

# Sport Employs YOUrope!



Exploring European Galaxies  
of partnership to enhance Youth Employment  
and Entrepreneurship in Sport



**#SEYouth**

**TOOLKITS**



With the support of the Youth in Action Programme  
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## Preface

The idea of developing a project on the promotion of youth employment through sport, comes from two main needs. First, the opportunity of recognising the sport sector as an area of employment, regardless of the degree or the diploma that the individual holds. Indeed, working in sport doesn't mean being only an athlete or a coach. There are much more professionals needed and operating in the sport environment, like doctors, lawyers, psychologists, photographers, cameramen, chef, etc. just to name a few. Therefore it is of the utmost importance, in our perspective, that the sport sector is perceived as a potential area of employment by young Europeans.

The second need, is to emphasize the knowledge, skills and abilities that a

young individual can develop through practicing and volunteering in sport.



These capacities are unique and should be recognized as an important asset by the employer when evaluating a potential employee.

All these topics are part of bigger themes that are discussed daily at international level, like youth unemployment or volunteering recognition. We have tried to contribute

to this discussion, taking the responsibility of being the only European Youth-led Sport Organisation, in the way we know best, sport and non formal education. This project represent only the first step of a much longer journey, with the future steps we will try to explore all the different galaxies that creates the universe of Sport and Youth Employment.

**Paolo Emilio Adami** - Vice Chair ENGSO Youth

## Acknowledgement

The result of this Toolkit wouldn't be possible without the contribution from all the partners involved in the project *Exploring European galaxies of partnership to enhance youth employment and entrepreneurship in sport - "Sport Employs YOUrope"*, namely the coordinator of the project **ENGSO Youth** - European Non-Governmental Sport Organisation, and their partners: **EUSA** - European University Sport Association, **ISCA** - International Sport and Culture Association, **NOC** of Serbia - National Olympic Committee of Serbia, Career Center Inventive, **AICEM** - Associazione Italiana Cooperazione Europa Mondo, **EOSE** - European Observatoire of Sport and Employment, **CJE** - Consejo de la Juventud de España, **ANESTAPS** - Association Nationale des Étudiants en **STAPS**. All the partners would like also to thank for the support of the Youth in Action Programme, which funded this project and made this toolkit possible.

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# Introduction

Welcome to the SEY tool kit! Our aim is to guide you through some elementary introductions and experiences on employment through sport with ideas, tools and methods for developing young people's competences through what they do in the sport field. It looks at practices, policies and research related to the sport field to give a homogeneous overview of the situation in Europe, work in progress and space for improvement.

## ***How to use this toolkit***

The table of contents lists the tools found in each chapter. Each chapter starts on a new page so can be used individually, so you can choose the tools you need. There are activities linked to each topic and links to further information.

## ***There are 4 main sections:***

- the first looks at the origins of sport as a great source of learning and opportunity for socialization;
- there is also an explanatory section regarding all the actors involved in this process and addressed by the publication such as youth, youth work, youth policy
- the second gives a picture on how Non-Formal Education (NFE) and sports are linked;
- the third brings entrepreneurship in sport as one of the solutions to fight unemployment
- the fourth talks about further inspiration and puts everything together to demonstrate how youth work, sport and entrepreneurial learning are connected.

The toolkit can be downloaded from [www.project.youth-sport.net](http://www.project.youth-sport.net) or [www.youth-sport.net](http://www.youth-sport.net). If you would like to share information about how you ensure that sport can provide a means for employment and capacity building, or make suggestions on how it can be improved, please use

the evaluation form at the end of the toolkit. Partners are free to reproduce any part of this kit without seeking permission. Other organizations or individuals should request permission from ENGSO Youth before copying all or part of this kit.

# Index

1. Background - why a toolkit?
2. Aims of the toolkit and target group
3. Who will find this toolkit useful?

### First Part

1. Origins of sport: source of learning and opportunity for socialization
2. Olympic Education
3. Some definitions:
4. young people
5. What is sport?
6. What is youth work?
7. What is youth policy?
8. What is advocacy?
9. What is lobbying?
10. What is youth participation?

### Second Part:

1. NFE and Sport
2. Elements and impact
3. Examples of NFE + ETS  
(Non formal education + Education Through Sports)
4. Description

- (Non formal education + Education Through Sports)
5. Further examples of skills which can be developed through NFE and ETS
6. Benefits of NFE + ETS
7. How to use NFE
8. Take Action: Raising Awareness
9. How can we do this?
10. Get Started
11. Recognise my skills

### Third Part:

1. Entrepreneurship and sport Entrepreneurial learning through sport
2. The Idea (Mission & Vision)
3. Market analysis
4. Opportunities:  
Where could I find money?
5. Partners (Shareholders)
6. Team
7. Marketing
8. tools
9. Best Practices
10. The History
11. Conclusion
12. Bibliography

### List of Acronyms

**EU** – European Union

**INGOs** – International Non-Governmental Organisations

**MO** – Member Organisations

**NFE** - Non-Formal Education

**NFETS** - Non-Formal Education Through Sport

**ILO** - International labour organization



## *Background - Why a toolkit?*

Nowadays, one of the most challenging topic for young Europeans is unemployment. Combating youth unemployment should be a top priority to securing a positive future for young people. For this reason, we welcome European wide initiatives that promote youth-employment in the sport sector, and highlight the transferable skills that sport can develop. We are committed to supporting actions in favour of improving the opportunities of employment for young people across Europe. To date almost 6 million (5.7) young people are currently unemployed in Europe (24% of the population) and a further 7.5 million young Europeans between 15 and 24 are not employed, not in education and not in training (NEETs). More than one in five young Europeans in the labour market cannot find a job; in Greece and Spain it is one in two. In the last four years, the overall employment rates for young people fell three times as much as for older adults. Research shows that youth unemployment can result in permanent scars, such as an increased risk of future unemployment; reduced levels of future earnings; loss of human capital; intergenerational transmission of poverty or less motivation to become autonomous

and consequently have a family; and contribute to negative demographic trends. The sports sector in Europe has grown significantly in recent decades. Employment in sport has grown nearly 60% in the last 10 years, as a result of the growth of participation in sport. A Eurobarometer study carried out in 2010 shows that a high proportion of Europeans in the 25 member states (40%), reported that they played sport at least once a week, compared with only 35% in 2003. Many European governments are now recognising the need for policies that enhance the social value of sport. For example, a research report carried out by Ireland's leading 'think tank', the Economic and Social Research Institute (ESRI), drew attention to the social capital produced through sport, including high levels of volunteering, as well as the formation of social relationships (Delaney and Fahey, 2005). Sport as a youth friendly sector, with its great opportunities to volunteer, is a great tool for young people to raise their employability prospects through gaining the new competences, leadership capabilities, experiences, qualifications, mobility and confidence. The demand for sports related occupations including sport psychologists,

### Background - Why a toolkit?

physiotherapists, sports commentators, physical training coaches, and sport development roles, is likely to go up. The reluctance of young people to make their careers in sport, due to the unsociable hours, low pay and difficulties in securing employment also represent a real threat to the development of the sector, although this may be ameliorated by the largely positive image of sportspeople in modern economies. Formal training and education in sport in Europe is currently underdeveloped, resulting in a significant skills gap throughout Europe. Where formal programmes do exist, education and training programmes, particularly in universities, have near autonomy in the design and content of courses. Qualifications offered by training systems often are not seen to match current market requirements and graduates do not have the practical skills employers require. There is also a lack of emphasis on lifelong learning and apprenticeships. In addition, the lack of standardised European educational qualifications can hinder mobility, and so greater transparency and quality assurance of training programmes are required (EZUS Lyon-1 et al, op. cit.). Suitable, accessible, and recognized training needs to be available at each level of sport - professional/elite, semi-professional, and amateur as well as for volunteers. The role of sport in creating new social relationships and breaking down traditional barriers means that employees also need to be trained in the area

of equality and diversity, while new policies around working with children also require staff to undergo stringent training and certification. Public relations and communications also need to be built into training programmes to help the development of sport in general, and technology skills, both general and specific, are required. If the sports sector is to continue to develop in the future and address new challenges there is a clear need for European governments to put systems in place to ensure that the required training and educational provision is available at all the different levels required and that such systems evolve in a way that reflects changing needs. Investing in youth means investing for the future. To secure the future of sport we need to encourage the sharing of information exchange and cooperation between generations in and out of sport organisations. An old phrase 'nothing ventured, nothing gained' is more than applicable for including young people in sport organisations and in the decision-making phases encouraging the leadership skills most commonly requested by employers. Sport offers a stepping-stone for young people to familiarise themselves with how governing bodies function and should function. It builds both their character and understanding, showcasing the employment opportunities that are available in sport. Furthermore it enables young people to feel equal and thus makes them a bigger part of the society.



## Aims of the toolkit and target group



**T**his tool kit intends to increase the inclusion young people, with specific focus on NEETs, in the civic life of their community giving them more confidence about themselves recognising the ability they gained or can gain through non formal education in sport field; to provide a starting point to raise awareness of the power of the skills gained through sport and a non formal context. The tool kit intends to stimulate young people's spirit of initiative, creativity and entrepreneurship, employability, to help them to be aware of their potential and to empower their ideas in order to present it to public and private stakeholders beginning their innovative start-ups. The tool kit is not

a universal instrument which fully cover all declinations of the topic addressed, there are many other manuals, studies and researches which could provide information, data and inputs covered in a deeper and more comprehensive way. This instrument is a guide to help young people and those who work with them in beginning a path which will help them to recognize skills gained by NFETS. Additionally it will serve to discover how to use those skills in 'job hunting' across several area of the labour market including the sport sector or to start their own entrepreneurial idea. This TOOLKIT contains different types of activities.

- ***"Get Started" activities are group discussions that introduce the topic. Use these to start conversations about themes to help your members choose what activities they would like to try;***
- ***The first sections explore key aspects regarding youth, sport, youth policy, youth work; we suggest that your members should choose two activities from each of these sections;***
- ***Other sections supports your members to deliver young people's demands to decision makers. We hope that the activities from sections one to three will inspire your members to speak out about sport and employment in order to have the biggest impact possible.***

## Who will find this toolkit useful?



This tool kit would be particularly useful for young people of 18-30 years old who are Not in Employment, in Education nor in Training, and young people who are starting their transition from education to labour market to have the first “compass instructions” in order to orient themselves

in the wide world of employment. Another target group which could find useful this toolkit is youth workers who could start understand how to include sport activities in their non-formal learning process and how to help their young people in recognising their skills and abilities.



# First Part



## *Origins of sport: source of learning and opportunity for socialization*

Sport for all organisations (local sport clubs, sport associations) already involve millions of young people in sport communities all around Europe. By default most of these young people will not become professional sportspersons, but will gain the implicit benefits of sport. Beyond the enjoyment of sport and all its implicit benefits, these communities offer the possibility of learning more. The sport groups can easily become learning communities for the above fields of life, develop several life com-

petencies and broaden the perspectives of young people. Sport coaches who train young people in different sports can easily turn sport activities into experiential learning programmes for young people in different fields creating several added values. According to recent statistical data (from Global Health Risks, Geneva, World Health Organization, 2009), physical inactivity is the sixth leading risk factor for health in Europe.

## *Olympic Education*

The educational idea of Coubertin has its origin in the Ancient Greek paidèia<sup>1</sup> that took place in the gymnasium, the athletic schools of ancient times. However, as Frasca points out, the Baron's educational model has a "quite relative affinity with ancient history and culture; it is, in fact, strengthened and actualized by the positivist ideology of the end of the 19th century, which gradually spread, with a certain success, the concept of the primacy of body in the 'structure' of the individual."<sup>2</sup> Therefore, the pedagogical idea of Coubertin, is strongly influenced by the philosophical atmosphere of his time. Moreover, the Baron's primary purpose, at

least up to the foundation of the IOC in 1894, was to create a strong educational system in his home country, picking different positive elements from foreign systems, notably the British and the German ones. Sport or "athletic education", as Coubertin called it, assumed a primary role in the Baron's model of education: this role was the basis on which Olympism was founded, though as it is evident from Coubertin's own writings, sport for sport sake was not his aim; athletic education was the way to form future citizens and to provide them with a precise set of values: It can easily be shown among a great many people – not all – the athletic

instinct is present, even right from their very origins. Is this Olympism? Not at all. In order for Olympism to become manifest, the athletic instinct must be surrounded by aesthetic and moral concerns, as well. It must invite philosophy to arbitrate its competitions, and in some way the national religion must act as a backdrop<sup>3</sup>. Two elements are to be highlighted in this short excerpt: firstly, the “aesthetic and moral concerns” named by Coubertin, which are the symbols of the Baron’s idea of education through sport; these concerns can be identified with the fundamental principles described in the

Olympic Charter, which make the Olympic educational framework a holistic one, “the concurrent development of man’s spiritual, intellectual and physical qualities,”<sup>4</sup> as Georgiadis points out. Secondly, Olympism has a strong nationalistic characterization (“the national religion must act as a backdrop”). For what concerns the present concept of Olympic Education, since the 1970s many Olympic scholars tried to develop a framework in which it would be possible to actualize Coubertin’s idea of education. I will provide here two examples of framework for an Olympic education.

***Firstly, Kidd’s approach, well synthesized by Binder, which describes the main features of Olympic education as follows:***

- Mass Participation: the expression of opportunities for sport and play to create what de Coubertin called “the democracy of youth”;
- Sport as Education: the development of opportunities that are genuinely educational, that assist both individuals and groups in the process of knowledge;
- Sportsmanship: the fostering of a high standard of sportsmanship, that de Coubertin called “the new code of chivalry”;
- Cultural Exchange: the integration of the visual and performing arts into the Olympic celebrations;
- International Understanding: the creation of a movement whose membership transcends racial, religious, political and economic categories, a brotherhood that promotes understanding and thus contributes to world peace;
- Excellence: the pursuit of excellence in performance.<sup>5</sup>

1. Ancient Greek word for ‘Education’.

2. Frasca (2007), 21.

3. De Coubertin (2000), 218.

4. Georgiadis (2013), 3.

5. Binder (2004), 7



***Secondly, Mueller's list of features of an Olympic education which, as he affirms, "can be traced back to Coubertin's philosophical legacy":***

- The concept of harmonious development of the whole human being;
- The idea of striving for human perfection through high performance, in which scientific and artistic achievement must take equal rank with sporting performance;
- Sporting activity voluntarily linked to ethical principles such as fair play and equality of opportunity, and the determination to fulfil those obligations; also included is the deal of amateurism, which has been almost totally abandoned in international sport today;
- The concept of peace and good will between nations, reflected by respect and tolerance in relations between individuals;
- The promotion of moves towards emancipation in and through sport <sup>6</sup>.



From the two approaches shown above it is clear that the nationalistic emphasis that Coubertin posed on his concept of Olympic education has (almost) disappeared, whereas the international/universal character remained and is amplified. In fact, the focus is posed on the "aesthetic and

moral concerns". It is also clear that Olympic education should not be only universal in its purposes and ideas, but universal should also be its target: Olympic values are addressed to and need to be learnt by all categories of people, athletes and non-athletes, young and older, etc.

6. Mueller (2004), 11

## Some definitions

### Who are young people?

There is no global definition of what is meant by the term “youth”. Some organizations like the United Nations define youth as people between 15 and 24 years of age, which means that 1.2 billion people (18 per cent of the world population) are considered to be young people, while the European Commission in its 2009 Youth Report focuses mainly on the 15-29 age group. Different Member States of EU or CoE may have different age limits for this category of young people and also within Institutions there are different understandings on the age range of young people. For instance the Council of Europe, define young people as persons aged 18-35 years old. Very often, youth is defined as the phase of transition from childhood into adulthood, but the concrete meaning of this is very controversial. Rather than define youth by age, a

more useful way to understand the definition of youth might be to consider it as the period of time when young people move from “dependent childhood to an independent adulthood”. During this period, young people can be moving into higher education, or from education to employment; moving from their family home to setting up a household of their own; and aiming to become autonomous and financially independent, making their own decisions about their lives. We can consider youth to be this group of young people who have specific needs and face similar challenges. However, this transition depends on the society and culture in which the young person is living, and even more because of the current financial crisis, on their economic circumstances.



### ACTIVITY 1.1 Group discussion

*How is youth defined in your country?*

*At what age does a young person become an adult?*

*How is youth defined in your organization?*

*How does this affect the ability of young people to enter the labour market?*

7. EU Youth Report “Youth - Investing And Empowering” Commission Staff Working Document accompanying the Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions 2009



## What is youth policy?

It represents a set of public actions, mechanisms and measures aimed at improving the quality of life of young people in social, economic and political dimension of public life. As other public policies, youth policy is the main responsibility of public institutions at local, national and international level. However, youth policies should be

designed, elaborated, implemented and evaluated together with young people, youth NGOs and other stakeholders. Youth policies are often cross-cutting and need to take into account that youth is a heterogeneous group, implying thus the various dimensions of life, from education, to employment, to housing, to culture.



### ACTIVITY 1.2 Four Corner Quiz

*Prepare a quiz with a Youth Policy theme linked to sport and multiple choice answers. Label each corner of the meeting place A, B, C or D. Ask the group to run to the corner which represents their answer. Sometimes, give them a chance to change their minds when they see how others have answered. Turn around slowly to build up the tension before revealing the answer by pointing to the relevant corner!*

### What is advocacy?

Advocacy is defined as a political and socially legitimate process, carried by an individual or a group (e.g. advocacy groups, companies, NGOs, think-tanks etc), which aim to influencing decision-making and public policies, as well as allocation of resources. Advocacy aims to education and create awareness among legislators and the general public of issues facing the community and the importance of aligning public policy to address the need. Advocacy does not endorse or oppose specific legislation (as opposed to lobby),

but rather informs the community at large how public policy decisions impact the society. Advocacy processes and methodologies aim at changing the policies, positions, programmes or laws of any type of institution , being the Government, an

international agency or any kind of organisation . Wherever change needs to occur, advocacy has a role to play. Advocacy and lobbying are effective ways for civil society and specifically youth organisations , to

create awareness about how a community is impacted, either positively or negatively , by public policy and to generate interest in and support for an organisation's mission .

Youth organisations and national youth councils are in an excellent position to influence public attitudes and policy as they

are community-based and focused and are seen as representative of the community, being at the local, national, regional and international level. Only by giving young people a voice and empowering them to speak out about issues affecting them, will lead to







## What is advocacy?



a change. Nonetheless, Advocacy starts with participation, and many different conventions or treaties have underlined the right of young people to participate. The right to participate has been included in the UN Convention on the Rights of the Child and in the UN World Programme for Action on Youth. UNICEF has defined a basic **concept of youth participation**:

that people are free to involve themselves

in social and developmental processes and that self-involvement is active, voluntary and informed," while the European Charter on the Participation of Young People in Local and Regional Life defines participation as: "Participation and active citizenship is about having the right, the means, the space, and the opportunity, and where necessary the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society <sup>8</sup>." This definition stresses the opportunity to influence and take responsibility for decisions affecting the community around them. Young people should be involved in dealing with issues which affect them and be supported to do so. Whenever change needs to occur, advocacy has a role to play. Whether you want more funding to develop a project, new programs to address youth unemployment, laws to make education accessible or increased attention to a health programmes, advocacy can help you accomplish your goal!



8. The revised European Charter on the participation of Young People in Local and Regional Life, Congress of Local and Regional Authorities of the Council of Europe May 2003

### What is advocacy?



#### ACTIVITY 1.3 Group exercise

*It provided lots of ideas for how different groups might respond to the advocacy opportunities. Which actions are trying influence decision-makers to change their policies, and which are not?*

- *Tell participants what is the situation regarding sport and employment in other regions and countries*
- *Support a policy or position on an issue using the information enclosed in dedicated policy on sport and young people (link.....)*
- *Draw up a strategy, targeting the media with a key message supported by a statement or position on an issue affecting young people that you want to see changed. Send out a media pack with a press release, fact sheet, Position Statements and global case studies to the right media contacts*
- *Tell the media how you have been advocating on an issue – follow up by telephone or email*
- *Use a spokesperson – either someone in the public eye or a very active young person*
- *Use the Internet and your websites to publish your press releases*
- *Conduct further research among young people in your country and publish the results Look at the ideas above and decide which are mostly about information sharing, which are about influencing others to share information and which are about influencing decision makers to act. Discuss your findings with your group and try to think of new ideas under each heading from the list above: Information sharing, Influencing to promote information sharing, Influencing to promote decision-making/action*





## What is Lobbying?



**L**obbying is attempting to influence legislators to support or oppose a particular issue or piece of legislation.

- Direct lobbying is defined as communication with a legislator, legislative staff or legislative body, or any covered executive branch or other government employee who may participate in the formulation of legislation. The communication refers to a specific piece of legislation and expresses a

view on that legislation.

- Grassroots Lobbying is defined as an attempt to influence specific legislation by encouraging the public to contact legislators about that legislation. A communication constitutes grassroots lobbying if it refers to specific legislation, reflects a view on that specific legislation and encourages the recipient of the communication to take lobbying action. This type of communication is

*What is Lobbying?*

known as a call to action. Actions of lobby, as part of advocacy processes, are often regulated by law precisely to avoid traffic influence and corruption. Thus, the main difference between advocacy and lobby is that the first aims at creating awareness among legislators and executive public bodies and the public in general regarding issues that affect the community and call the attention to address those issues. On the contrary, lobby refers to the attempt of changing a specific legislation. International actors often engage in campaigning and advocacy in order to bring about a policy change. Again, there are numerous forms, and an NGO will try to adopt the most appropriate one, given the objectives it has in mind, the nature of its “target”, and of course, its own available resources.

Some common practices are outlined below.

- Letter-writing campaigns are a method that has been used to great effect by NGOs. People and organisations “bombard” government officials with letters from thousands of its members all over the world.
- Street actions or demonstrations, with the media coverage that these normally attract, may be used when organisations want to enlist the support of the public or to bring something to the public eye in order

to “name and shame” a government.

- The media will frequently play an important part in lobbying practices, and social media and the Internet are now assuming an increasingly significant role.
- Shadow reports are submitted to UN human rights monitoring bodies to give an NGO perspective of the real situation regarding the enjoyment of human rights in a particular country.

In addition to demonstrations of support or public outrage, NGOs may also engage in private meetings or briefings with officials. Sometimes the mere threat of bringing something to the public eye may be enough to change a policy or practice. Whilst this used to be mobilised, at one time, through tapes, posters and faxes, it is now mobilised through email campaigns and petitions, internet sites, blogs and electronic social networks. In general, the greater the backing from the public or from other influential actors (for example, other governments), the more likely is it that a campaign will achieve its objectives. Even if they do not always use this support directly, NGOs can ensure that their message is heard simply by indicating that a large popular movement could be mobilised against a government or many governments.



## *What is youth participation?*



**R**epresents a process of involving youth in responsible, challenging action that meets genuine needs with opportunity for planning and/or decision making affecting others, in an activity whose impact or consequences extend to others – outside or beyond the youth participants themselves (U.S. National Commission on Resources for Youth). In order for youth to participate, the educational and social system should empower them, by offering the skills, knowl-

edge and opportunities to take an action. Youth claims a shift in working with young people, and valuing them as assets: as advisors, colleagues and stakeholders is crucial for youth policies that are to be truly representative and effective. Participation means work with and by young people, not merely work for them. Thus, young people should be involved in the design, development, implementation and monitoring of youth policies and be considered as an equal stakeholder. Youth participation is thus an on-going process, which involves far more than gathering the views of young people in surveys or listening to limited number of representatives. On the contrary, it should be part of a process whereby young people progress to greater rights and responsibilities, where young people constitute active citizens in shaping their present and their future. A shift from being the targets of the outreach to being actively engaged in the planning and implementation of youth and public policies must occur. The system of co-management is a system where youth representatives are consider equal stakeholders on the process of participation in shaping youth and public policies.

### What is youth participation?



#### ACTIVITY 1.4

*Can You get involved?*

*Divide the group into teams of four or five. Groups should spread out around the meeting place. Each group is given a different situation then each group member makes up a character who might care about the situation. Two group members start to debate the issue, acting in character. At any point, other group members can shout "Freeze" and the two actors should freeze in their current pose. The person who shouted should then tap either actor on the shoulder and take up their pose (the previous actor goes and sits down) then starts the conversation again from the freeze point, but acting as their new character.*

*For example, the town is planning a sport event in the local park. Some people can't wait, others would like to be involved but do not know how, others will have idea to promote their participation in competition or volunteering or working to support the event. Characters could include a teenager, families, local associations, sport star, local shopkeeper and doctor.*



#### ACTIVITY 1.5

*Testing participation in your organization*

*As group, ask the following questions:*

*How is youth or adult participation defined in your organization?*

*How are young people or adults seen in your organization: As*

- *A group with problems which need to be solved?*
- *A group which doesn't want to take responsibility?*
- *A group that need protecting?*
- *People who have specific talents and skills?*
- *A group which contributes to making decisions?*

*Use the ladder of participation to identify the level of youth involvement in your organization.*

*Which statements in "Forms of participation" best describe how young people or adults participate in the organization of activities or decision-making in your organization?*

*Would more youth involvement enable your organization to be more effective? Why?*

## What is youth work?



It represents a series of activities with and for young people of cultural, social and educational nature, usually developed through non-formal methods and in specific settings, such as youth centres. The general aim of youth work is to facilitate the social inclusion of young people in community life, especially of the most disadvantaged ones: youth at risk, unemployed or NEETs (a young person “Not in Education, Employment, or Training”). It also contributes to the personal and professional development of young persons as full citizens and autonomous individuals (Handbook on Advocacy for National Youth Council - CNJ National Council of Portugal). Important to mention that the work on recognition of non-formal education and youth work is an on-going priority for the youth sector of the Council of Europe and its gov-

ernmental and non-governmental partners. This work relates directly to recognition of non-formal education and all its forms, promotion of the value and role of youth work and the development and application of quality standards in the practice of non-formal education activities, a pre-requisite to further the recognition processes<sup>9</sup>. In February 2004, the Youth Directorates of the Council of Europe and the European Commission published a joint working paper ‘Pathways towards Validation and Recognition of Education, Training and Learning in the Youth Field’<sup>10</sup>. It highlighted a strong need for social and formal recognition of non-formal and informal education/learning in youth work activities. The paper argued that non-formal education/learning in the youth field is more than a sub-category of education and train-



*What is youth work?*

ing since it is contributing to the preparation of young people for the knowledge based and the civil society. It stressed the need to raise awareness of the value of youth work among key persons, institutions and young people themselves and asked for developing effective and flexible ways for validation and recognition. A number of concrete activities and commitments were proposed in the paper, addressed at the European institutions, the Member States, the NGO sector, the education and training field and specifically the youth sector. Recognition of youth work in general - is an important goal for the two institutions and its partners in the youth field. It is not an aim in itself, it is part of a coherent vision on how to improve the inclusion and well-being of young people in our society and empower them to be active citizens. In this respect, youth work plays a crucial role

as outlined in the political documents and expressed at various occasions with the aim of granting youth work a better position and more political recognition in our societies. This is also reflected in the Resolution of the Council of the European Union on Youth Work of November 2010 which stresses the importance of recognising the crucial role of youth work as a provider of non-formal learning<sup>11</sup> opportunities to all young people (Pathways 2.0) towards recognition of non-formal learning/education and of youth work in Europe -Working Paper of the partnership between the European Commission and the Council of Europe in the field of youth, elaborated jointly with the Salto Training and Cooperation Resource Centre, the European Youth Forum and the Directorates responsible for Youth in the European Commission and the Council of Europe.



9. DRAFT PLAN OF ACTION FOR THE RECOGNITION OF YOUTH WORK AND NON FORMAL EDUCATION FOR 2014-2015 AND BEYOND - CMJ(2014)5

10. Pathways towards Validation and Recognition of Education, Training & Learning in the Youth Field. Working paper by the Youth Unit of the Directorate 'Youth, Civil Society, Communication' in the Directorate General 'Education and Culture' of the European Commission and the Youth Department of the Directorate 'Youth and Sport' in the Directorate General 'Education, Culture and Heritage, Youth and Sport' of the Council of Europe, Strasbourg and Brussels, February 2004

11. This paper - as the first Pathways paper did - uses both terms, non-formal learning and education (NFEL) when reflecting on the pedagogical dimension of youth work activities, their methods, tools and approaches and the environment in which they take place; thus it tries to respect diverse traditions, definitions and understandings existing in European countries



## Second Part

### *Non Formal Education Through Sports*

Learning without change of behaviour is 'silent' and not useful to anybody else but the learner.

### *Elements and impact*



**E**ducation and learning in the youth field encompasses various types, methods, settings and approaches of learning. Even if it is generally understood to be non-formal education/learning, it also includes elements of informal learning and is sometimes very close to formal education. Non-formal learning and education, understood as learning

outside institutional contexts (out-of-school) is the key activity, but also the key competence of youth work. Non-formal learning/education in youth work is often structured, based on learning objectives, learning time and specific learning support and it is intentional. It typically does not lead to certification, but in an increasing number of cases, certificates are delivered, leading to a better recognition of the individual learning outcome. Some elements of youth work can be considered to be formal education/learning and training. In specific cases the youth sector / youth work acts as a substitute, alternative education and training provider (e.g. in second chance schools and similar projects, in special Vocational Education and Training projects) for school drop-outs, early school leavers, disaffected young people or other young people at risk. The learning process is structured in terms of learning objectives, learning time and learning support and it is intentional; the participants get certificates and/or diplomas. Youth work activities also provide many informal learning opportunities, as young people learn while simply being active, being a volunteer or just being with their peers. They learn informally in daily

*Elements and impact*

life and leisure time just as they learn informally in school, at work and in family life, just learning by doing; it is typically not structured and not intentional and does not lead to certification. It provides specific learning opportunities, in particular of social, cultural and personal nature, often called “soft” skills. All learning in the youth field enables young people to acquire essential skills and competences and contributes to their personal development, to social inclusion and to active citizenship, thereby improving their employment prospects. Learning activities within the youth field - and youth work in general - provide a significant added value for society, the economy and young people themselves. Youth work is situated between the social sector, pedagogy and civil society. Participation in activities in the youth field contributes in various ways to the acquisition of the 8 key competences as identified in the framework of lifelong learning<sup>12</sup>: communication in the mother tongue as well as in a foreign language, mathematical and scientific competence, digital competence, social and civic competences, learning to learn, sense of initiative and entrepreneurship, cultural awareness and expression. Education and learning activities within the youth field have a participative and learner-centred approach, are carried out on a voluntary basis

and are therefore closely linked to young people’s needs, aspirations and interests. Important key elements are peer learning, learning environments and the diversity of approaches and target groups. Formal learning emphasises cognitive learning, non-formal settings often complement cognitive aspects by emotional, social and practical levels of learning. Learning activities within the youth field are shaped by a specific character of learning which was developed over years and takes into account the specific situation of young people in societies. In particular within the European youth field non-formal and informal learning/education activities provide an intercultural learning dimension which supports the intercultural dialogue between people.

The European Union’s Youth in Action Programme makes an important contribution to the acquisition of competences and is therefore a key instrument in providing young people with opportunities for non-formal and informal learning in a European dimension<sup>13</sup>. It contributes to the involvement of young people in experiences characterised by a twofold dimension: the acquisition of skills through non-formal or informal learning and the development of their active citizenship.

12. Recommendation of the European Parliament and of the Council, of 18 December 2006, on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]

13. Decision No 1719/2006 /EC of the European Parliament and of the Council of 15 November 2006 establishing the Youth in Action programme for the period 2007 to 2013





## **Examples of NFE + ETS (Non formal education + Education Through Sports)**

To teach a child, a youngster or even an adult how to cooperate with his/her peers, how to trust them, how to build an active and successful team it's really not an easy task. Hundreds and hundreds of seminars, conventions, and manuals can be provided to teachers, employers and parents as well. Nevertheless, all of them, most of the time, have lack of something. They surely are well written and implemented, but they are nothing but words. Confucio once said: "I hear and I forget. I see and I remember. I do and I understand". TO DO is the key word: to teach, and to learn by DOING. And that's how NFE works. Let's just consider a few ex-

ample. It's worldwide known that football<sup>14</sup> is a team-sport. Nonetheless to play selfish and cocky is not strange to football player, whether they are pros or amateurs. But what if the players in the same team are bonded together and obliged to look only straight ahead and to move only horizontally? Like if they were part of a "human fussball". In this scenario, to play solo it's almost impossible, or if it is possible it's highly unproductive. Simply by transforming an ordinary sport, adding several degrees of changing and difficulty, it is possible to teach how important team-working, communication and trust are.

## **Description (Non formal education + Education Through Sports)**

First of all, we can introduce a definition for the concept of non-formal education, which implicitly includes ETS.

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

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

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

14. Move&learn manual, [www.isca-web.org](http://www.isca-web.org), 2013

### Description



The following definitions introduce, instead, the concept of ETS seen by non-formal educational practitioners in such a context, as well as people involved in sport coaching, all using non-formal learning approaches in their daily work:

- **Definition 1 - ETS** is a method of developing key competencies in various aspects of life using sport and physical activities.
- **Definition 2 - ETS** is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific competences which can improve different fields in/of life. Education through Sport helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional and social levels.
- **Definition 3 - ETS** is a process of learning and teaching using personalised systems

to provide skills, knowledge and experience in many aspects of life.

- **Definition 4 - ETS** includes a learning process that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

These definitions offer diverse aspects and several different perspectives of how ETS could be described. In order to sum up these four definitions we could summarise that: ETS is an educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation, outside the formal education curriculae. (MOVE & Learn manual - ISCA International Sport and Culture Association).



## *Further examples of skills which can be developed through NFE and ETS*

ETS brings new learning dimensions to educational situations regarding social skills and personal development. The benefit of connecting your ETS exercise to a specific topic will not only deliver a setting that supports personal development and social skills training in general, but participants might also see its purpose for social change. If you put a focus on the educational purpose within a physical activity, you will deliver a setting where true societal transformation can be generated.

Why is that? Because the physical activity puts a stronger emotional connection to the experience, and because ETS offers a learning environment where an assessment of social structures is possible.

Sport gives you both, emotional (winning-losing) and physical challenges.

But sport itself rarely offers the reflection of those experiences like, for example, discrimination or social exclusion. That is why ETS offers this special blend of getting involved

emotionally and at the same time reflecting directly on it afterwards and profiting from it later on. We want to emphasise the pedagogical purpose and the included learning opportunities we can use while we connect these topics to ETS exercises. The topics are the following:

- **Social inclusion**
- **Health**
- **Employment**
- **Entrepreneurship**
- **Conflict Resolution**
- **Environment**
- **Human rights**
- **Cultural diversity**
- **Participation**

The facilitator/trainer should know the right question to consider when using ETS to develop the knowledge, skills and attitudes of young people connected to this topics.

### *Benefits of NFE + ETS*

Many non-formal educational practitioners consider sport and physical activity as powerful learning tools and know that ETS could bring strong added value to the sport sector within the non-formal learning context.

By summing together sport and education, the benefits which spring from this approach are multiplied: the individuals or the group who take part in this kind of activity stimulate and train at the same time physical and mental skills and competences. First of all, NFETS encourages a healthy lifestyle by providing to people of all age a different way to use sport and keep their body and mind health and in shape.

In second instance, it is an informal way to smartly use peoples free-time in a fun and active way. Since sport provides an environment of inclusion and togetherness, in-

dividuals and groups are more alike to feel included, part of something, to be important and essential to something, for someone.

Moreover, the struggles, the feelings and the emotions exercised during a sport or physical activity (as stress, hard-labour, competitiveness, satisfactions, disappointment...) are the same as the ones people face in their everyday life. However, through this kind of activities, inside a safe and structured environment, people learn how to handle and manage them.

In few words, NFETS enhance the possibility for people to grow and to define their roles and identity within and outside themselves, as a part of the society, of the environment in which they live, work, exist.

Last but surely not the less important: having fun it's the best way of learning!



## How to use NFE

### NFE and Social Inclusion

In order to use NFETS in an efficient and successful way it is essential to remember that NFE is **Education to all effects and as so it has to have specific and clear objectives and specific and clear methods to achieve them**. It's important to organize and structure the activity that we want to implement through the approach of the NFE, especially when we refer to education through sport.

Therefore, when an activity of NFETS is designed, it is necessary to keep in mind that few goals must be set. These should be "STAR" goals<sup>15</sup>: Specific (what do you want to achieve?), Timely (when/for how long do you want to achieve them?), Attainable (how are you going to achieve it), Relevant (why is the goal important?).

Once these simple guidelines are set, NFETS become a powerful tool, capable to exploit individuals social capital and human potential in different geographical and of experience areas.

If we enlarge our view to the all globe, we can see that all around the world several NGOs already frequently use sport as a tool for education, training and learning. Just to mention a few of them: "**Beyond the surface international**"<sup>16</sup> is non-profit platform for youth empowerment projects in marginalized communities worldwide using surfing and creative-learning initiatives as innovative mediums for positive social change; "**Coaches across continents**"<sup>17</sup> is an organization which enables communities to create lasting social change through sport; "**Making an impact through sport**"<sup>18</sup> is a South Africa-based non-governmental organization established by a group of residents concerned about the young people within the community, an essential vehicle for getting youngsters off the streets and onto the playing fields or courts; "**Sport senza frontiere**"<sup>19</sup>, an Italian social organization which uses sport as a tool for social change and young education.

15. ETS brochure, "Move to think" 2014

16. <http://www.beyondthesurfaceinternational.org/>

17. <http://coachesacrosscontinents.org/>

18. <http://www.mitsprogram.org/>

19. <http://www.sportsenzafrontiere.it/>

## How to use NFE

## NFE and Volunteering

***“68% of employers feel that volunteering can add skills to their workforce” Timebank Employer Attitude Survey, 2004, UK***

Participation in sport is not the only way sport can help with employability – volunteering can also develop a range of skills. There are a range of opportunities to volunteer in sport including coaching, officiating, managing teams, event organizing, media, statistics, etc.

Whatever your skills and interests there will be an opening for you and you don't even

need to be good at sport for most roles!

Volunteering in sport can benefit a young person in so many ways, both personal and professional level. See the table below for some examples of skills and competencies which can be developed through volunteering in sport. Whatever aspect you want to develop, sport will offer you the opportunity to do this!





How to use NFE

## NFE and Volunteering (Table n. 1 – skills and activities)

Skill	Examples of scenarios in which it can be developed through volunteering in sport
Communication	<ul style="list-style-type: none"><li>• Talking to players of different ages</li><li>• Talking to large groups of people</li><li>• Talking in different languages</li><li>• Using verbal and visual communication</li></ul>
Leadership	<ul style="list-style-type: none"><li>• Planning sessions or events</li><li>• Being responsible for other people</li><li>• Helping new volunteers</li></ul>
Teamwork	<ul style="list-style-type: none"><li>• Working as part of a group to deliver an event</li><li>• Working with people of different ages, backgrounds and abilities</li></ul>
Problem solving	<ul style="list-style-type: none"><li>• Thinking of activities to engage a variety of participants</li><li>• Working out what someone needs to do to improve a skill, for example a handstand in gymnastics</li></ul>
Public Relations	<ul style="list-style-type: none"><li>• Working as representative of a sport body in front of other organisations, institutions, companies to create partnerships</li><li>• Realise activities of advocacy and lobby to push institutions and people to recognise important topic for your org.</li><li>• Write documents expressing priority and objectives of your org to guide the direction and plan concrete actions</li></ul>
Responsibility	<ul style="list-style-type: none"><li>• Making difficult decisions, e.g. who to include on a team</li><li>• Committing to volunteer at the same time each week and putting it above social opportunities</li></ul>
Dealing with the public / customer service	<ul style="list-style-type: none"><li>• Explaining a sport to spectators</li><li>• Selling refreshments at a club or an event</li></ul>
International Relation	<ul style="list-style-type: none"><li>• Working in international and multicultural context</li><li>• Learning how to deal with different protocol and procedures in different countries</li><li>• Learning how to talk and behave in different cultural background in order to achieve your goals</li></ul>
Administration	<ul style="list-style-type: none"><li>• Keeping accurate registers of participants</li><li>• Financial records</li></ul>

the skills presented in the table are just a small part of the possible skills you can gain from volunteering in sport sector, look at this link in order to have a more comprehensive picture:  
<http://jobsearch.about.com/od/skills/fl/general-skills.htm>

### **NFE and Volunteering** (Table n. 2 – how to enrich the personal CV)

Few studies have looked at the extent to which participation in these organizations as volunteers helps to develop the kind of soft skills demanded in the labour market. These skills can't be developed within the classroom. A recent study indeed revealed that five of the six skills most frequently demanded by employers are developed in youth organizations. These "soft skills" are often seen as key elements of successful job performance and they include:

- 1. Communication Skills,**
- 2. Organizational or Planning Skills,**
- 3. Decision-making Skills,**
- 4. Confidence or Autonomy,**
- 5. Team work.**

The study strongly recommends investing in non-formal education. It particularly stresses that the quality of non-formal education and the accessibility of it to more young people, on top of increased mobility, are core factors influencing the employability of young people (see bibliography).

As we observed indeed ETS helps raising both accessibility and quality of NFE to young people, this is the reason why, far away, is definitely the best way to improve. All these competencies would look great on anyone's CV!

#### **Advice for young people when adding volunteering to their CV:**

- Be specific about your role and duties – saying you are volunteer plus giving the name of the organization does not showcase everything you have done
- Be explicit about what you were responsible for in this role - describe your contribution and what skills you gained from the experience
- If you have volunteered for a long time, make sure you mention how many years, days or hours you have volunteered for
- Use your host as a referee - having a referee from a relevant background really helps
- Never underestimate volunteering – because it is unpaid does not make it any less valuable





## Examples of skills, which can be developed in sport (Table n.3)

We identified different stakeholders directly involved in the sector of sport.

The principal who are going to develop skills through sport are:

**Athletes / Young leaders / Young officials (referees) / Coaches**

Below you will see, each skills developed by the different categories of stakeholders.

### ATHLETES

Manage a team	<ul style="list-style-type: none"> <li>• Lead a group or a partner</li> <li>• Hand down</li> <li>• Monitoring</li> </ul>
Organize et manage his time (mostly related to training)	<ul style="list-style-type: none"> <li>• Plan his training and time for rest or recover</li> <li>• Be responsible (warm up, manner of living, time to rest or recover, sleep, security etc)</li> </ul>
Take a global view on his environment	<ul style="list-style-type: none"> <li>• Take conscience of his body, his limits, and his capacity.</li> <li>• Know how to be critical about the logistic aspects of the competition</li> </ul>
Establish a strategy and define his objectives (cf: SWOT's part in the second chapter) In that sense it's necessary to know his:	<ul style="list-style-type: none"> <li>• Strengths</li> <li>• Threats</li> <li>• Weakness</li> <li>• Opportunities</li> <li>• Soul searching</li> </ul>
Public speaking (in front media or audience)	<ul style="list-style-type: none"> <li>• Make yourself understood clearly</li> <li>• Be able to present himself and his background</li> </ul>
Solidarity, faire-play:	<ul style="list-style-type: none"> <li>• Mutual aide between athlètes (food, care, information)</li> </ul>

### ORGANIZERS

Manage a team:	<ul style="list-style-type: none"> <li>• Lead a group or a partner</li> <li>• Hand down</li> <li>• Monitoring</li> <li>• Federate</li> <li>• Divide up tasks</li> </ul>
Organize and manage one's time:	<ul style="list-style-type: none"> <li>• Make a reverse planning</li> <li>• Adapt to politic, economic, social and culture's confines</li> </ul>
Handle with a budget:	<ul style="list-style-type: none"> <li>• Build it and make his evaluation</li> <li>• Write request of grants</li> <li>• Be informed of the market</li> <li>• Establish partnerships and write agreements</li> </ul>
Lobby for his project or his action:	<ul style="list-style-type: none"> <li>• Enter in contact with right person</li> <li>• Influence</li> <li>• Convince</li> <li>• Negotiate</li> <li>• Make yourself heard</li> <li>• Act respecting a communication protocol</li> </ul>
Communication:	<ul style="list-style-type: none"> <li>• Handle with virtual communication's tools</li> <li>• Realise promotion or activist campaigns</li> <li>• Define his targets and objectives</li> <li>• Create tools and promote it</li> </ul>

Take a global view on his Environment:	<ul style="list-style-type: none"> <li>• Know and act in accordance with the concurrence and actors of the sector of sport.</li> <li>• Redefine objectives of his project</li> <li>• Identify the potentials actors surrounding the project</li> </ul>
Establish a strategy and define objectives	<ul style="list-style-type: none"> <li>• Strengths</li> <li>• Threats</li> <li>• Weakness</li> <li>• Opportunities</li> <li>• Soul searching</li> </ul>
Public speaking:	<ul style="list-style-type: none"> <li>• Make yourself understood clearly</li> <li>• Be able to present himself and his background and the project clearly</li> <li>• Give a good image</li> <li>• Ability to summarize</li> </ul>

### YOUNG OFFICIALS (referees):

Lead and manage a group	<ul style="list-style-type: none"> <li>• Have a leadership</li> <li>• Be respected by the athletes</li> <li>• Lead the other referees</li> </ul>
Manage one's time:	<ul style="list-style-type: none"> <li>• Respect the timing of the matches</li> </ul>
Communication and language:	<ul style="list-style-type: none"> <li>• Command respected by the athletes</li> <li>• Develop self-confidence</li> </ul>
Take a global view on his environment:	<ul style="list-style-type: none"> <li>• Know and act in accordance with the problematic</li> <li>• Respect values of sport and Olympisme</li> </ul>
Public speaking:	<ul style="list-style-type: none"> <li>• Make yourself understood clearly</li> <li>• Be able to present himself and his background and the project clearly</li> <li>• Give a good image</li> <li>• Ability to summarize a tale</li> </ul>
Solidarity, faire-play:	<ul style="list-style-type: none"> <li>• Respect moral and citizen values</li> <li>• Establish rules and a respect it</li> </ul>

### COACHES

Manage a team:	<ul style="list-style-type: none"> <li>• Lead a group or a partner</li> <li>• Hand down</li> <li>• Monitoring</li> <li>• Federate</li> <li>• Divide up tasks</li> </ul>
Organize and manage one's time :	<ul style="list-style-type: none"> <li>• Make a reverse planning of trainings, meeting regarding competitions</li> <li>• Adapt to others teams, athletes and place of the competition, physical environment</li> </ul>
Define a strategy and objectives:	<ul style="list-style-type: none"> <li>• Strengths</li> <li>• Threats</li> <li>• Weakness</li> <li>• Opportunities</li> <li>• Soul searching</li> </ul>
Take a global view on his environment:	<ul style="list-style-type: none"> <li>• Know and act regarding the opponents.</li> <li>• Redefine objectives and strategies</li> </ul>
Public speaking:	<ul style="list-style-type: none"> <li>• Make yourself understood clearly</li> <li>• Be able to present himself and his background and the project clearly</li> <li>• Give a good image</li> <li>• Ability to summarize</li> <li>• Create Tools and communication and psychological strategies to motivate the athletes</li> </ul>
Solidarity, faire-play, entre-aide, Team spirit	

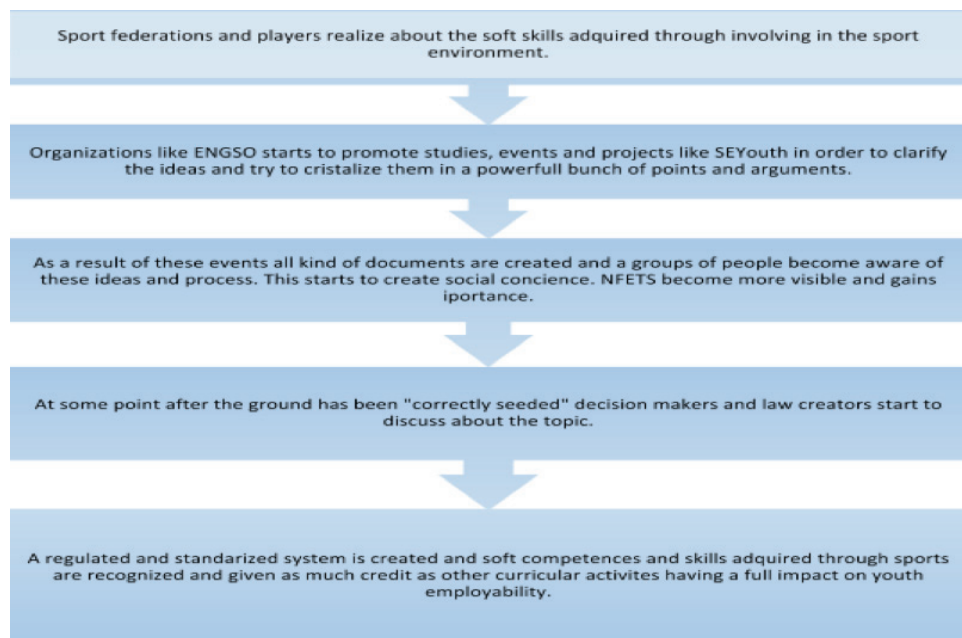


## Take Action: Raising Awareness (Table n.4 – process to take action)

One of the key things for this project is raising awareness and creating social consciousness about the issue. There has to be a process of getting lay people and non- experts to talk about the ideas we mentioned above, to share some proposals and to debate the idea. When this point of informal knowledge and general consciousness of the topic has been reached it will become, in a very natural way, a social matter that will make experts and politicians jump into the discussion and start thinking about it and regulating it. At this point the impact

of Non Formal Education Through Sports in employability will increase hugely. Of course, even if this is the final goal, a lot of achievements will be managed in the path of reaching it. Every time a youngster gives their sport background the importance that it deserves in their resume will be a victory. Every time a human resource specialist gives more value to a NFETS enriched C.V. will be a victory.

**The following scheme summarizes these ideas:**



Of course this evolution will take a long time and will face ups and downs, progress and regression. But it gets clearer every day that there is a real need for this and there is a big tendency towards reaching this goal. After all, SEY is not an isolated process. Recognition of Non Formal Education has been discussed for the last ten years or more.

### How can we do this?

First of all, if we want to change the world why not start changing ourselves? Throughout this document we explain why we should consider these soft skills acquired through sport, in general, equally as any other curricular ability. On one hand, for job seekers the drill should be to write down all those items in their own resumes and give the text the importance it deserves. On the other hand, for employers or human resource specialists, the idea is to start giving more credit and take this topic more seriously.

The second way to do this is by getting involved in the Project. This is an on-going process, and it will be, for a long time. Even if one particular event like this, SEY, comes to an end, there will be similar ones in the near future. And there is a lot of entities, actors or institution working on the issue at the moment, like SEY partners, for instance: EOSE (France), Inventiva Career Center

(Serbia), CJE (Spain) or ANESTAPS (France). There are a lot of ways of getting involved in this global process. But of course, the more direct ones, are those connected to SEY, after all, you are reading this toolkit. One way is to connect with some of the official partners of SEY and start working on a national level by participating within these entities. Another way could be convincing your associations, enterprises or institutions on joining the project as official partners. Once someone becomes a part of the project, the third way and the more efficient one is to increase awareness in taking the initiative and start doing things by themselves: creating their own studies, projects and events, spreading the idea through social media or commenting on their close ones, just to mention a bunch of things. In other words, becoming a true ambassador of the value of Soft Skills acquired Through Non Formal Education in Sports.



#### ACTIVITY 2.1- Get Started

1. Think about your background: how it could be helpful to NFE?
2. Think about the topic and what ETS can deliver
3. Plan your activities and exercises
4. Carry out your exercises
5. Debrief and evaluate your exercise
6. Develop new awareness and learning



#### ACTIVITY 2.2- Recognise my skills:

Now think to all your past experiences in sport and physical activities (in school, sport clubs, summer camps,...) and try to reflect about the learning outcomes you gained by answering the following questions. Repeat this exercise for all the activities you did (football, athletics, coaching, volunteering,...)



## ACTIVITY 2.2 - Recognise my skills:

What sport have you been active in? Is it a team sport or an individual sport?

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What are the main activities in your sport and what is your role?

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Have you ever coached in sport? Which age categories? What have you gained?

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Have you ever volunteered in a sport organization or in a sport event? What were your tasks? What have you gained?

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Have you ever had a leading role in a sport (organization)?

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What are the most important things you have learned through your sport?

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What is the main challenge you had to overcome in your sport?

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What is the first skill and attitude that comes to your mind when you think about the athletes in your sport?

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What are the learning outcomes in term of knowledge you gain from sports?

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What are the learning outcomes in term of skills you gain from sports?

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What are the learning outcomes in term of attitude you gain from sports?

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Once you answered all the questions connect your answers with the skills in the table n. 1 /3 and use it to add them in your CV as suggested in table n.2



## Third Part

### *Entrepreneurship in Sport*

Entrepreneurial learning through sport



Rising youth unemployment across Europe is extremely alarming and lots of consideration is given to alternative approaches to learning for oneself and for the labour market. Entrepreneurship education, as a particular pedagogical approach rooted within vocational education and training as well as in rather informal ways at the workplace, can operate as a driver for innovation and the creation of new employment. As the labour market becomes more specialized and require higher levels of skill, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level, vocational edu-

cation is typically provided by an institute of technology/polytechnic, university, or by a local community college. Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, sport, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries. The development of entrepreneurial thinking, which entails critical and creative reflection, can serve the purpose of a meaningful integration into society through the active participation in generating an income. Individuals most often take over responsibilities in small and medium sized enterprises, which are the most important pillar of an economy.

There entrepreneurs create jobs and often



*Entrepreneurship in Sport*

react more flexibly than large enterprises to the changes in the economy and the need for innovation.

Entrepreneurship and the learning of entrepreneurial skills were one of the main goals listed in the Lisbon Strategy of the European Union. The importance of entrepreneurial skills for the further development, innovation and growth of the economy has also been highlighted in various publications of the

ILO (2003, 2006, 2009). Studies on the status of entrepreneurship education around the world, commissioned by the World Bank

competencies to be instilled at all stages of education and training. It enables individuals 'to develop attitudes and competences as a basis for creativity, initiative, responsibility and independence' (Cedefop, 2004: 48).

In sport entrepreneurship, education focuses mainly on the development of an 'entrepreneurial mind-set'. Later in life the practical knowledge required to function as an entrepreneur is in demand and often provided by private enterprises and some public institutions specialized in further education. Indeed sports provide opportunities for young people to experience, learn and



(Farstad, 2002), indicate that the topic is of great political interest around the world and, more specifically, among the European countries. The Recommendation of the European

Parliament and the Council of 18 December 2006 on Key Competences for Lifelong Learning, identifies a 'sense of initiative and entrepreneurship' as one of eight key com-

petencies through a variety of programmes and activities. Confidence, teamwork, community and leadership skills are essential in sport as well as in other environment.

**This is the foundation of entrepreneurial learning where** as the exposure to non-formal education stimulate



## Entrepreneurship in Sport

young people to envisage creative solutions with regard to personal and professional life. Moreover, it helps to put in place ideas that will not only contribute to economic growth, but lead to sustainable living.

It is important to discuss about that with young people, especially on how they can translate their competencies to build their career.

What does learning look like in a social voluntary organization for young people and how are exchanges and negotiations of social value related to the processes of social learning and entrepreneurial abil-

ity? It is argued that the volunteers' capacity to navigate between the various modes of exchange in this cross sectorial field is a condition in need of careful handling and, at the same time, part of the development of entrepreneurial skills. An entrepreneurial ability is developed through the combination of gaining experience by representing ethical values, consciously contributing to the organizational marketability and sustainability, whilst also bearing in mind their individual value on the job market in the future. As a consequence, learning as such reflects the organizational setting between





sectors. The traditional paradox between the organization's social and profitable side is not mirrored by the volunteers however: the volunteers individually shift more flexibly between, and even manage to take advantage of, the various and diverse value systems which the organization is poised in-between. When observing learning in practice in a charity, the distinction between formal and non-formal learning dissolves as non-formal learning settings are strategically facilitated as part of the organization's didactic methods. Learning in the organization is seen as a consequence of social

interaction forms which strengthen the individual's participatory skills and ability to act out solidarity in a context of multiple stakeholders and cultural cross-values represented as an intercontinental humanitarian mentor society.

What characterizes an entrepreneur and what kind of skills and competences should be developed in educational programs? This has been a difficult and contested issue and has led to almost endless lists of competencies, skills and qualities. According to the ILO, entrepreneurship has to be viewed 'in a wide social, cultural



and economic context as being innovative at home, school, leisure and at work... Entrepreneurial qualities or behaviour include: creativity and curiosity, motivation by success, willingness to take risks, ability to cooperate, identification of opportunities and ability to be innovative and tolerate uncertainty' (ILO, 2003: 1). Particularly critical in the education of entrepreneurs is the development of methodological and social competences, which is often less emphasized than the development of professional competence (Fachhochschule Esslingen, 2002). In addition, Van der Kuip (1998) lists characteristics and qualities, like the need for autonomy and independence, creativity and originality, taking initiative, coping with

uncertainty, looking for possibilities, posing challenging objectives, self-confidence, internal locus of control and endurance.

He further distinguishes between a variety of competences that are essential for entrepreneurs, among them the ability to recognize and analyse market opportunities, handle risk, content and market. Other essential competences that Gibb (1998) points to are the ability to communicate, identify mentally, persuade and discuss with various stakeholders or various interest groups in order to understand their needs and expectations. An entrepreneur also needs to have a sense of social responsibility and community (Onstenk, 2003). Gielen et al. (2003) and put particular emphasis on networking. Moreover, the present highly competitive and complex globalised world relies on our ability to adapt to fast economic, social and cultural changes, as well as on creativity which gives rise to innovation. So education, which aims to prepare us for this new context we live and work in, needs to emphasise diversity, a holistic view of the world around us and human life. It needs to make learning processes creative and individualised, and establish participatory and pluralistic management models at schools.

Then from entrepreneurial learning to set up a company in the sport field there is a process of creating a structure that is explained in the next paragraph and follows the way other company operate.



*The Idea: Mission&Vision* (Table n. 4 - Comparison chart)

Organizations summarize their goals and objectives in mission and vision statements. Both of these serve different purposes for a company but are often confused with each other. While a mission statement describes what a company wants to do now, a vision statement outlines what a company wants to be in the future.

The Mission Statement concentrates on the

present; it defines the customer(s), critical processes and it informs you about the desired level of performance.

The Vision Statement focuses on the future; it is a source of inspiration and motivation. Often it describes not just the future of the organization but the future of the industry or society in which the organization hopes to effect change.

	Mission Statement	Vision Statement
<b>About</b>	A Mission statement talks about HOW you will get to where you want to be. Defines the purpose and primary objectives related to your customer needs and team values.	A Vision statement outlines WHERE you want to be. Communicates both the purpose and values of your business.
<b>Answer</b>	It answers the question, "What do we do? What makes us different?"	It answers the question, "Where do we aim to be?"
<b>Time</b>	A mission statement talks about the present leading to its future.	A vision statement talks about your future.
<b>Function</b>	It lists the broad goals for which the organization is formed. Its prime function is internal; to define the key measure or measures of the organization's success and its prime audience is the leadership, team and stockholders.	It lists where you see yourself some years from now. It inspires you to give your best. It shapes your understanding of why you are working here.
<b>Change</b>	Your mission statement may change, but it should still tie back to your core values, customer needs and vision.	As your organization evolves, you might feel tempted to change your vision. However, mission or vision statements explain your organization's foundation, so change should be kept to a minimum.
<b>Developing a statement</b>	What do we do today? For whom do we do it? What is the benefit? In other words, Why we do what we do? What, For Whom and Why?	Where do we want to be going forward? When do we want to reach that stage? How do we want to do it?
<b>Features of an effective statement</b>	Purpose and values of the organization: Who are the organization's primary "clients" (stakeholders)? What are the responsibilities of the organization towards the clients?	Clarity and lack of ambiguity: Describing a bright future (hope); Memorable and engaging expression; realistic aspirations, achievable; alignment with organizational values and culture.



## **Market Analysis**

**A**fter you find out about your market for a business plan, you also want to communicate that knowledge to the readers of your plan. Keep your explanations clear and concise. The depth of detail in market analysis will depend a lot on the type of plan. You may not need to provide a complete market study in a plan developed for internal use, when all of your team knows the market well. Maybe you'll just cite the type of customers you attract and the part of town you serve. The market analysis section in a business plan is the section that is most likely to require research for information from outside your business, while most others require thinking and analysis of factors within your business. This is a good point to add a word of caution about the level of detail required.

Please remember that planning is about making good decisions, applying focus, and enforcing priorities. A useful business plan doesn't necessarily include a market analysis suitable for a Ph.D. candidate in market research. Planning is not about testing your knowledge. If you are looking for investment, then you may have to use this section to display your wisdom and understanding of your industry, but don't overdo it. If you are planning an internal plan and have no audience other than your own team, I recommend enough market research to make sure you're not missing key points. The value of information is limited by its impact on decisions. If more market information is not going to help you do something better, then don't bother.

### **Begin with a Summary**

**Y**our market section should begin with a simple summary. You should generally describe the different groups of target customers included in your market analysis and refer briefly to why you are selecting these as targets. You may also want to summarize market growth, citing highlights of some growth projections, if you have this information available. Assume that this paragraph might be included in a loan application or summary memo, so you need it to summarize the rest of the section. What information would be most important if you had only one brief topic to include about your market? A good technique is to skip this topic until you have finished the rest of the section, then go back to the summary to write the highlights.

### **Explain Your Segmentation**

**M**ake sure to explain and define the different segments, particularly since you refer to them and they are the basis of your strategy. What distinguishes small business from large business, if this is part of your segmentation? Do you classify them by

sales, number of employees, or some other factor? I've seen segmentations that define customers by the channels they buy in, as in the retail customer compared to the wholesale or direct customer, also compared to the Internet download customer. Have you de-

*Market Analysis*

defined which segment is which, and why? As you deal with segmentation, you should also introduce the strategy behind it and your choice of target markets. Explain why your business is focusing on these specific target market groups. What makes these groups more interesting than the other groups that you've ruled out? Why are the characteristics you specify important? This is more important for some businesses than others. A

clothing boutique, for example, might focus on one set of upper-income customers instead of another for strategic reasons. An office equipment store might focus on certain business types whose needs match the firm's expertise. Some fast-food restaurants focus on families with children under driving age. Strategy is focus; it is creative and it doesn't follow prewritten formulas.

*Explain Market Needs, Growth, and Trends*

All marketing should be based on underlying needs. For each market segment included in your strategy, explain the market needs that lead to this group's wanting to buy your service. Did the need exist before the business was there? Are there other products or services or stores that offer different ways to satisfy this same need? Do you have market research related to this market need? It is always a good idea to try to define your retail offering in terms of target market needs, so you focus not on what you have to sell, but rather on the buyer needs you satisfy. As a shoe store, for example, are you selling shoes or are you satisfying the customer needs for covered feet? Are there really underlying needs, such as style and prestige for fashion footwear, or padding for runners, or jumping for basketball players, that relate to selling shoes? Are kids buying status with their basketball shoes? Understand and explain market trends. What factors seem to be changing the market or changing the business? What developing trends can make a difference? Market trends

could be changes in demographics, changes in customer needs, a new sense of style or fashion, or something else. It depends on what business you are in. For example, a building supply store might note the trend toward remodeling older homes instead of buying new homes, or a trend toward more rooms in larger houses, despite smaller families, because of home offices, dens, and exercise rooms. A grocery store might note a trend toward Asian foods or spicier foods, or toward fresher, healthier foods, or development of a new shopping area in a different part of town. A medical supplies store might note demographic trends, as baby boomers age, leading toward more need for estate planning and retirement planning. Look to market trends as a way to get ahead of the market, to know where it is going before it gets there. You should also understand and explain market growth in each segment. Ideally you cite experts - a market expert, market research firm, trade association, or credible journalist.

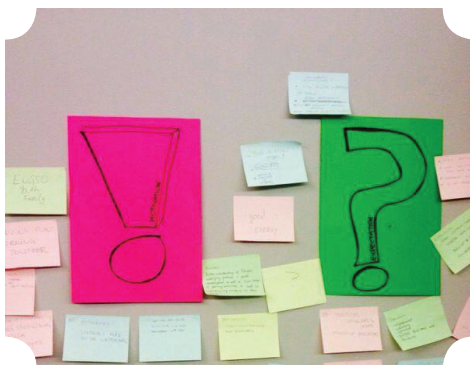




## *Opportunities: Where could I find money?*

### *Direct money:*

1. Owner financing
2. Delaying payment
3. Private money (family friends)
4. Loan (Bank, government)



### *Public Funds and subvention:*

**S**ubvention, The European Union provides financial instruments to achieve the targets set by the European Commission including pull down unemployment. The loans are mainly due to two categories:

- **Government**
- **Parliamentarians**
- **Regions**
- **Departments**
- **Cities**

**STRUCTURAL FUNDS** (or in indirect management), managed by central government and regional several Member States to finance projects submitted from other public administrations or private entities. Check the call for proposal directly in the web sites or the bulletins of:

**FUNDS TO DIRECT MANAGEMENT** disbursed directly by the European Commission through specific financial programmes to final beneficiaries, which may be either public administrations and private citizens. Check the call for proposal directly in the web sites or the bulletins of European Commission.

### *Participation platform / crowd funding*

Crowd funding is the practice of funding a project or venture by raising monetary contributions from a large number of people, typically via the Internet. One early-stage equity expert described it as “the practice of raising funds from two or more people over the Internet towards a common Service, Project, Product, Investment, Cause, and Ex-

perience. The crowd funding model is fuelled by three types of actors: the project initiator who proposes the idea and/or project to be funded; individuals or groups who support the idea; and a moderating organization (the “platform”) that brings the parties together to launch the idea.

Crowd funding [crowd-funding for sport UK](#).



### *Founding by event*

A fundraiser is an event or campaign whose primary purpose is to raise money for a cause, charity or non-profit organization. Fundraisers often benefit charitable, non-profit, religious, or non-governmental organizations, though there are also fundraisers that benefit for-profit companies and individuals. One specific type of event is the “ad book” fundraiser, where those who wish to give funds to a fundraising group do so through the sponsorship or statement with-in a book of advertisements.

Online fundraising pages have become very popular for people taking part in activities such as marathon running. Those pages facilitate online payments in support of the charity event.

Popular charity fundraisers in major American cities include lavish black-tie gala benefit dinners that honour celebrities, philanthropists, and business leaders who help to fundraise for the event’s goals through solicitations of their social and business connections.



## Founding by event



### ACTIVITY 3.1

*Organize a meal for the local community using only local produce. Promote your event in the local community and sell tickets to cover your costs and raise money for the organization. Commit to only eating locally produced food. Of the products you try, identify which ones you can eat regularly in the future. Encourage your family and friends to join in!*

*Take part in a sponsored 5k run to raise money for YOUR PROJECT. Take it Further! If there are no runs taking place in your area, why not organize your own?*

*Working in groups, prepare a show (dance, sketch, song) that presents tips for promoting sport in an entertaining way and perform it to a local theatre.*

*Take it Further! Arrange to perform your act in your local community. This could be at your school or in a public space (ensure you have permission from your school/local council to do so). Adapt your act to make an effective flash mob<sup>20</sup> that surprises passers-by and attracts attention – you may need to involve more people in your group to do this effectively. Speak out and use your performance to attract attention and invite decision-makers, then finish your show by delivering your demands (see section four).*

20. A flashmob is when a group of people assemble suddenly in a public place, perform their act and then disperse.

## Founding by event

**ACTIVITY 3.2 - PEDAL TOGETHER**

*Organize a bike sharing scheme to encourage members of your local community to get pedalling. Learn how to maintain bikes and ask your family and friends to donate any old/unused bikes to the scheme. Charge a small fee for bike hire and donate profits to your project.*

*Organize a race along a common journey route at rush hour, such as from the outskirts of the city to the centre, using a range of different modes of transport. Involve your local media and use social media to track the race and use the event to raise awareness of the fastest way to beat the queues of traffic.*



## Founding by event

### Private founds:

- **Foundation**

A foundation is a legal categorization of non-profit organizations that will typically either donate funds and support to other organizations, or provide the source of funding for its own charitable purposes.

- **Sponsoring / sponsorship / Mecenat**

Sponsorship is a cash and/or in-kind fee paid to a property (typically in sports, arts, entertainment or causes) in return for access to the exploitable commercial potential associated with that property.

While the sponsee (property being sponsored) may be non-profit, unlike philanthropy, sponsorship is done with the expectation of a commercial return.

While sponsorship can deliver increased awareness, brand building and propensity to purchase, it is different from advertising. Unlike advertising, sponsorship can't communicate specific product attributes. Nor can it stand alone, as sponsorship requires support elements.

- **Private angels**

A Private Angel is an affluent individual who provides capital for a business start-up, usually in exchange for convertible debt or ownership equity. A small but increasing number of angel investors organize themselves into angel groups or angel networks to share research and pool their investment capital, as well as to provide advice to their portfolio companies.



## Partners (Shareholders)

**S**hareholders are **stakeholders** in a corporation, but stakeholders are not always shareholders. A shareholder owns part of a company through stock ownership, while a

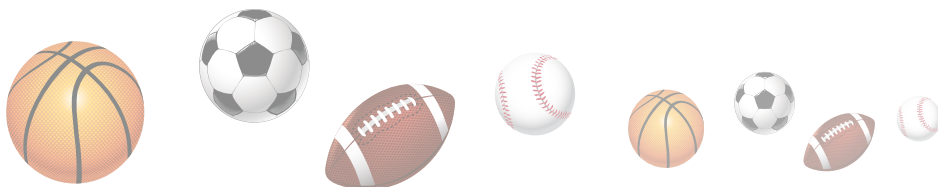
stakeholder is interested in the performance of a company for reasons other than just stock appreciation.

### Stakeholders could be:

- **employees who, without the company, would not have jobs**
- **bondholders who would like a solid performance from the company and, therefore, a reduced risk of default**
- **customers who may rely on the company to provide a particular good or service**
- **suppliers who may rely on the company**

### to provide a consistent revenue stream

Although shareholders may be the largest stakeholders because shareholders are affected directly by a company's performance, it has become more commonplace for additional groups to be considered stakeholders, too.



## Corporate Social Responsibility

**T**he new field of corporate social responsibility (CSR) has encouraged companies to take the interests of all stakeholders into consideration during their decision-making processes instead of making choices based solely upon the interests of shareholders. The general public is one such stakeholder now considered under CSR governance. When a company carries out operations

that could increase pollution or take away a green space within a community, for example, the general public is affected. Such decisions may be right for increasing shareholder profits, but stakeholders could be impacted negatively. Therefore, CSR creates a climate for corporations to make choices that protect social welfare, often using methods that reach far beyond legal and regulatory.

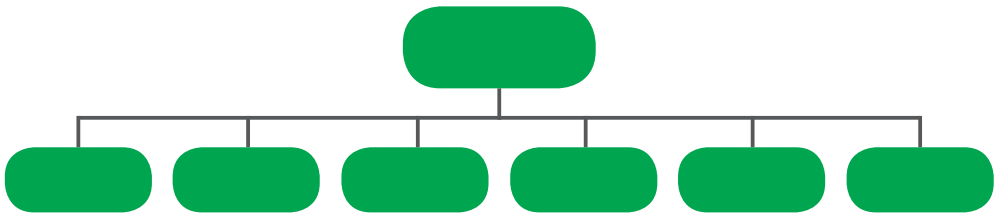


## Team (Table n. 5 – organization chart example )

### Organization

**F**lat organization (also known as **horizontal organization**) is an organization that has an organizational structure with few or no levels of middle management between staff and executives. The idea is that well-trained workers will be more productive when they are more directly involved in the decision making process, rather than closely supervised by many layers of management. This structure is generally possible only in smaller organizations or individual units within larger organizations. When they reach a critical size, organizations can retain

a streamlined structure but cannot keep a completely flat manager-to-staff relationship without impacting productivity. The flat organization model promotes employee involvement through a decentralized decision-making process. By elevating the level of responsibility of baseline employees and eliminating layers of middle management, comments and feedback reach all personnel involved in decisions more quickly. Expected response to customer feedback becomes more rapid.



Very small businesses may lack middle managers because there are too few staff to justify hiring middle managers; in this type of organization, the business owner or the CEO may perform some of the functions performed by middle managers in larger organizations.

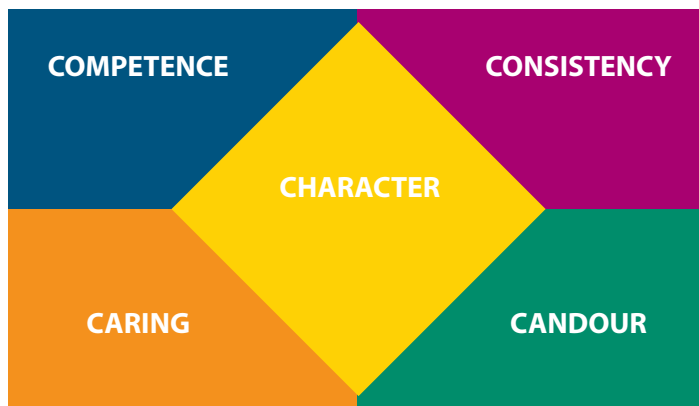




### ACTIVITY 3.3 - building and maintaining trust & respect

Establishing and maintaining a relationship based on trust is an absolute essential for credible and effective business. Building trust is an ongoing process that begins right at the outset of any relationship. Here is a model for you to consider as you begin to build and maintain trust with those whom you lead.

**Trust consists of five components:**



*Using this model, you can consider the following questions to identify the kind of actions and behaviours you can demonstrate in order to build a strong trusting relationship with your team.*

*Competence: "an ability to do things well"*



### ACTIVITY 1.3 building and maintaining trust & respect

- *To what extent do I demonstrate skills, knowledge and the behaviours of an effective leader?*
- *How professional is my approach to leadership? What evidence do I have that others respect my leadership?*
- *What actions do I take to ensure I keep my leadership skills up to date?*
- *How committed am I to seek feedback from others to reflect on my leadership effectiveness? Consistency: "being reliable even predictable!" To what extent do I demonstrate a consistent level of high performance as a leader?*
- *How do I ensure that I do not let personal problems or other pressures detract from my leadership performance?*
- *How confident am I that I treat all members of my team, irrespective of their backgrounds, with an equal amount of respect and recognition?*
- *What actions do I take to ensure that I provide all members of my team with access to high quality advice, guidance, encouragement and support?*
- *Caring: "thinking from another perspective" In what ways do I demonstrate empathy with my team? How patient am I with my team?*
- *To what extent am I able to suspend judgment when team members tell me they have made mistakes, etc?*
- *How sensitively do I respond to the diverse backgrounds and cultures of the individuals in my team?*
- *Candour: "being honest and open" How open am I with my team?*
- *What are the actions I take to ensure clarity of understanding in my communications with my team?*
- *How effective are my listening skills?*
- *How effectively do I deal with issues which have potential for conflict within my team?*
- *Character: "demonstrating integrity" How sure am I that I always follow-through on agreed actions?*
- *How much do my actions and behaviour reflect my own personal values based on equal respect for all?*
- *How effectively do I deal with conflict situations that arise within the team?*
- *What evidence do I have that other people trust me?*

## Team

**List of responsibilities** (Table n. 6 – example of tasks and responsibilities)

In order to start and run business on quality way, you have to do and be ready to do many activities, which are closely related with goals of company. There are no close list of activities for which you have to be ready to do, but we will list here, open list of activities which is needed for development and survival of the firm. Here they are:

- Legal representative of company

- Managing of all business and employees (if there are 1 or 2 employees)
- Marketing representative of company
- Project manager
- IT support
- Executive activities
- Be ready to make asses of market and in according with this to make strategies.

Here is one of the possible frameworks :





## **Marketing**

### ***create your brand***

#### **First, start by finding a:**

- **Name**
  - **Logo**
  - **Slogan**
1. It needs to be specific enough to be recognized
  2. Select carefully and pay attention to its translation (it might have another meaning in another language/culture)
  3. Check the Copyright/Intellectual Property Rights (IP)
  4. Create your own story, whereof name/logo/slogan are suitable parts.

### ***Use social media***

**T**he media has become one of today's most important and influential marketing tools, having the real advantage of being almost for free. (Make sure to include a sufficient number of FTE in your budget though.)

- **Official website**
  - **Email**
  - **Facebook page**
  - **Twitter**
  - **LinkedIn**
  - **Instagram**
  - **Country specific trends**
1. The content is needed in the local language plus English
  2. Make sure to be easily reachable / easy to find (contact option)
  3. Update the content regularly (have someone in charge)
  4. Set up space for feedback
  5. Create subscriptions to shape a regular client base (e.g. by writing monthly newsletters by email)

## Marketing

**Spread further material**

Compilation of other communication means. You cannot do everything but should decide for a suiting communication mix. Thereby already simple conversations about your company/your product/your service with your friends can help, if you manage to tell them a story that sticks to them, that inspires them, then they will share it

with their social environment and so on.

- Posters
- Handouts / leaflets
- Stimulate word-of-mouth
- Presentation / public speaking (go to meetings/gatherings, events, schools, companies)

**Sponsorship**

- Analyse sponsor needs;
- Create incentives: Return of Investment ROI (what is in for your potential sponsors if they spend money on you?);
- Prepare a catchy presentation with your needs, your actions and numbers highlighting the incentives for the sponsors.



## Tools

### Business Plan

**A** Business Plan is a useful tool for setting business goals and making best decisions to reach them. It helps people starting-up an entrepreneurial project, considering all influential aspects of a business. It is a document to support the extraordinary

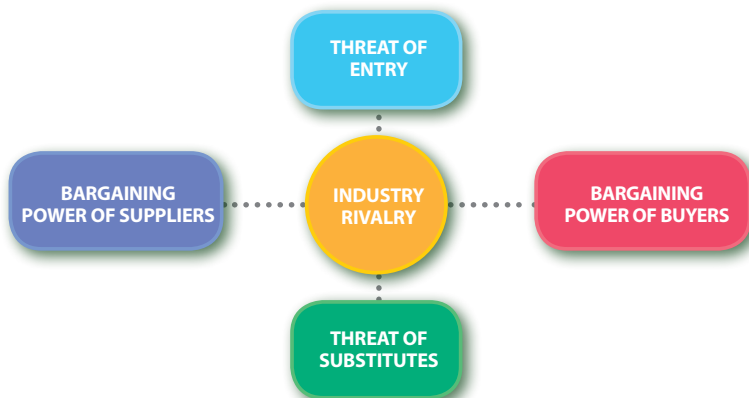
phases of a business (born, growth and consolidation) as well as in the ordinary phase of current management. The Business Plan is an essential tool for the evaluation of technical, economic and financial feasibility of a complex project of investment.

#### A typical structure for a business plan includes:

1. Executive summary - which should provide the reader with a concise overview on the overall business plan.
2. Market analysis - a section that presents highlights and analysis of your market research, also showing your knowledge of your industry.
3. Company description - providing an overview of the nature of your business and your distinctive competencies
4. Marketing and sales activities - section including marketing strategies in regards to growth, distribution channels, communication and sales.
5. Products and services - a detailed description of products/services offered, its life cycle, copyrights/patents, research and development activities.
6. Operations - section describing delivery procedures and capability, operating competitive advantages and suppliers.
7. Management and ownership - team's talents, skills and roles.
8. Funds - Funding requirements and their use, including a long-term financial strategy.
9. Financial data - a financial representation of all the information presented in the other sections.
10. Appendices and exhibits - any additional information that could be useful for the reader.

**Porter's Five Forces Model** (Table n. 7 – Porter's model)

It is a framework that classifies and analyses the most important forces affecting the intensity of competition in an industry and its profitability level



- 1. Threat of new entrants.** This force determines how easy (or not) it is to enter a particular industry. If an industry is profitable and there are few barriers to enter, rivalry soon intensifies. When more organizations compete for the same market share, profits start to fall. It is essential for existing organizations to create high barriers to enter to deter new entrants ;
- 2. Bargaining power of suppliers.** Strong bargaining power allows suppliers to sell higher priced or low quality raw materials to their buyers. This directly affects the buying firms' profits because it has to pay more for materials ;
- 3. Bargaining power of buyers.** Buyers have the power to demand lower price or higher product quality from industry producers when their bargaining power is strong. Lower price means lower revenues for the producer, while higher quality products usually raise production costs. Both scenarios result in lower profits for producers;
- 4. Threat of substitutes.** This force is especially threatening when buyers can easily find substitute products with attractive prices or better quality and when buyers can switch from one product or service to another with little cost. For example, to switch from coffee to tea doesn't cost anything, unlike switching from car to bicycle.
- 5. Rivalry among existing competitors.** This force is the major determinant on how competitive and profitable an industry is. In competitive industry, firms have to compete aggressively for a market share, which results in low profits.

Although, Porter's five forces is a great tool to analyse industry's structure and use the results to formulate firm's strategy, it has its limitations and requires further analysis to be done, such as **SWOT**, in order to take strategic decisions related to your business.





## Tools

### SWOT Analysis (Table n. 8 – SWOT Analysis model)

**S**WOT is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project, organization, or in a business venture. A SWOT analysis can be carried out for products, services, places, industry or person, helping you focusing on your strengths, minimize weaknesses and threats, take the greatest possible advantage of opportunities, and become outstanding in competitions.

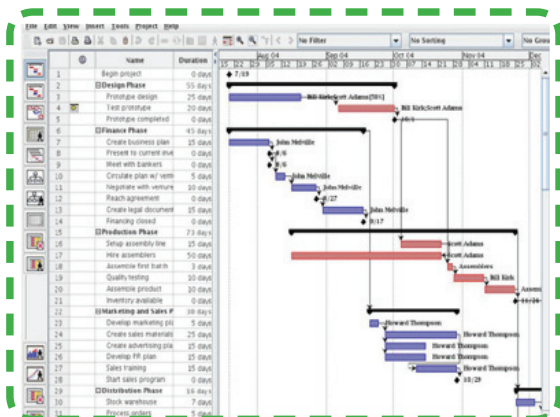
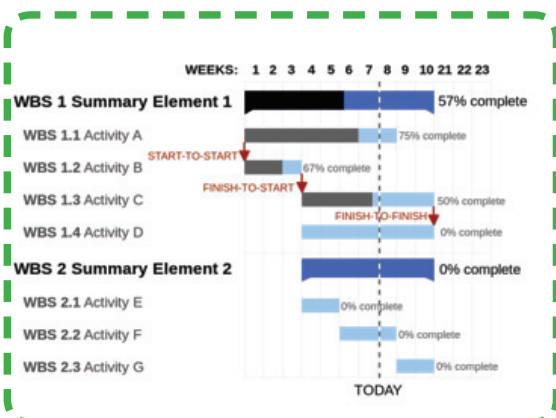
Strengths are aspects that give an advantage over others; Weaknesses are those that give a disadvantage relative to others; Opportunities are the internal and external factors that can improve performance within a certain context; Threats are internal and external factors in the environment that could cause trouble for a successful.

SWOT Analysis	
STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"><li>1. What do you do better than others?</li><li>2. What advantages does your organisation have?</li><li>3. What unique resources can you count on?</li><li>4. What makes your product/service unique?</li><li>5. What do people in your market see as your strengths?</li></ol>	<ol style="list-style-type: none"><li>1. What could you improve?</li><li>2. What should you avoid?</li><li>3. Which factors limit your growth?</li><li>4. What do people in your market see as your weaknesses?</li><li>6. Which factors may cause you to lose your sale?</li></ol>
	THREATS
OPPORTUNITIES	<ol style="list-style-type: none"><li>1. Which obstacles are you facing?</li><li>2. Are quality standards for your job/products/services changing?</li><li>3. Is technology challenging your position?</li><li>4. Are policies or social context challenging your product/service's success?</li><li>5. Do you have debts or cash-flow problems?</li><li>6. Could any of your weaknesses seriously affect your business?</li><li>7. What are your competitors doing better?</li></ol>

## Tools

**Gantt's Chart** (Table n. 9/10 – examples of gantt's charts)

The Gantt's chart is a comprehensive planning systems, developed by Henry Gantt in the early 1900s, that help organizers to plan, co-ordinate and control individual operations or project phases. It provides an effective means for displaying important information, define and show schedules, facilitate communications between analysts and users and implementing coordinated actions within the complexity of an organization. Many dedicated software (even open source) as well as video tutorial on how to make Gantt's chart using Microsoft Excel are available on internet.





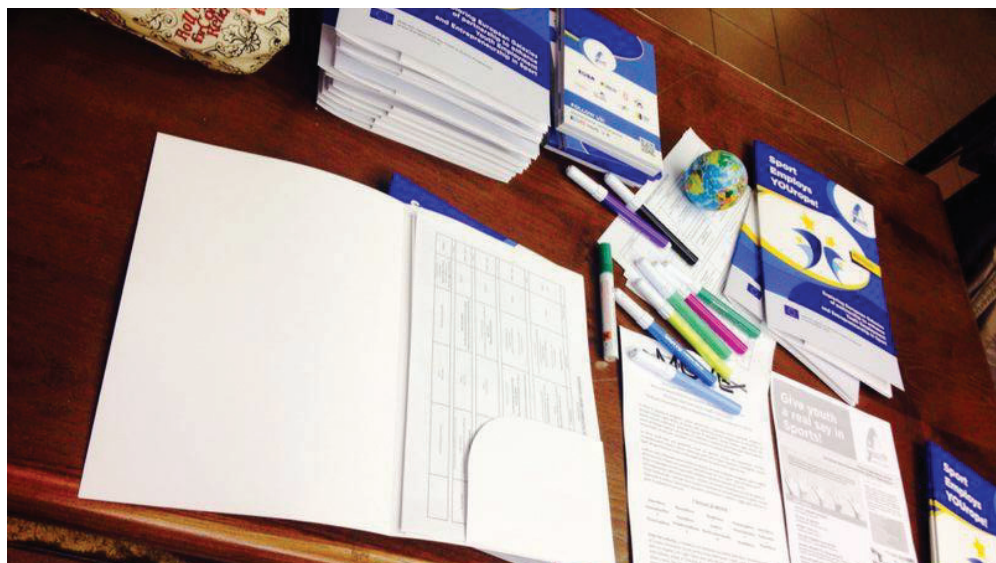
## Tools

### Database

A database is a collection of information organised so that it can be easily accessed, managed, analysed and updated. This data could be in the form of graphics, reports, scripts, tables, text, etc., representing almost every kind of information. Databases are fundamental for keeping track of all important information that an organization may need to collect data, analyses various aspects of the reality in which the organization operates, performance, clients, trends, etc. Databases are sometimes

classified according to their organizational approach.

There are many suites of computer software providing the interface between users and a database or databases, generally known as “database management systems” (DBMS). SQL (Structured Query Language) is a standard language for making interactive queries from and updating a database such as IBM’s DB2, Microsoft’s SQL Server, and database products from Oracle, Sybase, and Computer Associates.



*Best Practices*

**B**ESPORT is a national Italian social network connecting professionals and passionate in sport, which was born in 2011 by a group of experts in the sport sector, ICT, communication and marketing connected by the passion for sport and physical activity. The network offers the following services:

- News;
- Networking for sport professionals;
- Geo-localisation of sport association;
- Mapping of sport events;
- Development of personalised services;
- Management and promotion of services and events.

The activities of BeSport are positively contributing to the fight against the unemployment, providing everybody with opportunities for visibility and networking.

Please find more on:

<http://besport.org/hp-en/home.php>



**S**port2Build is a Non-Profit Organisation founded in 2006 by two former Triathlon pro athletes, Serena and Matteo. The organisation aims to empower disadvantaged children and youth, using sport as a mean for child and youth development, conflict prevention and resolution, physical, mental and social health, gender equity, and social inclusion.

It mainly operates in Zambia, where it already developed a large number of project, but during the last few years its activities gained a wider international appeal. Sport2Build receive financial support by sponsors and private donors.

Please find more on:

[http://www.sport2build.org/wp/?page\\_id=2838](http://www.sport2build.org/wp/?page_id=2838)

## The Story



**How my sport passion became my job. (by Emanuela Grussu)**

**founder of [www.besport.org](http://www.besport.org)**



Out of my most precious university memories, the teaching of my Professor of Marketing takes easily a place of honour. One day in the classrooms of Via Salaria in Rome he made us all write one sentence on our book: "Il successo è il participio passato del verbo succedere" ("Success is the past participle of the verb to happen") I wrote down the words that day, without really knowing how I would possibly been able to apply concretely that sentence in my stud-

ies or professional career.

After eight years I went back to my professor to thank him for the greatest teaching that has accompanied me in my professional career. I told him my story, telling him that I was proud to have "given up" a stable employee job to give space to my business idea; for there comes a time when you have to choose who you want to become, and since that single moment start your biggest challenge. In 2006 I graduated in Communication Sci-

*The Story*

ences, with two Masters in Marketing and Advertising. Ever as passionate as I am about sport, after my studies I started a long and hard apprenticeship in sporting circles and institutions, where I could observe closely the Italian sport systems at federal, corporate and private level.

I never missed a chance of participation, even as a volunteer, in the organization of conferences, courses or sport events. I even worked for free in news agencies and advertising related to the world of sport.

They were hard times. Often the work I did went unpaid and trips were at my expense. But I never gave up.

My first real job opportunities were in a publishing house, and soon after in vocational training institution, where they offered me a stable working position.

But my place was not there. In my head was ever rising the awareness that my business idea could be a winner one.

Building the Italian network of sport and to develop links among its thousands different realities was an enterprise that no one in Italy thought possible to realize before I jumped in with my start-up business “Be Sport”.

I believed so much since the beginning in my business idea because for me it was simply absurd that no one thought that sport is just THE tool for socializing and sharing.

Encouraging and supporting the creation of new sports networks and new sport open systems in which could be concretely applied sport values and principles like sharing, reciprocity, transparency, participation, free access to the network, collaborative innovation, talent, sustainability and responsibility

was the Mission of the “Be Sport” venture.

This was my idea. And nothing is more dangerous than an idea, when it is all we think about. I still remember the positive energy I felt growing inside of me almost on the verge of bursting out at any moment.

I rolled up my sleeves and I tried, even knowing as complicated and unrealistic it might seem to undertake a venture in these difficult times in Italy, to change the world of sport and make it as I liked it.

The full potential of “Be Sport” has been instantly acknowledged by some people really into the sport field who reacted enthusiastically to my venture even when it was still just on paper.

So within a year since its founding I saw “Be Sport” grew to become the first Italian sport network.

Thanks to the support of sport celebrities and industry professionals, my ideas received an injection of confidence and a powerful encouragement to grow even more exerting a driving force for the development of many other further initiatives.

The decision to share for free some ideas always allowed me to match and compare them with other industry experts, which helped me improving my professional skills and introduce myself as an “expert” in some niche sectors that I considered pivotal in the sport system. To offer free spaces on-line is also a methodology that allows you to reach many people in an immediate way, sharing and empowering their professionalism, commitment and abilities.

Only after having shown openly our own talent and potential there will be a chance to





## The Story

create ad-hoc premium services and products for a fee for our customers. This is what I did with "Be Sport". I'm now working on what will be the flagship project of Be Sport: STET-Sport, Turismo, Territorio e Cultura (Sport, Tourism, local realities and Culture) designed for promoting sports as the perfect tool to enhance tourism, culture and the protection of the

of the various disciplines that are organized at national and / or local level) as tool for economic and social development and growth. The projects concretely propose travel itineraries in which sports events, demonstrations, competitions, etc. held in a particular local reality will be linked with all the resources and features offered by that territory, like monu-



environment.

STET has been designed in collaboration with Italian local authorities, the Italian National Committee for Fair Play and Local-National-European sport NGOs with the objective of facilitating the growth of the tourism-based economy, gathering the full potential of Sport, Tourism and Culture through the development of an on-line open platform in full collaboration with all the partners of the different countries involved in the project.

STET is based on the idea of elicit the maximum outcome from the local communities and enhance in these territories a faster economic recovery and the enlargement of the labour market, using sport (i.e. all the events

ments, museums, natural reserves, traditional food and beverage festivals so to allow users to program their stay at the fullest, offering also the possibility to book hotels and transportation.

The project in itself is the follow-up of pilot activities conducted by Be Sport in the Marche Region in collaboration with CONI and the Italian National Committee for Fair Play.

My next step will be to promote this good practice at European level in order to encourage transnational collaboration and as well the growth of the sport-related tourism that seems now to be one of the few sectors growing in the European Union.



*The Story*

I am totally convinced that Be Sport is on the right path toward a better future, and many people, like me, believes strongly that collaborative innovation can give a strong push for the recovery of the European economy.

What I personally recommend is to believe in our own abilities. Make mistakes trying to improve more and more is totally fine. Try always to be up to date on the latest news in your field and always show and share new and interesting information through a blog or portfolio, using social media in a professional manner. Be Sport started to become part of my everyday life, and it seemed natural to me to engage in it not only my family, my brothers, friends, but also the old fellow students, teachers, colleagues and all the other people I know professionally related to

the sport field.

The most rewarding gift was offered to me precisely by all these people that I approached. Each of them gave me a new idea, a suggestion or simply an advice that I positively received and in many cases concretely applied to Be Sport to make it better. Today I can say that the DNA of Be Sport contains a part of the chromosome of each of them, because just as deoxyribonucleic acid that contains the genetic information necessary to the biosynthesis of RNA and protein essential for the development and proper functioning of most of the living organisms, so Be Sport is the bearer of values and passion for sports of all people who have shared its Mission in the past, in the present and hopefully of the ones that will share it in the future.





## Conclusion



Youth employment is one of the main priorities for ENGSO Youth. The “Sport employs YOUrope” project foresees several

actions to raise awareness on opportunities of employment for young people across Europe. We believe coordinating concerted European action leads to success. It is indispensable to invest into the education and empowerment of young Europeans in sport. Sport employs YOUrope is a project that gave an impulse on just this path: a further stepping-stone towards our vision of creating an inclusive and participative European youth sector!

However, this is just the first step; the work ahead is long and requires the commitment and the active participation of all the stakeholders: institutions, youth representatives, private sector, education and training institutions and sport sector. The main objective of the project and the toolkit is to start the process, aggregate and inspire a network on this urgent topic in order for them to involve other partner, create new synergies and come out with concrete solution.

**Jan Holze** - Chair of ENGSO Youth



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