and eat, the sporting activities, a city tour, etc.)

The event, which is very well communicated, receives many applications of people willing to volunteer. Eventually there will be over 200 people. They are supposed to play a crucial role to manage all the participants. Nevertheless, once the event starts there are many problems because volunteers are not fully aware of all the information they must give to participants and they generally ignore what to do. Participants get angry because they do not obtain any answers on topics that the organisation had already planned. There are many gaps in the organisation and, in the end, participants conclude that the organisation was bad. Very few volunteers decide to repeat the experience.

How could this situation have been avoided?

CASE STUDY 2 - Enjoying the volunteers

After the organization of the sports event, the association resumes its regular activities. It starts to provide general training for children but finds it very difficult to manage new ordinary activities. Its new volunteers are willing to propose new activities but do not know how to start. What could people who already have experience do to take advantage of new volunteers' potential?

2.4 Summary & Reflection

The welcome stage is a very decisive one at the time of establishing a relationship between the volunteer and the entity. We would say that it is like a letter of introduction for both parties. If you were a volunteer... what would be the aspects you would like to find in the entity during the first days? And what would you expect from the volunteer, if you were the entity welcoming those volunteers?
Please make a list of 5 ideas that you consider important for each case:

1. _____
2. _____

3. _____
4. _____
5. _____

2.5 Take-Away Task

Imagine that you need to plan the arrival of a group of volunteers to your organisation. How would you set up the training? What kind of activities would you carry out in the different steps (initial, specific, technical, etc.) to ensure to offer a complete training?

_____

_____

_____

2.6 Where to Next?

To sum up, the following videos will help you to illustrate and better understand many of the points we have discussed in this section:

- Département Haute-Vienne (2015). La valorisation du bénévolat sportif - Saison 2014-2015 [video]. Youtube. https://youtu.be/HBMDXPzCxDY
- Ville de Cenon (2017). Le bénévolat, c'est du sport [video]. Youtube: https://youtu.be/bb31ozoasBI
- Nadir Informa (2015). Il volontariato sportivo a Bologna: quale futuro per un'esperienza lunga 40 anni? 1 parte [video]. Youtube: https://youtu.be/lCLlEaRKu2
- Amber Melanie Smith (2019): Volunteers won't sign up? 5 things Nonprofits or Service Clubs must do [video]. Youtube: https://youtu.be/vSYaWtVNP0I
- Dosomethingu (2011). How to Recruit and Keep Volunteers [video]. Youtube: https://youtu.be/naXpI6H6p0A
- Kyautismtraining (2014). Successful Strategies for Recruiting, Training and Utilizing Volunteers [video]. Youtube: https://youtu.be/9z_z60pnDx4
- CNRWA (2014). 04 Managing Volunteers in Events [video]. Youtube: https://youtu.be/uzrltkUxOQk
- Ciessevi Milano (2016). Chi sono i volontari Expo? [video]. Youtube: https://youtu.be/BdvSfkFW-5qE
- Fundación Tres Culturas del Mediterráneo (2019). World Congress for Middle Eastern Studies. English version. 16-20 July 2018 [video]. Youtube: https://youtu.be/qJe0EB35omA

Topic 3 - Promoting events (pre and post)

3.1 Key Knowledge

There is no one better than oneself to communicate how one wants to be recognised by others. As an entity, we have the possibility to raise awareness and promote the possible ways to collaborate with our users or in our events in many ways.

Obviously, there are entities that count with sufficient resources to improve this kind of external communication and manage to reach a large number of people but, in any case, we must put into practice all the existing resources that are within our reach.

Here we propose some options, in general, but don't forget to be inventive and define well, in advance, what is your best target audience.

PROMOTION OF THE EVENT (PRE)

As we pointed out at the beginning of the module, the Volunteer Cycle begins before the recruitment stage, specifically, when we start promoting the event, our entity. Here some proposals on how to improve the promotion phase right before the event:

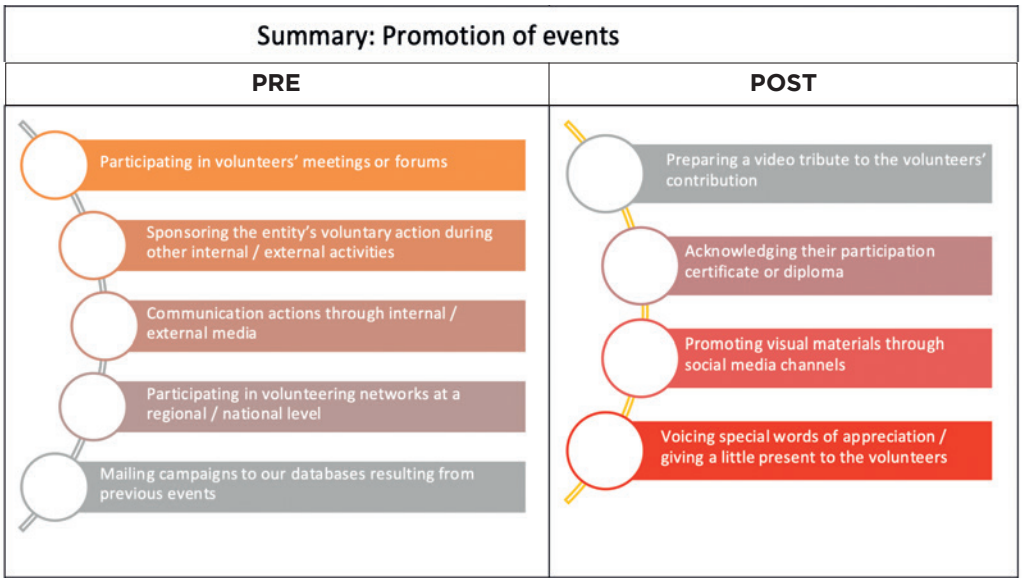
- Participating in volunteer meetings or forums.
- Sponsoring the entity's voluntary action during other internal/external activities or actions.
- Promoting communication actions using our own resources or mainstream media (radio, television, press or social media).
- Participating in volunteering platforms at a regional or national level.
- Sending out mailing campaigns to our database resulting from previous events.

PROMOTION OF THE EVENT (POST)

Likewise, and looking ahead, making a public and private recognition of the work performed by volunteers becomes not only necessary but also deserved. Some good examples on how to do it:

- Preparing a video tribute to the volunteers who contributed to the event's success.
- Acknowledging their participation by means of a certificate or diploma, whether it is digital or in paper format.
- Promoting photos and videos of the volunteers through our social media channels.
- Voicing special words of appreciation to the volunteer action, highlighting the key importance of their engagement and motivation for the activity's success, during the closing ceremony of the event. A little present could be also given to each volunteer.

All the members of the organisation - and also its departments - should value the volunteers' role in the event, as they will become an essential part of its structure in a regular way. A smooth communication channel will be helpful to engage them.



3.2 Learning Check

The volunteer coordinator asks the communication department of our organisation for some help to collaborate in making a promotional video including images recorded during the last year. Write an email telling him what images you would like to include and the message you would highlight in the video. Do not forget to indicate him how you are planning to spread the video and what platforms you would use (Youtube, social media channels, local or national TV...).

Dear Tomas,

3.3 Mini-Case Studies

CASE STUDY 1 - a new organisation

A newly established association intends to get known in our zone. Its team members hang some posters in the neighbourhood and hand out flyers around the school. What suggestions would you give them to get more visibility?

CASE STUDY 2 - a new big event

An organisation with deep roots in our area comes up with a new event proposal that will need over 50 volunteers. For various reasons (age, work, transfers), more than 40 will not be available to help in the development of the business anymore. How would you use the newly created event to involve new volunteers?

3.4 Summary & Reflection

As we have seen, promotion is fundamental for all entities that need to recruit volunteers. The number of material resources that the entity has are not as relevant as it used to be in the past since nowadays we can find many resources within our reach that do not necessarily need a significant money investment.

With the above summary in mind, please write down a few thoughts on what this model may mean for you in your current volunteering work: Does it make sense? Will it be useful? Why? Why not?

3.5 Take-Away Task

This module helped us deepen our awareness of the importance of promoting events to attract new volunteers and fostering the loyalty of the ones who are already involved. Could you look back and list 5 that you developed during the last volunteer action that you organised, if you are an entity, or those actions that caught your attention, if you participated as a volunteer?

1. XX
2. XX
3. XX
4. XX
5. XX

3.6 Where to Next?

Videos that you can check, as case studies, for further information:

- Idem tv (2014). [esp] Voluntariado deportivo [video]. Youtube: https://youtu.be/bPLIfikHOjE
- Fundación Tres Culturas del Mediterráneo (2019). World Congress for Middle Eastern Studies. English version. 16-20 July 2018 [video]. Youtube: https://youtu.be/qJe0EB35omA
- UniRio TV (2019). Experiencia como voluntarios en los juegos panamericanos Lima 2019 [video]. Youtube: https://youtu.be/a02mTVMLNME

Other possibilities for further information can be found in these articles below:

- Noordegraaf, M.A. and Çelebi, M. (2015). The challenges of the volunteerism process during International sport organizations/events. Journal of Human Sciences. Research Gate.
- Wicker, P. (2017). Volunteerism and volunteer management in sport. Sport Managment Review.
- Hoye, R., Cuskelly, G., Auld, C., Kappelides, P. and Misener, K. (2019). Sport Volunteering. Routledge.

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- Plataforma del Voluntariado de Espana (2018). Guía de Voluntariado Deportivo.
- Bozzaro, Paolo; Madella, Alberto (1995). La gestione delle risorse umane nel volontariato. InScienze sociali per operatori sportivi (p.59-68), CONI Scuola dello Sport, Divisione Attività Didattica,
- Nichols, G.S.; James, M. (2017). Social Inclusion and Volunteering in Sports Clubs in Europe; findings for policy makers and practitioners in England and Wales. Report. University of Sheffield.
- GHK (2010). Volunteering in the European Union. Study on behalf of the European Commission (Directorate-General Education and Culture).
- Seinbach, Dirk; Guett, Mathias; Freytag, Gabriele (2012). Training4Volunteers: mapping strategies and good practices of human resource development for volunteers in sports organizations in Europe. Leadership Academy of the German Olympic Sports Confederation.
- Plataforma del Voluntariado de Espana (2018). CERTIFICA: guía para la formación del voluntariado.

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MODULE 8.

VOLUNTEERING FOR MAJOR SPORTING EVENTS

What is the EYVOL project?

Welcome to EYVOL!
EYVOL (Empowering Youth Volunteers through Sport in the Mediterranean Region) is an Erasmus+ Sport project bringing together stakeholders from the youth, education and sport sectors to develop and implement innovative educational methods based on sport to train youth volunteers.

Module Structure

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5. Take-Away Task
6. Where to next?

The purpose of this module is to provide a better understanding both theoretically and practically of the notion of volunteering in MSE, what it is needed to make them happen, how they impact society, policies and regulations around the world of volunteering in different countries and of course some examples of some MSE that have implemented good practices or are planning to.

Learning Outcomes

Module 6 - **Volunteering at major sport events** - aims to lay the foundation to the EYVOL Programme by providing volunteers and organisations organising major sporting events with the tools to develop and implement major events within their scope of work. The module is based on the notion of volunteering at Major Sporting Events (MSE), as well as the key points needed to manage the organization of a volunteering team and programmes.

Specifically, after completing this module YOU will be able to understand:

1. What is volunteering for an MSE?
2. Recruitment process and commitment.
3. Olympic Values.
4. International and Local Legislation, National Programs supporting and protecting volunteers. (Include the Kazan Action Plan).
5. Challenges and benefits.
6. MSE volunteering examples

Why is this important?

This module aims to lay the foundation to the EYVOL Programme by providing a better comprehension of the notion of volunteering at MSE, how are they supported locally, nationally and internationally, its challenges and benefits and some best practices around the volunteer experience within an MSE.

The knowledge provided in Module 8 will inform the core principles of the optional modules:

- Module 1: Introduction
- Module 2: Sport4Development
- Module 3: Supporting personal development through sport
- Module 4: Health Enhancing Physical Activity
- Module 5: Working with socially disadvantaged/vulnerable groups
- Module 7: Recruiting volunteers and promoting volunteering events

Topic 1 - What is volunteering for an MSE?

1.1 Key Knowledge

In this section we are going to provide a general overview of what is the role that volunteers play in MSE. How MSE are becoming a platform for volunteers to develop several skills that can be used outside the volunteering world, more specifically for employability purposes. It will also help understand the importance of having a good thought on the magnitude of the event so the organisers are able to select the right skilled volunteers needed to deliver any specific task.

WHAT IS VOLUNTEERING FOR MSE?

Volunteerism is "an activity that involves spending unpaid time doing something that aims to benefit the environment or individuals or groups (other than or in addition to close relatives)".

A major sport event is a one-time or perhaps annual sport competition of a short duration (perhaps a week, a weekend, or even a day), that tends to have a high profile.

The size, focus, and profile of major sport events vary; however, an increasing number of such events, and their potential role in community development, demands consideration of their management and impact in the community.

When sport organizations or clubs happen to be in the need of designing a volunteer programme, most of them are to follow a similar framework. The two major considerations that will impact the planification of the volunteering programme are the size and the length of the project or event.

Major sport events can bring vitality to a community. There may be considerable economic benefits from visitor spending, increased community profile, and job creation. A community may also benefit from capital development where there are new and upgraded athletic facilities, as well as any improvements to roads or parks as part of hosting an event. It is been also noted the social benefits to a community of such capital development associated with an event. Further research suggested that social benefits may be accrued through improved community self-image.

Most of the benefits and impacts previously mentioned, are only possible due to a great number of volunteers that help the MSE happen every time they are organized. In turn, major event hosting provides an opportunity for individual and community development through volunteer work. Indeed, community development may be a formal objective of a host committee, in terms of leaving a legacy of volunteerism in the community. Such a legacy may be defined as the carryover effect of ongoing community support.

One crucial activity when organizing a major sport event is the volunteer management. This tends to be on determining at the outset where volunteers are needed and how many are required, then recruiting, training, and managing those volunteers to ensure the event is a success. That being said, there are two distinct groups of volunteers who work to make a major sport event happen: planning volunteers are involved from several months up to several years leading up to the event; on-site volunteers are involved during the event itself.

THE CONTRIBUTION TO MAJOR SPORTING EVENTS BY VOLUNTEERS

As mentioned before, there are several ways in which a volunteer can contribute to their society. One of them is the economic contribution. Let's just take Sydney 2000 as an example where more than 45,000 people volunteer for the games. All these volunteers contributed in average with 100 hours each, 4.5 million hours in total. If those volunteers were paid at least a minimum wage of, say, $10/hour, the cost to the organizing committee for that volunteer labour would have been $45 million.

Adding on to this, volunteers are often considered the 'face of the Games,' and organizers rely on a positive image that reflects well on the event and the organizing committee. That impact can also be realized in the larger community, as citizens become involved to support the event and make their community a better place. The dollar value of that may be inestimable.

1.2 Learning Check

- **Select the answers that best fit to the following question:**

Which of the following statement are characteristics that best describe an MSE?

a) Duration of the event
b) Place where the event is organized
c) Size of the event
d) Organization responsible for the event

- **Complete the following statement**

Major sport events refer to _____ or perhaps _____ sport competitions, as opposed to leagues.

- **Answer the question**

What are the three main pillars that volunteerism help to contribute within its society?

1. _____
2. _____
3. _____

1.3 Mini-Case Study

CASE STUDY 1 - Calculation of the economic impact of an MSE (Labour cost)

1. Think of any MSE you have been involved. If you haven't, think of any MSE you might like to volunteer for.
2. Investigate or estimate the exact number of volunteers that helped organize that MSE.
3. Estimate how many hours in average a volunteer worked for the MSE. Then calculate the total hours invested in the event. (Number of volunteers * average hours worked)
4. Search for the minimum wage of your country and multiply it by the number calculated in step 3.
5. The number you obtained is the part of the money the organization saved thanks to the volunteers.

1.4 Take-Away Task

- **Select the correct answer**

How many people contributed to as volunteers in Sydney 2000 Olympic Games?

a) 30,000
b) 50,000
c) 45,000
d) 35,000

1.5 Summary & Reflection

Researchers have shown that major sport events can be a fantastic opportunity to raise awareness of volunteering. Both MSE and volunteers need each other. On one side MSE bring to the community several different benefits. Economically from visitor spending, increased community profile, and job creation. Capital development where there are new and upgraded athletic facilities, as well as any improvements to roads or parks as part of hosting an event. It is been also noted the social benefits to a community of such capital development associated with an event.

Most of these benefits and impacts previously mentioned, would not be possible if it would not be for a great number of volunteers that help the MSE happen every time they are organized. In turn, major event hosting provides an opportunity for individual and community development through volunteer work which enables them to develop different sets of skills that could be transferred outside the world of volunteerism.

1.6 What to Next?

- Chanavat N. & Ferrand A. (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006; https://www.researchgate.net/publication/247834409_Volunteer_programme_in_mega_sport_events_The_case_of_the_Olympic_Winter_Games_Torino_2006
- Doherty A. (2009); The volunteer legacy of a major sport event;
- https://www.tandfonline.com/doi/full/10.1080/19407960903204356
- Sparc (2008); Volunteers: the heart of sport;
- https://sportnz.org.nz/media/1517/82-sparc-2008-volunteers_heart-of-sport.pdf
- Steinbach D., Guett M., & Freytag G. (2012); Training 4 Volunteers; http://eose.eu/wp-content/uploads/2014/03/T4V_EU_Final_Report_Steinbach_Guett_Freytag.pdf

Topic 2 - Considerations and commitments when volunteering for MSE

2.1 Key Knowledge

In this section we are going to give a deep explanation of what are the different considerations and steps when volunteering for an MSE form the Organizing Committee (OC) or Sports Organization perspective and the volunteers perspective. This will be very important to have in mind because it is what will make the event happen properly. Adding on to this, it is important to also highlight that there has to be commitment from both sides' volunteers and the OC or the sports organization, which we will go through too.

OC OR SPORTS ORGANIZATION CONSIDERATIONS

When a city or a country decides to host an MSE, the OC or sports organization have to follow different procedures and requirements in order for the event to happen. One of them involves the planification and the recruitment of all the volunteering staff. As mentioned, volunteers can be part of this planification phase or they might be only required to work on site the days when the MSE will happen.

All the OC's need to calculate the number of volunteers that will require locally and abroad. For this reason, it is really important that they also define the size of the event and the functional areas (FA) that will need to be covered. Usually, these FA are:

Activity	Description (Examples)
Guidance at venues	Guide spectators and those affiliated with the Games at venues, check tickets, provide support for regulating entrance to venues, etc.
Doping control	Provide support for doping inspectors as they test athletes who have finished competition.
Driver	Transport those affiliated with the Games between venues by car.
Workforce registration	Sign in workforce at venues. Check the workforce member's shift by referring to their personal ID, and relay necessary information to them.
Uniform distribution	Pass out uniforms to workforce members (volunteers and others) at a uniform distribution facility.
Media support	Provide support to Japanese and foreign media covering the Games at venues, the Press Centre, and other locations.
Language services	Provide communication support to those affiliated with the Games, including athletes, the media, and foreign dignitaries.

Activity	Description (Examples)
Support for teams	Support the teams that come from around the world. Start preparations prior to the teams entering the Olympic Village to facilitate a comfortable stay.
Logistics support	Support the management and organization of goods brought to competition venues, the Olympic Village, etc.
Support for rental services	Support rental services that will supply athletes, the media, and others related to the Games with various items at the Olympic Village, Media Centre, etc.
Support for sustainability and recycling	Show athletes, spectators, and others how to separate garbage for recycling to achieve consideration forth sustainability of venues and other facilities.
Support issue of IDs	Issue IDs to be carried by those affiliated with the Games based on pre-registered information.
Event operation support	Assist with event operations. Following the instructions of event officials, perform duties such as assisting with the progress of the event and providing support for athletes at venues and practice areas.
Medical support	Act as a first responder who will rapidly respond in the event someone among the spectators or those related to the Games suddenly falls ill or becomes injured.

The planification of a volunteering programme for an MSE has to be part of the Human Resources Life Cycle (HRLC) and which will help create the Volunteer Life Cycle. This process is composed by eight major steps that help engage and manage the volunteers. Since these steps are designed for continuous volunteering programmes, in these specific cases, MSE are events that only happen ones in certain period of time (every four years like the Olympics or the Football World Cup), we will be mentioning all of them but we will only go in deeper details in those that fit the MSE volunteering.

a) Needs Assessment

Needs assessment enables the OC or sports organization to define which are the human resource gaps and/or adapt the OC or sports organization tasks to the available human resource capacity. This matching process is an essential step in order not to put too much strain on the organization and its volunteers.

b) Recruitment and assignment

Recruitment describes the entire process of searching, finding and hiring a person for a voluntary activity or function in the event. Assignment is part of the volunteer recruitment process and includes activities such as selection, matching and defining mutual commitment.

- As a first step, the OC or sports organization should (regularly) perform a targeted campaign to inform, address and recruit volunteers.

  Such a campaign might either be targeted for a specific potential volunteer (skills, qualifications, age, sex etc.) or for a specific position or field of activity (talent scouting, coordination of a specific event, financial management of the club etc.).

  When speaking of MSE, internally the OC or the sport organization should have inside the organizational structure of the Human Resources Department, a team focused only on the management of the volunteers (most of the times paid staff). This team will be responsible of launching the call for the volunteering, which will depend of the event but usually happens to be at least one year and a half before the main event happens (Tokyo 2020 or any Olympic Games, Euro 2020 were one year and a half before the actual date of the opening ceremony).

- Second, one has to select and match the volunteer to the job descriptions generated previously. For this stage it is recommended to have interviews to better understand the volunteer's motivations, strengths and weaknesses.

  As all the volunteering programmes in MSE are open for people from all around the globe, this selection process has also to take into consideration that people from all over the world will come to watch and enjoy the MSE. So, important to considerer having people with different cultural background in the volunteering staff, which will also help promote inclusion through MSE.

  Having said that, to be able to reach people from different countries it is necessary to create an online platform allowing volunteers to apply for their desired volunteering role. The access to this process of application will normally be in the events website, where potential volunteers will be able to go through the volunteer's guideline of the MSE, to see which positions suits them best.

- When volunteers are selected, a formal (written) or informal (oral) agreement should at least regulate the content and duration of the voluntary activity. Additional topics such as insurance issues, compensation of expenses or mutual obligations may as well be included. Here the potential volunteer has the opportunity to accept or decline the volunteer offer.

c) Orientation

When speaking of MSE, this orientation process will start few months after you are selected as volunteer (6-7 months before the event), depending on the OC or the sport organization in charge of the event. This process normally happens online, and the information will be sent by the OC of the event.

It also will ensure that the organisation will have a committed person who understands and knows its roles and responsibilities.

It will always happen before the actual date of the event.

d) Education and Training

Education and training are generally considered to be key tasks in human resource development and empirical data confirms this perception.

This step of the volunteering process will depend on the volunteering FA and hierarchy of the role assigned. This process might start with an online training (3 - 4 months before the event happens); people from the volunteering team will start sending out videos, guidelines, procedures, layouts of the venues and any additional information needed by the volunteers to be able to do their task properly. Finally, volunteers will be asked to continue and complete their training on site a couple of weeks before the MSE starts.

A correct and well-planned training will ensure that:

- The individual volunteer is competent and well prepared to deal with the activities that are assigned to him or her.
- The individual volunteer will be able to meet the self-defined quality standards and expectations of the organization.
- Do not only focus on sport specific skills and knowledge but also on personal, social and strategic competences.
- Provide sufficient training opportunities on management and leadership. This will allow the organization to make sure that all activities are aligned to their mission and vision.

Around the education and training a schedule is also to be developed to provide volunteers with an easy and efficient method of scheduling and managing workforce across all venues and regions.

e) Recognition and Reward

Recognition and rewards are good tools to acknowledge good performance and make the volunteers feel esteemed and appreciated. As Kegel says, recognition is the "salary" of volunteers. Having a recognition system can create an environment in which people want to perform to the best of their abilities and amplify retention by communicating each volunteer's importance to the success of the organization and by building a sense of belonging and pride.

One good example of this could be:

• Material incentives (e.g. free sports gear, discount programs). Speaking of the free sports gear, **the uniform distribution (if possible)** is a very important aspect to take into account in the planification of a volunteer's programme.

f) Evaluation and Self-assessment

Evaluation and assessment are common practice in a regular working environment.
Within the context of voluntary work, it rarely happens, although an appropriately
conducted self-assessment is a chance to step back and look at the bigger picture and positive feedback on a regular basis does more to drive success in an individual than most other performance related manner.

g) Re-Assignment

h) Exit and contact management

Note: If you want to learn more about the planning of a volunteer's programmes, please go to module 6.

VOLUNTEERS CONSIDERATIONS

Now, it is time to look at this process from the volunteer's perspective and see what will be needed from their side to be able to volunteer to an MSE. To be able to do so, it will be provided a set of steps summarizing the considerations when volunteering for an MSE.

1. First of all, **why volunteering for an MSE?** – Being part of an MSE, like the Olympic Games, as volunteers is not only about fulfilling a job description and a time schedule, meeting athletes or sharing all kinds of positive vibes within all the crew involved in the OC and the spectators. Volunteers come from all different backgrounds and ages, being in an MSE is about cultural-exchange, cultivating and sharing the sports spirit. During your time as a volunteer people will have the opportunity to strike up friendships, equality, inclusion, promote fair competition and non-discrimination within and outside sports.
2. **Who can volunteer at an MSE?** - The beauty of the MSE is that literally anyone can apply for a volunteering role. In the 2016 Olympic Games held in Rio, eighty percent of the volunteers were from Brazil, while the other 20 percent came from 56 countries across the globe.

The only restrictions that could not allow someone to volunteer are:

- Not having the majority of age (18 years old)
- Not being authorized with the visa to work in the games for any reason

You also need at least a basic knowledge of the Olympics and Paralympics and why they're such a significant global event. Before you apply, indulge in watching clips of past triumphs to get you up-to-date.

3. **How much does it cost to volunteer?** - It is true, volunteering for any MSE has its related costs.

The first thing you have to think of is travel costs. When volunteering for any MSE, people have to take care of all cost related to transportation to get to the City where the event is going to be happening. Once you are there and you start your volunteering shifts, volunteers will be given money or a transport card to be able to move during their volunteering days.

Accommodation is another cost that might be needed to consider taking in to account. This will depend on the OC or the sport organization in charge of the event. At the PyeongChang Winter Olympics in South Korea in early 2018, volunteers were put up for free in nearby hostels, hotels, and student accommodation; in Rio 2016, volunteers were expected to find and pay for their own.

If true, when people volunteer for an MSE, they will have to think of that they are required to work at least ten days, not necessarily consecutive, plus the days people will be needed before the event happens to get a proper training and of course some extra days before or after to travel around if people want. Only the days that people will be needed to get the training or work their shifts of 8 hours, OC will provide them free food and drinks. All the other days the volunteers will have to cover their expenses. Lastly, insurance for the activity you're taking part in is also offered, although you'll need to plan travel insurance for the time you spend outside of volunteering.

4. How to apply?

As mentioned previously, full guidelines for applying to volunteer won't be released until at least one year and a half before the MSE happens. These guidelines will be posted on the MSE or OC website. Please look at the following examples of Euro Cup 2020 and Tokyo Olympic and Paralympic Games 2020.

Euro Cup 2020 - This specific call is a little different since it was modified because of the Corona Virus situation, but it was launched one year and a half before the event



Tokyo Olympic and Paralympic Games

- **July 2018:** Full guidelines for prospective applicants are released on the Tokyo 2020 website.
- **Mid-September through early December 2018:** Online applications are officially accepted for volunteering positions.
- **January through July 2019:** Applicants who are invited to an interview will be contacted. For those not living in Japan, these will be held via video call. Applicants who are successful will be alerted at some point during these months.
- **October 2019:** Training for those based in Japan begins.
- **March/April 2020:** Roles are assigned to volunteers and those with specialized or leadership roles begin their training (again, only for those based in Japan).
- **June/July 2020:** Volunteers arrive and training for overseas volunteers takes place.
- **July 24, 2020:** The Olympic Games begin!

VOLUNTEERS AND ORGANIZATIONS COMMITMENTS

In order for these MSE to happen, there are several commitments to which the volunteers and the organization compromise. Speaking from the volunteer's side, part of the duties they commit to do are the following:

- To comply with the commitments reflected in the incorporation agreement, respecting the aims and statutes of the entity.
- Keep the information received and known confidential.
- Reject any material or economic compensation from recipients or persons related to their voluntary action.
- Respect the rights of the persons targeted by the voluntary action.
- Participate in the training tasks planned by the entity for the functions entrusted
- Follow the instructions of the entity that are related to the development of its activity.
- Make proper use of personal accreditation.
- Respect and care for the material resources made available by the entity.
- Comply with existing health and safety measures.
- Observe the rules on the protection and processing of personal data of the persons to whom it is addressed and the staff of the organisation to whom it may have access.

Observe the rules on the protection and processing of personal data of the persons to whom it is addressed and the staff of the organisation to whom it may have access.

Speaking from the organization's side, part of duties they commit to do are the following:

- **Reimbursement:** Each organization has the right to reimburse the volunteers for any reasonable expenses related to the volunteer activity, as well as to provide subsistence support for food and accommodation, whenever the assignment is required.
- **Information:** The host organization should offer appropriate information to the volunteers, concerning their duties, their assignment, and their role in each activity. The volunteers in MSE should be aware of the nature and the conditions of their voluntary engagement.
- **Insurance policy:** The host organization should ensure that each volunteer is protected from the risks of illness or accident during their voluntary work. This commitment is included in the frame of the insurance policy, which promotes the right of working in a safe, secure, and healthy environment.
- **Training:** The host organization should provide the volunteers with the adequate training programme for their position, to get acquainted with the nature of the work. The training can be divided into the general training and the role specific training, as well as, into the e-learning modules, before the beginning of the events.
- **Personal and technical support:** The host organization should offer personal and technical support to the volunteers in case of the discharge of their duties, if needed.
- **Distribution of food, uniforms, and public transportation tickets:** The host organization is committed to offer food, beverages, refreshments, uniforms and public transportation tickets for the facilitation of the volunteers' activities, if it is required for the operation of the duty.
- **Accreditation, certification:** The host organization is responsible for acknowledging the contribution and the effort of the volunteers in MSE at the end of their service.

2.2 Learning Check

• Find the words in the word search exercise:

P	F	K	X	E	D	U	C	A	T	I	O	N	R
I	I	F	C	A	W	N	B	B	M	E	Z	B	E
R	E	C	R	U	I	T	M	E	N	T	Y	G	K
C	H	X	H	C	X	C	A	L	P	H	W	S	Q
K	E	A	O	S	C	J	Z	Z	L	V	D	A	U
U	X	O	R	I	E	N	T	A	T	I	O	N	D
T	V	X	L	W	X	E	I	L	P	K	P	S	F
A	D	J	O	V	M	A	S	E	S	U	N	U	M
F	T	U	Z	K	E	X	I	T	E	D	Y	N	T
H	M	U	U	Z	N	J	C	I	I	Z	B	B	K
T	C	G	E	V	A	L	U	A	T	I	O	N	C
Y	N	R	E	C	O	G	N	I	T	I	O	N	N
C	Z	D	A	S	S	E	S	S	M	E	N	T	L
R	E	A	S	S	I	G	N	M	E	N	T	Q	W

ASSESSMENT
EDUCATION
EVALUATION
EXIT
ORIENTATION
REASSIGNMENT
RECOGNITION
RECRUITMENT

• **Select the correct answer:**

Which of the 8 steps of the planning phase describes the entire process of searching, finding and hiring a person for a (voluntary) activity or function in the organization?

a) Exit and contact management
b) Recruitment and assignment
c) Recognition and reward

• **Answer the following question:**

Which are the only restrictions that could not allow someone to volunteer?

1. _____
2. _____

2.3 Mini-Case Study

CASE STUDY 1

- Think of a volunteering event you would like to be involved.
- Think of the good things and bad things you experienced during the volunteer programme and make a chart with them.
- Now, after reading what we previously mention in the chapter, identify which of the 8 of the planification were not correctly implemented and find what is missing.
- Propose a solution to what went wrong.

2.4 Take-Away Task

List the 4 ways of how organizations can give reward or recognition to their volunteers:

1. _____
2. _____
3. _____
4. _____

Now that you have done that, see if you identify yourself to any of them and write a reflection of how you felt when you received that recognition.

_____

_____

2.5 Summary & Reflection

Once we understand and decide that in order for an MSE to happen, specific considerations have to be taken into account looking at the event from the OC or sports organization and the volunteer's perspective. This if we want to make sure that the event fulfils everyone's expectations.

One thing that the OC has to be taking into account are the main functional activitities:

Guidance at venues, doping control, driver, work force registration, uniform distribution, media support, language services, support for teams, logistics support, support for rental services support for sustainability and recycling, support issue of ids, event operation support, medical support.

Moreover, it is very important that we understand the eight main considerations needed to from the OC or sport organization perspective, so that the event is well planned:

1. Needs assessment
2. Recruitment and assignment (one of the most important ones)
3. Orientation
4. Education and Training (one of the most important ones)
5. Recognition and Rewarding
6. Evaluation and Self-Assessment
7. Re-Assignment
8. Exit- and Contact Management

From the volunteer perspective, it is important that they know and consider the following:

- Why they want to volunteer for an MSE?
- Who can volunteer at an MSE?
- How much does it cost to volunteer for an MSE?
- How to apply to an MSE?

Important that in order for that to happen, commitment from both sides has to be respected. Looking at it from the volunteer's perspective, it is important that they:

- Respect the aims and statutes of the entity.
- Keep the information received and known confidential.
- Reject any material or economic compensation from recipients or persons related to their voluntary action.
- Respect the rights of the persons targeted by the voluntary action.
- Make proper use of personal accreditation.
- Respect and care for the material resources made available by the entity.
- Comply with existing health and safety measures.

Looking at it from the organization side, the commitments they must have with the volunteers are the following:

Reimbursement, information, insurance policy, training, personal and technical support, distribution of food, uniforms, and public transportation tickets, and accreditation, certification.

2.6 What to Next?

- Chanavat N. & Ferrand A. (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006; https://www.researchgate.net/publication/247834409_Volunteer_programme_in_mega_sport_events_The_case_of_the_Olympic_Winter_Games_Torino_2006;
- LaLiga (2018); Guía del Voluntariado Deportivo; http://plataformavoluntariado.org/wp-content/uploads/2018/10/guia-voluntariado-deportivo.pdf;
- Sparc (2008); Volunteers: the heart of sport; https://sportnz.org.nz/media/1517/82-sparc-2008-volunteers_heart-of-sport.pdf;
- Steinbach D., Guett M., & Freytag G. (2012); Training 4 Volunteers; http://eose.eu/wp-content/uploads/2014/03/T4V_EU_Final_Report_Steinbach_Guett_Freytag.pdf;

To further continue learning about the impact on volunteer's development visit the following links:

- https://www.fifa.com/news/daya-you-are-only-as-old-as-you-feel
- https://www.youtube.com/watch?v=3s3W-_CN1mY
- https://www.olympic.org/news/the-amazing-story-of-an-olympic-volunteer

Tu further understand how OC and sport organizations manage their volunteers visit some of the best practices in the following links:

- https://tokyo2020.org/en/games/volunteer-application/
- https://tokyo2020.org/en/games/volunteer-method/

- https://www.gooverseas.com/blog/volunteer-abroad-olympics
- file:///Users/emiliovaldeslegaspi/Downloads/Chapter5VolunteerPositions&Requirements.pdf
- https://sportnz.org.nz/resources/recruiting-and-managing-volunteers/
- https://sportnz.org.nz/resources/rugby-world-cup-2011-volunteering-resources/#mctoc4
- https://www.uefa.com/uefaeuro-2020/about/volunteers/

Topic 3 - Olympic Values

3.1 Key Knowledge

In this section we are going to explain which the Olympic Values are and how they affect the volunteering process. This phase is important because we understand how the MSE are associated with the ethical aspect of volunteers and how the values of Olympism influence the activities of MSE.

WHICH ARE THE OLYMPIC VALUES?

- **The core values** of Olympism are the Excellence, the Friendship, and the Respect.

a. **Excellence:** The value of excellence means doing the best we can on the field of play or the professional life, setting as the most important thing the significance of taking part and not winning. As far as the MSE activities are concerned, the value of excellence motivates the volunteers to do their best, focusing on the pleasure of participation and the spirit of contributing to a memorable event. Moreover, the value of excellence creates the satisfaction of achieving a goal and reaching an aspiration.

b. **Respect:** This value promotes the respect for yourself, for other people, for sport, for environment, and of course the respect for rules and regulations. The volunteering process in MSE faces no limitation or discrimination, concerning the race, the sex, the religion or other social or physical characteristics. Each volunteer respects the differences of other people and learn how to abide by specific regulations during the MSE operations.

c. **Friendship:** This value encourages the mutual understanding between individuals, and between other people all over the world. The MSE offer to the volunteers the opportunity to communicate and interact with varied personalities and behaviours. This means that each volunteer can be familiar with the principle of tolerance and of course, with the experience of social networking. The core value of friendship is based on a lot of other values, such as those of sympathy, empathy, honesty, compassion, trust, and reciprocity.

- <u>On what are dependent the values that are cultivated during the volunteer activity in MSE?</u>
  In the volunteer activity volunteers focus on different values, depending on their level of involvement (e.g., altruistic values for high involvement, social values for medium involvement, and instrumental values for low involvement).

  This implies that sports event volunteers are likely to evaluate their volunteering experience based on different informational cues depending on their involvement level.

  Highly involved volunteers would focus more on **intrinsic values** of sports event volunteering, such as general needs satisfaction **(central cues)** to assess their volunteering experience, whereas **less-involved** sports volunteers would focus more on **peripheral cues** to evaluate their volunteering experience.

- Volunteer's quote related to Olympic Values:

  "I volunteer because I want to do **something good** and **help other people** and because I think that there is an obligation to **"give something back to society, that's why I like to volunteer".**

  Adding on to this, we have Fatima who is someone that volunteered at IAAF World Athletics Championship Doha 2019 within the project EYVOL.

  She mentions that "Major sport events are short term events with long-term consequences". "It is clear that volunteers have been very important for the success of the many sport events from local to international level. Undoubtedly one of the most important events in my international sports event life was the IAAF World Athletics Championship Doha 2019 within the project EYVOL. It was my first sport event in the middle east and this special project let me understand the value of working together to develop and empower youth volunteers through sport again".

  She also mentions that "The main benefits of volunteering that it gives you comfort and peace to see that you have the same feelings with people who have different languages, you laugh and cry for the same reasons, you are not actually different from them as you thought you were".

3.2 Learning Check

• Select the correct answer:

Which Olympic value promotes the rejection of the social barriers, such as the racial discrimination?

a) Excellence
b) Respect
c) Friendship

One of the most important contributions of the Olympic values in MSE is:

a) The reciprocal understanding of other people
b) The patience
c) The obedience to rules
d) The sum of the above answers

3.3 Mini-Case Study

CASE STUDY 1 - Immerse into the Olympic values

- Think of MSE in which the Olympic values are promoted.
- Think of which Olympic values are closer to your personality.
- Think of the Olympic values that you have been acquainted with them in a period of taking part in MSE as volunteers.

3.4 Take-Away Task

Try to describe how the Olympic values spill over into the personality of volunteers during the MSE.

_____

_____

3.5 Summary & Reflection

Once we understand which the core Olympic values are, it is essential to mention that the implementation of these principles in MSE determines the whole process of volunteering. Each volunteer who has decided to participate in MSE is associated with the values of Excellence, Respect, and Friendship and acts in accordance with the spirit of Olympism.

3.6 What to Next?

- International Olympic Committee (2018); Factsheet, Olympic Values Education Programme (OVEP); https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Factsheets-Reference-Documents/OVEP/Factsheet-Olympic-Values-Education-Programme-OVEP-January-2018.pdf
- International Olympic Committee (2016); The Fundamentals of Olympic Values Education; https://www.icsspe.org/system/files/The%20Fundamentals%20of%20Olympic%20Values%20Education.pdf
- Deb Chitwood (2016); What are the Olympic and Paralympic Values?; https://bitsofpositivity.com/what-are-the-olympic-and-paralympic-values/

Topic 4 - Local, national and international legislation supporting and protecting volunteers

4.1 Key Knowledge

In this section we are going to give some examples of different local, national and international legislation supporting and protecting volunteers. It will be also explained the advantages of having policies protecting both sides so at the end there are no misunderstandings.

PUBLIC BODIES AND OTHER ORGANIZATIONS INVOLVED IN VOLUNTEERING IN SPORTS

A common characteristic between nearly all Member States is that the responsibility for volunteering in sport is shared between different public bodies at all levels and between other organisational forms mainly concerned with either sport and/or volunteering. In several numbers of Member States competencies concerning volunteering in sport are split between federal, regional and local levels which then have different responsibilities and tasks. Another common characteristic between the Member States' institutional set up for volunteering in sport is the involvement of National Olympic Committees, sport confederations, federations, agencies and NGOs, in organising activities in relation to volunteering. In some Member States, the responsibility and/or promotion of volunteering in sport falls within the mandate of a national body specifically designated for volunteering (in general). Finally, as part of the institutional set up for volunteering in sport, some Member States fund a knowledge or education and training institute for volunteering in general and/or sport.

EUROPE - POLICIES

Whereas the institutional set up for volunteering in sport shows some common characteristics between the Member States, the importance on the political agenda and subsequently the existence of policies and programmes can differ significantly between countries. In several Member States specific reference is made in recent policy papers, or in their national strategy for sport, to volunteering in this sector. However, the vast majority of Member States does not have a separate national strategy or framework for volunteering in sport.

USA

Federal Volunteer Protection Act U.S.C. 14501, "Limitation on Liability for volunteers":

In the USA, **Federal Volunteer Protection Act U.S.C. 14501, has implemented an promoted a policy "Limitation on Liability for volunteers"**, that protects the volunteers from being liable for harm, omission or accident. Specifically, no volunteer of a nonprofit organization or governmental entity shall be liable for harm caused by an act or omission of the volunteer on behalf of the organization or entity if:

(1) the volunteer was acting within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity at the time of the act of omission;

(2) if appropriate or required, the volunteer was properly licensed, certified, or authorized by the appropriate authorities for the activities or practice in the State in which the harm occurred, where the activities were or practice was undertaken within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity;

(3) the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and

(4) the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or the owner of the vehicle, craft or vessel to possess an operator's license or maintain insurance.

CANADA

The original Canadian Code for Volunteer Involvement was introduced in December 2000 to launch the International Year of Volunteers (2001). The Code was targeted at boards of directors, volunteer management staff, and volunteers of non-profit organizations. It was intended to promote discussion about the role volunteers play in organizations. Across Canada, many organizations adopted and implemented the Code in their work with volunteers, and in doing so, created a solid base for involving volunteers in their work.

As far as the Canadian law is concerned, Organizations may need to consider whether the law permits certain people to volunteer. For example, visitors or newcomers to Canada may not be able to work as volunteers unless they have a working visa.

AUSTRALIA

South Australia - Definition of voluntary basis:

For the purposes of the definition of voluntary basis, a person works on a voluntary basis if the person is remunerated within the following limits:

(a) the person is reimbursed for any expenses incurred during the course of carrying out the work;

(b) the person is given a true honorarium in respect of the work.

In this regulation - true honorarium means a monetary gift made to a person in recognition of the person's work as a volunteer.

NEW ZEALAND

As a volunteer in New Zealand, you have certain rights:

- You should not be used to fill a position that previously belonged to a paid worker
- You must be reimbursed (paid back) for any out-of-pocket expenses you have incurred on behalf of the organisation you are working for
- You must be given enough training to do your job
- Your work environment must be healthy and safe
- Your confidential private information must be protected in line with the organisation's privacy policy
- You must not be subjected to unlawful discrimination or sexual and racial harassment.

KAZAN ACTION PLAN 2017

In 2017, UNESCO convened the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI), in Kazan Russia.

The MINEPS Sport Policy Follow-up Framework contains three main and 20 specific policy areas. These are:

1. **Developing a Comprehensive Vision of Inclusive Access for All to Sport, Physical Education and Physical Activity.**
   This main policy, has 7 specific policies but the ones that focus more on the volunteer's development are the following specific policies:
   1.5 Enforce gender equality/Empower girls and women
   1.6 Foster the inclusion of youth in decision-making processes
   1.7 Foster empowerment and inclusive participation

2. **Maximizing the Contributions of Sport to Sustainable Development and Peace.**
   This main policy, has 8 specific policies but the ones that focus more on the volunteer's development are the following specific policies:
   2.2 Make cities and settlements inclusive, safe, resilient and sustainable
   2.3 Provide quality education and promote lifelong learning for all and skills development through sport.
   2.4 Build peaceful, inclusive and equitable societies
   2.5 Provide economic growth and full and productive employment and work for all.
   This last one, even mentions the importance of volunteering in helping with the economic growth of a society or community.

3. **Protecting the Integrity of Sport**
   This main policy, has five specific policies but only one of them relates to volunteer's development:
   3.1 Defence athletes, spectators, workers and other groups involved.

FISU VOLUNTEERING LEADERS ACADEMY (FVLA) (2017)

Following up to what the Kazan Action Plan stated, in summer of that same year, in the FISU hosted an event to celebrate the creation of the FISU Volunteering Leaders Academy aiming to serve the international sports and volunteering movement. At this event 110 volunteer leaders from 90 countries to the Russian sports city and over 111 in the second edition from 92 countries.

Through the academy, FISU also aims to provide the following points:

- Intense programmes that include lectures, roundtable discussions and networking opportunities.
- Behind the Scene visits to major sport facilities to develop knowledge and skills for further MSE.
- Create a volunteering community around the world that could share the best global practices in volunteer projects in all kinds of sports events. In order to do that, all the values of university sport: excellence, teamwork, innovation, joy of sport and integrity.
- Promote the creation of projects with multidisciplinary teams with people from different parts of the world. In recent editions, Academy attendees centred their work on how to further the University Sports movement on their campuses and communities through the International Day of University Sport (IDUS).

4.2 Learning Check

• **Answer the following question:**

Mention the two member countries that competencies concerning volunteering in sport are split between federal, regional and local levels.

1. _____

2. _____

• **Answer the following question:**

Why is it so important the creation of policies around the volunteering world?

_____

• **Search for the countries that are doing something in regard policies around volunteering:**

G	D	S	M	C	J	T	X	S	V	E	N	W	G
A	S	Y	P	B	Z	S	Q	G	U	F	D	Q	Z
I	G	U	S	A	N	R	O	M	A	N	I	A	L
Y	X	H	G	B	A	A	F	S	Y	T	P	R	C
P	Z	K	N	F	P	X	X	H	L	B	K	B	R
K	X	B	A	C	R	K	V	B	B	X	X	L	O
P	O	L	A	N	D	H	Q	R	F	R	V	B	B
O	X	Q	N	E	T	H	E	R	L	A	N	D	S
E	Z	T	G	M	B	O	G	E	R	M	A	N	Y
M	T	B	E	P	T	C	C	B	R	P	Z	Q	U
Q	S	A	O	L	I	T	H	U	A	N	I	A	A
Y	U	B	S	V	C	R	D	X	Y	P	J	K	O
N	Q	P	O	J	S	H	P	T	V	Y	V	I	T
J	I	R	E	L	A	N	D	L	I	R	L	T	Q

GERMANY
IRELAND
LITHUANA
NETHERLANDS
POLAND
ROMANA

4.3 Mini-Case Study

CASE STUDY 1 - Understanding of what potential policies join FVLA

- Reading the policies that some of the pioneers like USA, Europe and Australia are implementing around the world of MSE.
- Then identify try to look for specific policies around volunteering for MSE or just volunteering and see if they are similar to the ones mentioned previously.
- If that is not the case, think of a way in which you could improve that and be able to join the FISU Volunteering Leaders Academy.

4.4 Take-Away Task

• Answer the following questions

By looking at the Kazan Action Plan 2017, name the 3 main policies that cover the framework.
1. _____
2. _____
3. _____

• True or False

Identify if it is true or not that the following statements are part of the aims of the FVLA:

1. Intense programmes that include lectures, roundtable discussions and networking opportunities. _____

2. Behind the Scene visits to major sport facilities to develop knowledge and skills for further MSE. _____

3. Create a volunteering community around the world that could share the best global practices in volunteer projects in all kinds of sports events. _____

4. Promote the creation of projects with multidisciplinary teams with people from different parts of the world._____

4.5 Summary & Reflection

There are several countries around like USA, Australia, New Zealand and some countries in Europe that are working toward the creation of policies that support volunteering activities and that give validity to the activity they compromise to perform.

But this would not be possible if public bodies and other organizations involved in volunteering in sports, where the ones that support and promote all these policies.

In 2017, UNESCO convened the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI), in Kazan Russia.

The MINEPS Sport Policy Follow-up Framework contains three main and 20 specific policy areas. These are:

1. Developing a Comprehensive Vision of Inclusive Access for All to Sport, Physical Education and Physical Activity.
2. Maximizing the Contributions of Sport to Sustainable Development and Peace.
3. Protecting the Integrity of Sport

To further support this, FISU decided to create the FISU Volunteering Leaders Academy with the aim of creating a volunteering community around the world that could share the best global practices in volunteer projects in all kinds of sports events.

4.6 What to Next?

- Chanavat N. & Ferrand A. (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006; https://www.researchgate.net/publication/247834409_Volunteer_programme_in_mega_sport_events_The_case_of_the_Olympic_Winter_Games_Torino_2006
- LaLiga (2018); Guía del Voluntariado Deportivo; http://plataformavoluntariado.org/wp-content/uploads/2018/10/guia-voluntariado-deportivo.pdf
- Sparc (2008); Volunteers: the heart of sport; https://sportnz.org.nz/media/1517/82-sparc-2008-volunteers_heart-of-sport.pdf
- Steinbach D., Guett M., & Freytag G. (2012); Training 4 Volunteers; http://eose.eu/wp-content/uploads/2014/03/T4V_EU_Final_Report_Steinbach_Guett_Freytag.pdf

To further understand what does the Kazan action plan is stating and how it relates to the FVLA please visit the following links:

- https://www.fisu.net/education/fisu-volunteer-leaders-academy#
- https://unesdoc.unesco.org/ark:/48223/pf0000252725_eng
- http://www.fcomi.org/uploads/3/3/7/4/3374831/volunteer_protection_act.pdf
- https://www.thevantagepoint.ca/sites/default/files/Volunteers%20and%20the%20Law.pdf
- https://www.legislation.sa.gov.au/LZ/C/R/VOLUNTEERS%20PROTECTION%20REGULATIONS%20%202019/CURRENT/2019.164.AUTH.PDF
- https://www.newzealandnow.govt.nz/live-in-new-zealand/tips-for-settling-in/volunteering-in-new-zealand
- https://www.volunteeringnz.org.nz/rights-as-a-volunteer/

Topic 5 - Challenges and benefits

5.1 Key Knowledge

In this section we are going to explain what the benefits and challenges of volunteering in MSE are. As far as the benefits are concerned, we will give some realistic examples of advantages that are mentioned by specific organizations, which have a rich tradition of volunteering at MSE.The most important challenges concern the legal obstacles of volunteering in MSE, as also the management deficiencies that may occur within the organization.

BENEFITS GAINED FROM VOLUNTEERING IN MSE

Starting with the benefits, each activity has a positive impact on several aspects of the volunteers' life, who can receive a series of advantages in recognition of their previous contribution. Excepting any financial gain or payment, the voluntary work in MSE offers great chances for those who want to be integrated into them.

The legacy of these experiences not only is it associated with material gains, but also with benefits that ameliorate the qualities of volunteers' personality. Through the participation in MSE the volunteers can cultivate the development of their behaviour, as well as of their ethical identity. Since they are part of a memorable and historic event, the benevolent contributors can discover different sides of their life.

The personal development is one of the greatest benefits that are gained from a volunteering experience. Each volunteer has a double unofficial assignment, this one of working for the event's progress, and the assignment of working for his/her personal progress. It is important to mention that the development of the personal qualities can promote the general motivation for life or the self-esteem of the volunteer, who can feel proud to be a part of a valuable experience.

The active participation in events that require major effort, because of their particularity, enhances consequently the augmentation of productivity. This advantage concerns the beneficiary organization that satisfies its necessities without delays or mistakes, as well as, the volunteer. The legacy of being productive during the operation of a major event follows the volunteer in the post-voluntary life. The voluntary activity in MSE is a lifetime experience that offers plenty of benefits and opportunities that facilitates the way of conducting or working.

In accordance with the above-mentioned arguments, the voluntary work in major organizations creates a joint sense of purpose. The team working sets a common goal for all the participants who try to achieve this aim. The team spirit inspires the volunteers to do their best, to satisfy this common sense.

The mutual understanding and the joint aspirations contribute to the socialization of the volunteers. The social network that is created is the first step for the build-up of lifetime relations. The volunteers in MSE have the chance to meet each other, to exchange options, and to be friends for the rest of their life. The magnitude of these events is so immense that leaves great sentiments to those who take part.

As mentioned, there are some sports organizations which have a rich experience and tradition of volunteering at all major sports events.

1. UEFA/ EURO Volunteer PROGRAMME:

According to UEFA, here is a short list of benefits that the volunteers can receive in recognition of their previous contribution:

- Volunteer uniform
- Catering and beverages while on duty
- Exclusive trainings
- Public transport during the event
- Volunteer insurance
- Gifts
- Dedicated Thank You Party to celebrate the end of the event
- Participating in the UEFA Programme as a volunteer, you can also receive:
- The pleasure of living an unforgettable experience and meeting new friends
- The satisfaction of organizing a team and contributing to one of the biggest sport events

2. Olympic Winter Games, Torino 2006:

According to the International Journal of Sport Management and Marketing, the four anonymous volunteers interviewed have allowed us to identify two main types of expectation.

First, volunteers whose benefits are socio emotional. For instance, they evoked that the participation at this event allow them to:

a) Meet foreign people
b) Be part of an historic event.

Volunteers' Quotes:

"Why I wanted to be volunteer within the framework of the Olympic Games? First of all, because you are involved in an exciting atmosphere and you meet people from all the world, with different culture... It is a once-in-a-lifetime experience." (Volunteer, 2006)

"Even though I live in France, I love the city of Turin and its mountains. When I knew that it had been elected as an Olympic city... I was not able to just sit there doing nothing and not be involved in some way. The Olympic Games are the most important sport event in the world... I wanted to be part of this historic happening." (Volunteer, 2006)

Second, they can be considered functional benefits because volunteers may also expect to:

a) Be given a uniform and accessories
b) Get free entry to the events outside working hours.

Volunteers' quotes:

"The organising committee gave me a uniform. Hence, I receive sports equipment but also lot of accessories concerning the Olympic Games. I was very proud about it." (Volunteer, 2006)

"Because I was a volunteer during the games, I obtained free entry to the events outside working hours. My manager gave me free entry tickets for my family." (Volunteer, 2006).

Even though volunteers were not given any financial rewards they did receive several benefits: before, during and after the games.

CHALLENGES THAT AFFECT THE VOLUNTEER ACTIVITY IN MSE

The difficulties of the voluntary process in MSE may concern either legal obstacles, or administration deficiencies.

Legal obstacles:

Starting with the legal difficulties that face the volunteers, the most significant of them is the issue of the legal definition. The absence of clear legal status results in the treatment of volunteers as employees.

This absence of status may impact the evaluation of the volunteer activity since these actions may be considered as illegal work.

In case of reimbursement from the host organization for any reasonable expenses, this amount from the sum must not be taxed. The taxation of the reimbursement is a common problem that a volunteer must deal with.

Moreover, a considerable challenge which may occur in MSE concerns the liability rules. This means that in many cases it is not clear who is responsible for the harm or the damage caused to third party.

One more serious issue about MSE is the international volunteering. In case of travelling abroad, many volunteers may face problems in the process of obtaining visas.

The administration deficiencies

The administration deficiencies may be related to the structure of the organization, the budget, the management process, or the field of expertise.

As far as the structure of the organization is concerned, it is vital that the association which operates the event have adequate experience and knowledge to coordinate the activities and the volunteers properly. The magnitude of MSE requires administrators that can afford the hard work, as well as the treatment of various types of people.

Not only, has the way of operation played an important role in the process of a volunteer activity in MSE, but also the financial capabilities which support the implementation of these events. Any limitation in the budget automatically constrains the quality of work of the volunteers.

In case of management deficiencies, the whole process of the voluntary activity gets weak. A wrong management movement may provoke a mistaken allocation of work. This issue may impact the psychology of the volunteer, who might be engaged in an unknown field of expertise.

5.2 Learning Check

Select the correct answer:

1. A worth-mentioned advantage which is obtained from the volunteering in MSE is:
   a) The gain of money
   b) The selfishness
   c) The spirit of participation

2. The voluntary process in MSE helps me to enhance my professional capabilities
   a) True
   b) False

3. Now that you have done that see if you have identified any of these benefits in yourself through your contribution in MSE as a volunteer.

_____

_____

_____

4. Now that we have clarified the challenges that may affect the volunteer activity in MSE, do not hesitate to share with us your personal experience.

_____

_____

_____

_____

_____

_____

5.3 Mini-Case Study

CASE STUDY 1

- Think of the benefits that you have gained from the volunteering experience in MSE
- Think of the challenges that you have faced in MSE, participating as a volunteer. Which of them was the most critical for your activity?

5.4 Take-Away Task

Can you describe the significance of the legacy and the positive impact of volunteering in MSE in few words?

_____

_____

5.5 Summary & Reflection

Each voluntary activity in major events has several benefits. The advantages of participation are the greatest motivational incentive for the volunteers who have the opportunity to develop their personal capabilities. However, the volunteers in MSE may face a series of challenges that would make their work more difficult or perplexing.

5.6 What to Next?

- Melina Atalay Noordegraaf, Muberra Celebi (2015); The challenges of volunteering during international sport organizations/events; https://www.semanticscholar.org/paper/The-challenges-of-volunteering-during-international-Noordegraaf-Celebi/25f816707ec307d5e196c56bea12a193bf4d894e
- Hany Kim, Yeongbae Choe, Daehwan Kim, Jeongmi (Jamie) Kim (2019); For Sustainable Benefits and Legacies of Mega-Events A Case Study of the 2018 PyeongChang Winter Olympics from the Perspective of the Volunteer Co-Creators; https://library.olympic.org/Default/doc/SYRACUSE/206484/for-sustainable-benefits-and-legacies-of-mega-events-a-case-study-of-the-2018-pyeongchang-winter-oly
- Nicolas Chanavat , Alain Ferrand (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006; https://www.inderscienceonline.com/doi/abs/10.1504/IJSMM.2010.032553
- UEFA (2020); Over 37,000 applications submitted for UEFA EURO 2020 volunteer programme; https://www.uefa.com/insideuefa/about-uefa/administration/marketing/news/025a-0f8e7564d421-168751bf0cac-1000-over-37-000-applications-submitted-for-uefa-euro-2020-volunteer

Topic 6 - Examples of MSE

6.1 Key Knowledge

In this section we are going to demonstrate through real good practices how does MSE operate when launching a volunteering programme. Eventually, it will be explained how they implemented it, what was the impact and the lessons learnt to improve for next MSE organized.

All these good practices were collected in the First International Conference on International Sport Volunteerism organized in Creteil, France by EYVOL project and the Panthéon-Sorbonne University, in collaboration with many other organizations around the world of sports, with the aim of collecting as many good practices as possible to be shared with other organizations interested in volunteering knowledge.

2019 FIFA WOMEN'S WORLD CUP
RECRUITMENT, TRAINING AND DEPLOYMENT OF VOLUNTEERS

Laura Georges, Secretary General of the French Football Federation (FFF), shared that the 2019 FIFA Women's World Cup could not happened if it was not because of all the volunteers that help with the event. To give everyone a perspective, only in the final match of the World Cup, 2500 volunteers worked to make it happen.

Impressively, despite the gap between their ages (between 18 and 80 years old) and all the different nationalities (75 different one), a strong motivation and positive environment brought them all together as one and help the vent happen. One good practice they did is to organize seminars and workshops gathered more than 200 hundred volunteers each time. These events were organized like a concert, each time a real show was put on for them.

How they promote the volunteer programme? - They used 4 different ways to do it:

- They organized national campaigns promoting the event with the help of some of the players. These campaigns were launched in different websites, TV and social media.
- The FFF constantly visited the schools to gather regular and disabled kids.
- They created e-learning to also promote the volunteering programme.
- And the most powerful tool "bouche à oreille" (word of mouth).

How did they assign the volunteers their roles? – Their main tool used were interviews, these to be able to identify what were the volunteer skills, according to his experience and knowledge. If the candidate was good enough and showed real enthusiasm, the volunteer was selected and some of these skills that he or she was missing, they were taught to them.

What did they do to validate and review if the volunteers were satisfied or not? – They gave away some surveys and conducted some interviews with the volunteers. That plus all the extra comments collected during the event helped to make a summary and highlight what to improve when organizing the next event. This also helped to gather personal details of the volunteers so they were able to keep tack on them and maybe contact them in as a first option when organizing other MSE.

EURO 2020 - ROME

For the Euro 2020, 12 hosting cities were chosen. One of them was Rome, and as all of the local Organizing Committees (LOC), a volunteering department was created and Irene Marcatto was selected to be the manager. She also participated in this First International Conference on International Sport Volunteerism and was able to share with us her experience so far with the 21 different volunteering programmes that where shared around 6 different cities around Italy.

Until now, they were able to recruit 12.000 volunteers from different nationalities and range of ages between 18 to 75 years old. Interesting to see that 50% of the volunteers were young students and professionals, 30% were people who liked football very much and most of them came from partner stakeholders, schools, Federations and local clubs, and the last 20% were people wanted to have the experience of volunteering and master their skills around the area.

The volunteers selected were assigned a specific task to be completing around the 25 different functional areas (FA) (accreditation, welcoming, events, logistics, etc.)

She also shared that as part of UEFA, when organizing an MSE like the Euro, they seek to promote inclusion through the volunteering programmes which indeed is part of the Olympic Values and part of most of the major Sport Organizations and Federations. These kind of good practices and guidelines. One project being implemented in this specific tournament is the Play Green Project, that aims to create volunteering opportunities for young people focused on sport and the environment through the development of an innovative volunteering format. They are creating a permanent document, within the football association, that will last after the two months tournament. It will help to build a permanent strategy and a good legacy.

2024 OLYMPIC AND PARALYMPIC GAMES

For the Paris 2024 Olympic and Paralympic Games, Géraldine Bofill (Work, Employment, Volunteerism Project Manager) part of the Inter-ministerial Delegation, is the one in charge of managing anything related to volunteering activities. Specifically, at these Games, more than 10.000 volunteers will be helping out to make everything possible.

Important to mention that at these Games, it was created and implemented a social charter, which in fact has enable both workers and employer's union to be represented in the LOC executive board, aiming to promote decent treatment for workers including volunteers. It also aims to promote and transform the volunteering work into an opportunity for unemployed people to be integrated in society. Adding on to this, through these Olympic Games, the LOC are trying to make the volunteering opportunity a valid work experience by giving away a certificate that states that the volunteers developed certain skills which are useful outside the volunteering world.

With the integration of the social charter to the Games, they also aim to promote and incentivize the goal of social development through sports and inclusion. The Games look forward to integrate people from any kind of cultural backgrounds, disabilities, ages and gender, always trying to promote the social impact that the Games can create, and looking that long lasting legacies that will be left after the Games conclude.

To be able to achieve this, the LOC will use previous best practices of Olympic Games and also learn from the mistakes, so that the outcome of the Games helps getting closer to meet the 17 SDG's in 2030.

6.2 Learning Check

• **Complete the following statement**
At the Women's World Cup 2019, despite the gap between their ages _____ and all the different nationalities _____, a strong motivation and positive environment brought them all together as one and help the event happen.

• **Answer the following question?**
In the Euro 2020, how was the background divided in terms of percentages?
_____
_____
_____

In Paris 2024 what is it that they created and implemented that enabled both workers and employer's union to be represented in the LOC executive board.

_____

6.3 Mini-Case Study

CASE STUDY

Try to look at two MSE that have happened in the last decade and try to identify which are the best practices implemented in the volunteering programmes during and after the games.

Compare that to what is mentioned in this document.

6.4 Take-Away Task

• **Answer the following question**
Which is the average range of ages that volunteers normally have?

• **Complete the following paragraph**

For the Paris 2024 Olympic and Paralympic Games, _____ (Work, Employment, Volunteerism Project Manager) part of the _____, is the one in charge of managing anything related to volunteering activities. Specifically, at these Games, more than _____ will be helping out to make everything possible.

6.5 Summary & Reflection

MSE have been happening for decades, but today sport organizations have been more aware of the importance that volunteers bring to the organization of the event.

For this reason, OC, sport organization and federations have been forces to better integrate volunteers programmes into their staff crew, but what it is interesting is that this organizations are willing to create awareness of the impact that volunteers have in MSE and they are trying to gather best practices around this world, to keep improving how to manages volunteers in the best way.

Some good examples taken as good practices in this event were:

- 2019 FIFA Women's World Cup
- Euro 2020 – Rome
- 2024 Olympic and Paralympic Games

6.6 What to Next?

- Chanavat N. & Ferrand A. (2010); Volunteer programme in mega sport events: the case of the Olympic Winter Games, Torino 2006
- https://www.researchgate.net/publication/247834409_Volunteer_programme_in_mega_sport_events_The_case_of_the_Olympic_Winter_Games_Torino_2006
- LaLiga (2018); Guía del Voluntariado Deportivo
- http://plataformavoluntariado.org/wp-content/uploads/2018/10/guia-voluntariado-deportivo.pdf
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