

S2SPORTMOBILITY

Enhancing the Skills of Sport Administrators through Learning Mobility

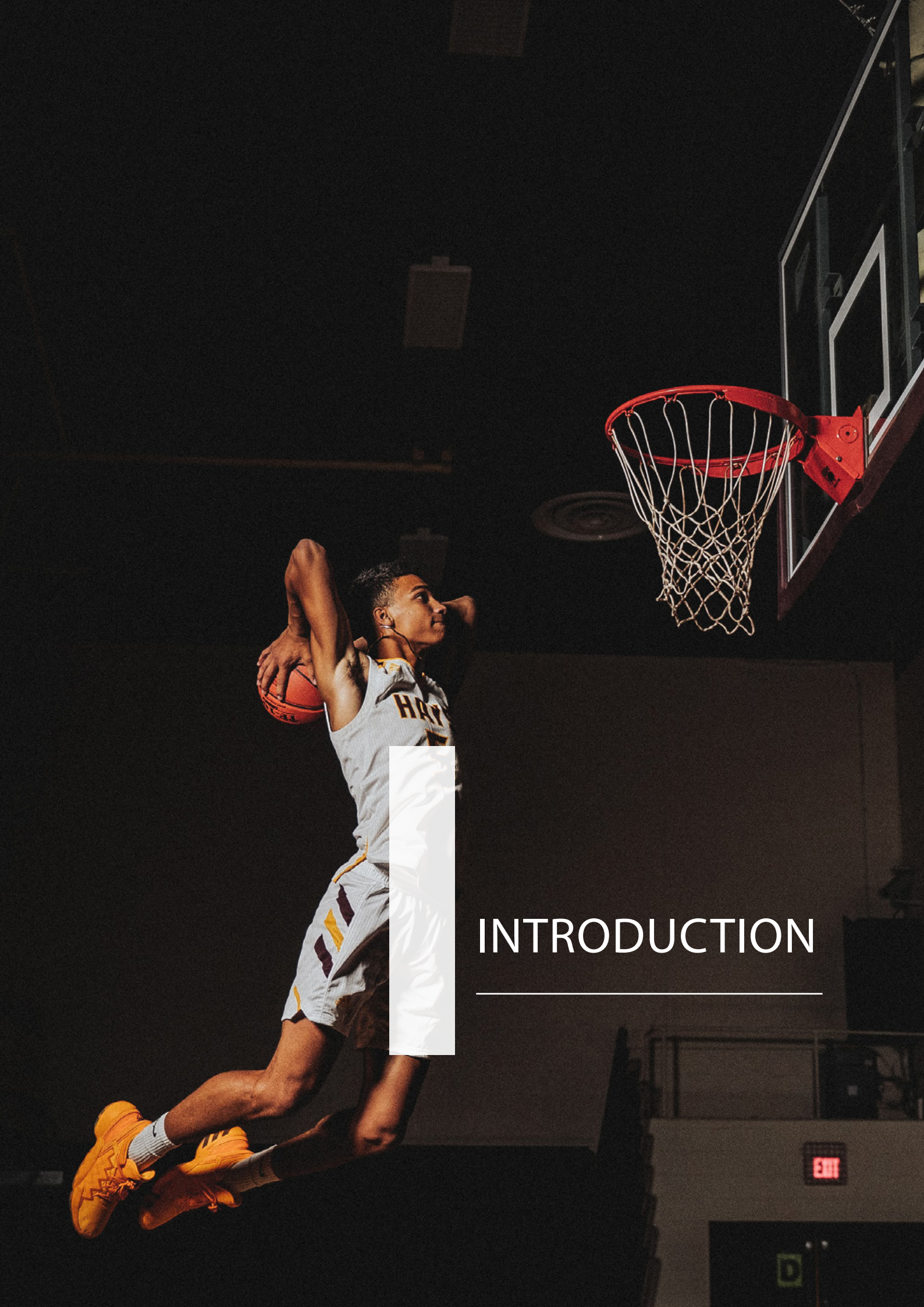
SUSTAINABILITY STRATEGIC PLAN

Series of recommendations and priority actions for the sport sector

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INTRODUCTION

1.1 - INTRODUCTION TO SUSTAINABILITY

This Sustainability Strategic Plan addresses the need to build on the success of the S2A Sport Mobility project, official title 'Enhancing the skills of Sport Administrators through international learning mobility', through a series of concrete recommendations and priority actions to be implemented.

Sustainability in the context of a short-term transnational project such as S2A Sport Mobility refers to the continuation of the project's goals, principles and methods to achieve its desired outcomes beyond the funded period. Encouraging and ensuring sustainability means creating the conditions in which the overall objectives of the project continue to be met through ongoing activities consistent with the resources available after the official funding comes to an end. Only through the sustainability of the project's aims and the application of its principles, processes and what has been learned, can the desired long-term impacts of the project be achieved.

In relation to the S2A Sport Mobility project, the legacy and sustainability of the project's innovative approach will help to achieve the desired benefits to education and workforce development in the field of sport administration in the medium and long term for the benefit of the whole field of sport and citizens participation both nationally and across Europe as a whole.

1.2 - INTRODUCTION TO THE S2A SPORT MOBILITY PROJECT

S2A Sport Mobility was originally designed as an innovative 18-month project under the European Union Preparatory Action known as "exchanges and mobility in sport". It was led and organised by the European Observatoire of Sport and Employment (EOSE) and involved seven other partners – three universities, a European Sport Management Association and three National Olympic Committees in the Western Balkans. It started in January 2020 and should have completed by the end of June 2021; however, due to the Covid-19 pandemic, it was officially extended, with the approval of the European Commission, to December 31, 2021.

S2A Sport Mobility built on the success of EOSE's earlier Erasmus+ S2A project (2018), a successful transnational initiative which analysed for the first time the field of sport administration and its workforce in Europe, and developed occupational standards which describe the functions, skills and knowledge required for competent practice. The rationale behind S2A was to support the sport and physical activity sector in realising its full potential by enhancing the skills of sport administrators, working in paid and volunteer roles, and strengthen their future employability and personal development through learning mobility experiences.

S2A Sport Mobility was a direct response to the needs of sport organisations in the Western Balkans in relation to building the capacity of their staff to improve their effectiveness, the effectiveness of their organisations and their future employability and mobility

The S2A Sport Mobility project set itself the following objectives:

- Reduce the gap between current and required skills of sport administrators
- Invest in human capital and contribute to capacity building of sport organisations
- Enhance physical activity and health outcomes through effective sport administrators
- Create conditions to increase uptake of learning mobility
- Promote international dimension of sport and encourage transregional cooperation



Further information about the project on <https://projects.eose.org/project/s2a-sport-mobility-2/>

1.3 - WORK PROGRAMME DESIGN AND DELIVERY

S2A Sport Mobility was designed as a testbed for learning mobility by planning and delivering an international fit-for-purpose European Course on Sport Administration, based on the S2A project's occupational standards and responsive to the needs of sport administration employers in four Western Balkan countries (Albania, Kosovo, Montenegro and the Republic of North Macedonia).

The programme aimed to recruit 32 young and relatively inexperienced sport administrators from these countries and include 8 similar learners from EU and EU partner countries (Belgium, Finland, Germany, Latvia, Lithuania, Slovenia and UK). The inclusion of learners from outside the Western Balkans was intended to test comparability, stimulate professional and cultural exchange, and lay the basis for sustainable networking and collaboration.

Participants needed to be aged between 20 and 35 years old, be actively involved in the running of a sports organisation in one of the four target countries, EU and partner countries and be able to understand and speak English confidently. They also needed to demonstrate motivation to learn and play a more strategic role in sport, to strengthen their network of contacts and live and work abroad in the future.

Partners agreed on topics and learning outcomes for three modules of the innovative European Course:

- Module 1 – Successful Strategy
- Module 2 – Effective Leadership
- Module 3 – Adapted Marketing and Communication for Sport

The project also specified national study visits by participants to other countries, customised to their individual needs and interests.

At the planning stage, no formal assessment of the learners during or after the course was requested by the partners.

The course was delivered in the English language.

1.4 - WORK PROGRAMME ADJUSTMENT IN THE LIGHT OF COVID

The original plan was to deliver each module of the European Course in-person during a full week of training in different Western Balkan countries. All partners desperately wanted the training to take place in-person because of the importance of interpersonal contact, cultural exchanges and the informal sharing of experience, knowledge and skills. Course delivery was originally planned for the autumn of 2020. However, due to Covid restrictions in 2020 and 2021, delivery was postponed twice. Unfortunately, the planned national study visits had to be cancelled altogether.

A decline in cases across Europe in late summer 2021 appeared to create a window for in-person delivery in the autumn. Unfortunately, infections rose again in September 2021, and the partners very reluctantly agreed that the only option was to move the course online.

The shift to online learning meant that much of the detailed planning had to be revised, although topics and learning outcomes remained unchanged. Ultimately, programme was redesigned with all partners' input, and each module was successfully delivered through five half-day sessions during one week in September, one week in October and one week in November.

The organising team quickly realised that the new approach also had some advantages. Online delivery allowed the partners to expand the number of learners who met the required criteria from 40 to 48 (6 additional learners from the Western Balkans and 2 from EU and partner countries). Moving online also enabled the organising team to involve a much wider range of guest speakers/panellists from more countries and sport organisations that would have been possible in a physical event.

Essentially, each half-day of delivery consisted of a short presentation from selected participants, during which they presented their national culture and sporting context, often complemented by video presentations. These were then followed by several presentations in lecture style by the course director, covering the essential knowledge which underpinned each learning outcome, followed by interactive questions and answers. These were interspersed with periods, typically from 20 to 45 minutes, when the learners were divided into online breakout groups and had specific tasks assigned which were relevant to the lecture content.

Composition of breakout groups was deliberately changed module by module so that every learner had the chance to interact with everyone, learn from other participants coming from different sport organisations and countries, and grow his/her network of contacts

For the first two modules on Strategy and Leadership, these were pretty much standalone activities. However, in the third module, the breakout groups were given a common challenge – to develop a marketing and communications plan for a small sport federation – which they had to build incrementally as the week progressed. On the final afternoon each group then had to present their plan in a plenary.

A further enhancement to the European Course was the introduction of guest speakers and/or panellists in the form of experienced sport administrators from a variety of sports and countries who recounted their own lived experience of the topics covered by the programme and responded to questions from participants.

Cancellation of the physical national study visits was compensated to a certain extent by inviting representatives of each nation to give everyone a brief introduction to their countries, their national cultures, the sporting environment and the role of their own organisations. One aim of the course was cultural exchange and mobility which would have featured more heavily if the course had been delivered in-person, but an effort was made to increase awareness of other countries and cultures represented on the course. Participants appreciated this aspect which improves connections and networking.



THE CASE FOR A SUSTAINABILITY STRATEGIC PLAN

2.1 - PLANNED LONGER-TERM IMPACTS

Even at the planning stage, the partners were confident that the S2A Sport Mobility project would only be the first step in a longer journey towards strengthening mobility and skills development within the sport sector in the Western Balkans and potentially more widely – and that this initiative, if proven successful, could lay the foundations for something more solid and lasting. Even when the application was submitted, the partners foresaw the following potential longer-term benefits:

- Enhancing the capacity building of sport organisations and promoting sustainable organisations with a well-equipped workforce of paid staff and volunteers
- Making learning mobility a reality in the sector
- Demonstrating the benefits of such learning experiences on individuals, sport organisations and the sport sector
- Continuing to foster international cooperation and encouraging transnational initiatives
- Enabling sport to reach its recognised potential and influence societal changes

To a certain extent, implementing the S2A Sport Mobility approach and methodology was challenging due to the pandemic conditions. However, as we will see, the actions which the partners could implement have been overwhelmingly successful, and there is every reason to believe those actions which could not be carried out – in-person training and study visits – are in high demand from the participants and partners and should be attempted in the future. In other words, the project demonstrated its value as a ‘proof of concept’ for learning mobility and created the conditions for future sustainability.

This was validated by the partners at their final meeting in December 2021 when they unanimously confirmed their commitment to enhancing the skills of the paid and volunteer workforce, the value that transnational learning experiences can add to skills development and their ambition to explore further implementation and continuity of the S2A Sport Mobility principles and methods.

2.2 - POSITIVE EVALUATION OUTCOMES

Evaluation was a key component in the S2A Sport Mobility project. Before and after the completion of each module of the European Course, participants were asked to complete an anonymised online evaluation questionnaire which sought their feedback on each key element of the module, their suggestions for improvement, the application of the learning to their work role and to estimate how much their knowledge and skills for learning outcome had changed as a result of their training. Analysis of feedback after each module enabled the organising team to improve the design and delivery of the following one taking into consideration the remarks and suggestions from participants.

After Module 3, participants were also asked some questions about their opinion about the relevance of the European Course as a whole and what they would want/suggest for the future.

Despite the impact of Covid, evaluation of learners’ feedback was overwhelmingly positive. For example:

- The average rating by the participants for all modules was 4.4 out of a possible 5
- Module 3 on Marketing and Communication even received a rating of 4.8 out of a possible 5 showing how the project team had responded well to participant feedback as the Course progressed
- Participants highly rated the organisation of the European Course, its content and the delivery of learning, with a large majority saying they would recommend the learning experience to a colleague.

All participants indicated that their level of skills and knowledge in each learning outcome for each of the 3 modules had increased significantly as a result of taking part in the Course.

The most negative feedback received from participants was the fact that the programme could not be delivered in person, although they all accepted the reasons for this. This was followed by a concern online learning sometimes meant that a small minority of learners appeared to be taking part online (they were logged in) but their cameras were turned off and they were not participating in break-out group discussions. This meant that those who were actively participating felt they were putting in more effort than the 'invisible' ones. But this was marginal, and a large majority of learners were actively engaged and contributed to the group discussions.

The strongest recommendation for improvement was that the group work format used in Module 3 (whereby the groups had the same assignment running throughout the module which could be further built by them after each knowledge session culminating in a plenary presentation of their work on the final day) was extremely well received and should be used, when possible, in other modules and future training.

There was also clear evidence concerning the application of learning to the learners' sport administration duties. In relation to Module 3, for example:

- 100% of participants said they were planning to apply this learning to improve their professional work and/or development
- 100% of participants were motivated to share this learning experience with their colleagues at work and to update their employer about the training.

In terms of the future:

- 100% expressed a strong willingness to participate in any future EOSE sport administration training opportunities, with more than 50% naming the following three topics as their highest priority for future training – Events Management, Project Development and Management, and Organising Sport for All /Participation.
- 100% supported a proposal to create a European network of sport administrators which could share experiences, challenges and good practice solutions.

After completion of the European Course, participants were also invited to provide (non-anonymised) testimonials. A selection below gives some indication of the project's impact at different levels, not only from those in the Western Balkans but also those from the EU and partner countries.

«The S2A Course has been a big help to me. I am a psychologist by profession, so my formal education did not include the knowledge I need to work in sports, so the knowledge I gained in this course will be very important for my future sports career. The organisation of the course was phenomenal, the lecturers tried to reveal to us, in 3 weeks, all the «secrets» about sports administration that will certainly be important to all of us. I am grateful for this opportunity, which was valuable for me and all the other participants.»

(Participant from Montenegro)

«Being part of this course was a wonderful experience for me. In this course I learned a lot of things that will help me for my career in the future. This course helped me to create contacts with some awesome people. This course taught me a lot of new things, and now I'm trying to bring alive, all those experiences that I got there. A special thanks for the course director and coordination team. Thank you very much for everything that you did for us! It was a great pleasure to meet you all! Hope we will meet again!»

(Participant from Albania)

«Taking part in the European Course on Sport Administration was a great honour and turned out to be an amazing experience. Not only the fact that it was completely free of charge but also the opportunity to connect with other sports professionals and learn new things broadened my horizon. The lectures given were truly encouraging and the guest speakers inspired me to change certain things at work or about my professional development. However, the most important thing for me during and after the course was that it brought back my ambition to keep on finding my place in the sports world.»

(Participant from Germany)

«First of all, it was great experience to be part of the S2A Sport Mobility Project. The course provided a lot of good knowledge for a future that can be utilized in working life. It was certainly disappointed that we were not able to take the course as originally planned and meet each other live. This would have provided a better overall focus on the topics among all participants, as well as better networking and acquaintance with other participants in the course. Nevertheless, it is great that I have been able to meet people from all over Europe in the same field due this online course and I hope to be able to take part in similar projects in the future too and be connected with the people I met on the course. And actually, one WhatsApp group has been active since the course ended, and that's great!»

(Participant from Finland)

«The S2A course was a great experience from start to finish. The content was really applicable to my job role and has helped me to understand certain areas more. I now have more confidence to discuss and add to these areas at work – the big world of strategy is not as complicated as I once thought! Hearing how knowledge was put into practice from a variety of guest speakers was also really beneficial. My favourite part of the course though, was meeting, sharing ideas and taking part in cultural exchange with new people from across Europe.»

(Participant from UK)

2.3 - ADDITIONAL LEARNING POINTS

The testimonials above not only underline the success of the learning programme, which addressed the first three aims of the project (reducing the gap between current and required skills, investing in human capital and promoting participation in physical activity through more effective sport administration), but they also highlight achievement of its broader aims (creating the conditions for learning mobility and promoting the international dimension of sport and transregional cooperation).

Analysis of feedback from participants, the EOSE team and partners also suggests the following learning points:

- Using the existing and recognised S2A occupational standards focused the learning on the reality of sport administration practice and reinforced the links between education and employment which was further enhanced by the inclusion of senior sport executives as guest speakers who relayed their own lived experiences of the topics under discussion.
- Using this competence-based approach helped the learners to see how they could apply new knowledge and skills in their own position within their sport organisation.
- The European Course and overall initiative established the value of cross-border exchanges and networking for the participants and identified a real desire on their part to continue this into the future through a more permanent network.
- Everyone involved deeply regretted the fact that the learning experience could not be conducted in person as it was originally planned even though the modules clearly met their objectives.
- Despite the disadvantages of moving the programme online, there were also some major strengths. Without the additional costs of travel and subsistence, more learners could be engaged and a wider range of guest speakers (much appreciated by the participants) could be brought in. 'Going digital' also took the organisers and partners through their own learning journey, an experience which will strengthen their own capacity to organise such courses again.
- Whereas the organisers did their best to include intercultural exchanges during the modules, this was limited and could not fully compensate for the cancellation of the tailor-made national study visits which were planned for each participant to undertake a concrete experience abroad. But this was not feasible because of the pandemic.
- The lack of formal assessment in the Course meant that after completion of the 3 modules participants could only be awarded a Certificate of Participation, not a Certificate of Achievement which would have attested to the knowledge and skills they gained from their learning. This created complications at the end of the programme because, even though the organisers could see who was logged in, it was very difficult to judge who was actively participating, and therefore acquiring new knowledge and skills, and who was not.
- The future mobility of the participants may have been strengthened by the award of a certificate from one of the partner universities or another relevant awarding organisation which would have complemented industry endorsement by the national partners.





SUSTAINABILITY THEMES AND RECOMMENDATIONS

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Using the analysis, main findings, lessons learned and discussion above, the partners held a final meeting in December 2021 to review all the project's aims, implementation and the evaluation outcomes.

They expressed deep satisfaction with the results whilst regretting that most activities had to be done remotely rather than in person. One agenda item focused on proposals for sustainability, and many were forthcoming thanks to the active contribution from the partners.

These proposals and suggested actions can be organised under the following themes which are consistent with their original vision for the future, enhanced by the views expressed by participants and the lessons learned during the project.

THEME 1: CONTINUING, BROADENING AND IMPROVING THE PROFESSIONAL DEVELOPMENT AND MOBILITY OF SPORT ADMINISTRATORS ACROSS NATIONAL BOUNDARIES

Due to the obvious success of S2A Sport Mobility as a pilot for learning mobility, this is most substantial recommendation and priority actions for continuity. Committed to attend the 3 weeks of training

Recommendation 1.1: Improve the three modules already delivered using the Course evaluation

- The three modules already developed have proved successful with both employers and learners. EOSE and the partners are now confident in online delivery and the course (or individual modules) could be made available at relatively low cost. The modules should be improved, particularly by adjusting the group work activities so that there is one consistent challenge for the break-out groups throughout the week of learning.
- A further improvement would be to strengthen the monitoring of learners during lectures and breakout groups to ensure that all are fully engaged if the modules are delivered online.

Recommendation 1.2: Extend the offer to new learners in the Western Balkans, EU and partner countries

- Demand to take part in the European Course on Sport Administration exceeded the number of places available and there are always new sport administrators joining the sector. Therefore, there is likely to be a latent market which has not yet been tapped into. It is also noteworthy that the modules have shown to be equally popular and relevant to participants from the Western Balkans and those from the EU and partner countries.
- This suggests that, with appropriate marketing and communication, these modules could be offered to a wider cohort of sport administrators (paid staff and/or volunteers) coming from anywhere in Europe and from various types of sport organisation.

Recommendation 1.3: Develop new modules and courses to create a full package of Continuing Professional Development (CPD) for sport administrators

- Since the approach and format of the S2A Sport Mobility project demonstrated their value, and the partners and participants have shown an appetite for further training opportunities, there is every reason to extend the coverage of the European Course to further areas of the sport administrator's role. Given the existence of the S2A Sport occupational standards, this could be achieved with appropriate financial support. The course director and team were able to develop topics and learning outcomes using the occupational standards as a key reference to real employment needs. Therefore, this competence-based training design methodology could be extended to further areas of learning.
- Development of new topics/learning outcomes and content could go forward in an organic way, beginning with the three new topic areas suggested by the participants as a priority (Events Management, Project Development and Management, and Organising Sport for All /Participation). This could be done, for example, by delivering the course over two years with the three existing modules in Year 1 and three new modules in Year 2.
- Following the delivery of these modules, participants and partners could be asked for suggestions concerning new priorities. In this way, a full package of sport administration professional development modules could be developed over time. This would need to be periodically reviewed to ensure it continues to be responsive to the changing skills needs of the sport sector and takes account of the impact of Covid on sport and physical activity in Europe.
- The partners were concerned, however, that training content must be original and should be seen as complementary to training offered by the International Olympic Committee (IOC).

Recommendation 1.4: Once conditions are right, include in-person learning and the national study visits but consider a blended approach

- As noted earlier, the greatest regret expressed by partners and participants of the S2A Sport project was the fact that the whole European Course had to be delivered online and that the customised national study visits abroad by the participants had to be cancelled. EOSE and partners need to judge when the conditions across Europe are right to attempt to bring these two elements back into training delivery. Both would undoubtedly strengthen the potential for transnational learning, knowledge sharing and mobility. In the past, EOSE coordinated national study visits involving around 60 participants from Malta which were very well received, so we know from evaluation of that initiative that the concept works and there are clear benefits for networking, cultural exchanges and understanding, personal development and a deeper appreciation of how the sector operates in other countries.
- However, the project also showed that online delivery had some advantages especially by being able to reach a larger group of learners and include a wider range of guest speakers (whose contributions were very warmly received by the participants). There is room, therefore, to explore for future delivery the possibility of combining online and in-person learning in a blended approach to 'make the best of both worlds' and respond to the expectations of future learners and sport organisations.

Recommendation 1.5: Introduce formal assessment and explore the potential for accreditation to strengthen engagement and mobility

- The lack of formal assessment created some difficulties particularly in not providing sufficient motivation for some learners to consistently engage, and when it came to awarding certificates after the European Course. EOSE and its partners should develop formal assessment methods which could be offered as an option for partners and participants. In the spirit of the competence-based course, a work-based assignment focusing on improving an aspect of the learner's own workplace (for example, improving an aspect of strategy or marketing) would be more appropriate than a traditional examination.
- We could also explore the possibility of gaining accreditation from one of the university partners. Whereas the volume of learning in such a course could never compare with a full university degree or diploma, the European Commission is now beginning to advocate 'micro-credentials' – credit bearing qualifications which can attest to much smaller volumes of learning, for example 1-6 credits in the European Credit Transfer and Accumulation System (ECTS) which amount to 25-150 hours of student learning which would be appropriate to the S2A Sport modules and course as a whole.

Recommendation 1.6: Seek closer integration with existing university programmes

- Many European universities have training programmes which are relevant but not specific to sport administration. One strength of the S2A Sport Mobility modules is that they are specific to sport administration, and they are directly based on the needs of employment in the field and thus strengthen the potential not just for mobility but also employability. They are seen as a direct response to the sport organisations' needs to enhance the skills of the sport administration workforce and strengthen the capacity of the sport organisation and the sector as a whole.
- Whereas the courses and modules have enormous value in their own right and must continue to be available as free-standing continuing professional development opportunities in sport administration, they could also become a valuable complement to existing university training programmes, possibly as optional credit-bearing modules. EOSE and the team should therefore explore the possibility of closer liaison with selected universities – possibly those already involved in the project and the wider EOSE membership.



THEME 2: BUILDING A SUSTAINABLE NETWORK OF SPORT ADMINISTRATORS AND GOOD PRACTICE EXCHANGES ACROSS EUROPE

Recommendation 2.1: Build a network of European sport administrators

The project demonstrated the value of transnational networking and exchanges, and it is something which the participants and partners strongly welcomed. All participants responded positively to the proposal to make networking more permanent and sustainable after the funded period. Some have even begun to create their own informal social media groups to exchange, maintain the links, share good practices and create some synergies.

S2A Sport Mobility has shown the value of such an approach and the desire to make it happen. This could be done using digital solutions and with oversight and coordination by EOSE. EOSE should explore further the potential for a sustainable network and mechanisms which could establish it and carry it forward into the future, possibly by seeking the support of one of the partners such as the European Association of Sport Management (EASM) which has been in existence for nearly 30 years and has vast experience of transcontinental professional cooperation.

Recommendation 2.2: Facilitate the exchange of sport administration good practices

More formal networking would create the potential for good practice exchanges between sport administrators across Europe. Such a network could then have regular online or sometimes in-person seminars/workshops on particular themes and challenges, chosen by the network members themselves, in which the participants could identify and analyse the challenges that they face and exchange good practice solutions.

Even if the network proposed in 2.1 does not emerge in a more formal way, EOSE could possibly still organise such online seminars/workshops on an annual or biannual basis but also innovative events such as online coffee break sessions with a duration of 1 hour to keep the momentum and maintain synergies with and between participants..

THEME 3: EXTENDING THE SCOPE AND RESOURCING OF LEARNING MOBILITY TO OTHER COUNTRIES

The proven success of S2A Sport Mobility creates some further intriguing possibilities for extending the European Course to wider groups of potential sport administration learners in Europe and developing training opportunities in new areas of practice in the sport and physical activity sector.

However, casting the net wider geographically and to new occupations requires human and financial resources. Indeed, many of the recommendations highlighted above have resource implications and it will be vital for sustainability purposes to explore and establish realistic funding mechanisms which go beyond EOSE's and partners' current capacity.

Recommendation 3.1: Carry out market research to identify and analyse demand for the S2A Sport Mobility course in other European countries and parallel training courses for other occupations

The S2A Sport Mobility European Course was well-received, not just by participants from the Western Balkans but also by those from the seven EU and partner countries who took part. This suggests that there is a much wider potential demand amongst sport administrators and their employers for such learning opportunities across Europe and this should be further explored. EOSE, with a membership of 32 energetic national stakeholder organisations covering 25 nations in the EU and strong links with European countries outside the Union is well-placed to carry out such market research and could do so. This market research, carried out through surveys, consultations and workshops, could also include exploring the potential for similar learning opportunities for other occupations in the sector. As noted earlier, these could be based on existing sport occupational standards or, where these do not exist, by developing new occupational standards using EOSE's proven 7-Step Model for Lifelong Learning.

Recommendation 3.2: Seek financial resources to operationalise the recommendations on a sustainable basis

Some of the recommendations made above can be achieved at relatively low cost and are within the capacity of EOSE to deliver. Others, such as developing and delivering a programme of new training modules and extending these to a full package of continuing professional development for sport administrators will require additional funding. If future training initiatives are to include in-person training delivery and national study visits, the costs become even higher to cover travel and subsistence costs for participants, the management team and lecturers. The project has proposed to not only explore further sources of EU financial support, but also to seek funding from one or more private sector sponsors – possibly those already connected to national or international sport federations. Private sector sponsorship in the sport sector is hardly a new thing, and it should be possible to attract interest. Local partners in the Western Balkans should explore these possibilities further and assess the feasibility of such financial support. Alternative external funding sources may also include European Sport Federations, the International Olympic Committee's Olympic Solidarity fund and the European Social Fund.

The other potential source of funding is, of course, the learners themselves and their employers. However, little is known about how much they may be prepared to pay and on what conditions. This will also require further research to precisely assess the situation and propose a relevant way forward.





SUSTAINABILITY STRATEGIC ACTION PLAN

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This section of the guide is concluded by a Sustainability Strategic Action Plan developed and agreed by the S2A Sport Mobility partners outlining 10 priority actions and the related timing, audience, methods/ activities and responsible organisations.

Theme 1: Continuing, broadening and improving the professional development and mobility of sport administrators across national boundarieslabour market

Timeline	Action	Audience	Methods / Activities	Responsibilities
2022	1.1 Improve the three modules already delivered using the findings from the course evaluation	<ul style="list-style-type: none">- Project partners- Sport administrator employers in Western Balkans, EU and partner countries- Sport administrators	<ul style="list-style-type: none">- Revise group work activities for Modules 1-2- Introduce measures to monitor participant engagement more closely- Explore potential for formal assessment	<ul style="list-style-type: none">- EOSE
2022 - 2023	1.2 Extend the offer to new learners in the Western Balkans, EU and partner countries	<ul style="list-style-type: none">- Project partners- Sport administrator employers in Western Balkans including those not involved in S2A Sport Mobility- National and international sport federations- National Olympic Committees- Sports clubs- Sport administrators- EOSE members	<ul style="list-style-type: none">- Development and dissemination of publicity material- Online meetings with interested sport organisations	<ul style="list-style-type: none">- EOSE- Project partners and their own networks of contacts- Trained sport administrators (as ambassadors)
2022 - 2025	1.3 Develop new modules and programmes to create a full package of continuing professional development for sport administrators	<ul style="list-style-type: none">- Project partners- Sport administrator employers in Western Balkans including those not involved in S2A Sport Mobility- National and international sport federations- National Olympic Committees- Sports clubs- Sport administrators- EOSE members	<ul style="list-style-type: none">- Review of participant input- Validation of identified topics with partners and trained sport administrators- Identifying/validating learning outcomes for new modules- Identifying and validating module structure- Identifying and validating learning content and activities, and assessment methods- Identifying potential guest speakers and case studies- Check for conflict/overlap with other existing training programmes and courses- Producing publicity material- Producing Training Handbooks- Identifying and enrolling participants- Delivering new modules	<ul style="list-style-type: none">- EOSE- EOSE members- Project partners- Trained sport administrators (as ambassadors)

Timeline	Action	Audience	Methods / Activities	Responsibilities
2022 - 2024	1.4 Once conditions are right, include in-person learning and the national study visits but consider a blended	<ul style="list-style-type: none"> - Project partners - Sport administrator employers in Western Balkans including those not involved in S2A Sport Mobility - National and international sport federations - National Olympic Committees - Sports clubs - Sport administrators - EOSE members 	<ul style="list-style-type: none"> - Monitor Covid situation, as well as national and travel restrictions - Revise module delivery approach to make it more appropriate to in-person learning - Explore the advantages of blending online and in-person learning - Identify and secure opportunities for national study visits as a complement to the blending online and in-person learning delivery - Identify the financial resources required Make travel, venue, accommodation and catering arrangements - Deliver the in-person learning and the national study visits through a blended approach 	- Trained sport administrators (as ambassadors)
2022 - 2023	1.4 Introduce formal assessment and explore the potential for accreditation to strengthen engagement and mobility	<ul style="list-style-type: none"> - Project partners - Potential awarding organisations (universities, professional bodies etc.) - EOSE members 	<ul style="list-style-type: none"> - Identify potential awarding organisations and their readiness to offer accreditation - Where there is willingness to offer accreditation: <ul style="list-style-type: none"> > Evaluate their requirements for assessment and accreditation > Review module learning outcomes > Review and, if necessary, revise assessment methods and quality assurance mechanisms to meet awarding organisations' requirements > Pilot and revise assessments > Establish agreements/ contracts with awarding organisation 	<ul style="list-style-type: none"> - EOSE - Project partners
2022 - 2023	1.6 Seek closer integration with existing university training programmes (Can be carried out in	<ul style="list-style-type: none"> - Project partners - Potential university partners - EOSE Members 	<ul style="list-style-type: none"> - Identify potential university partners - Review existing training programme content to identify potential synergies - Establish arrangements for delivery of selected modules as part of existing training 	<ul style="list-style-type: none"> - EOSE - Project Partners

Theme 2: Building a sustainable network of sport administrators and good practice exchanges across Europe

Timeline	Action	Audience	Methods / Activities	Responsibilities
2022 - 2025	2.1 Build a network of European sport administrators	<ul style="list-style-type: none"> - Project partners - Sport administrator employers in Western Balkans including those not involved in S2A Sport Mobility - National and international sport federations - National Olympic Committees - Sports clubs - Sport administrators - EOSE members 	<ul style="list-style-type: none"> - Canvass potential for a European network of sport administrators among current participants and their colleagues - Establish arrangements for network involving current course participants - Consult sport administrators on suggestions and opinions for such network and type of activities to be delivered - Support network as necessary - Canvass potential for extending the network beyond existing - Support extension of network 	<ul style="list-style-type: none"> - EOSE - Project partners - Trained sport administrators (as ambassadors)
2022 - 2025	2.2 Facilitate the exchange of sport administration good practices	<ul style="list-style-type: none"> - Existing sport administrator participants and their colleagues - New network participants, including new sport administrators and students 	<ul style="list-style-type: none"> - Identify and validate potential topics for good practice exchanges and discussion - Identify and validate potential schedule of online and/or in-person meetings (e.g., online training, conference, coffee break discussion) - Support meetings for the exchange of good practices with and between participants - Consult sport administrators on main realities and challenges in their own sport organisations 	<ul style="list-style-type: none"> - EOSE - EOSE members - Network Members - Trained sport administrators (as ambassadors)

Theme 3: Extending the scope and resourcing of learning mobility to other countries

Timeline	Action	Audience	Methods / Activities	Responsibilities
2023 - 2024	3.1 Carry out market research to identify and analyse demand for the S2A Sport Mobility course in other	<ul style="list-style-type: none">- Project partners- Sport administrator employers in Western Balkans including those not involved in S2A Sport Mobility- National and international sport federations- National Olympic Committees- Sports clubs- EOSE members	<ul style="list-style-type: none">- Develop and disseminate publicity materials- Identify potential new partners and participants- Consult sport organisations to identify key topics and potential training modules- Establish arrangements for the development, preparation and delivery of innovative courses/ modules	<ul style="list-style-type: none">- EOSE- EOSE Members- Project partners
2022 - 2023	3.2 Seek financial resources to operationalise the recommendations on a sustainable basis	<ul style="list-style-type: none">- European Commission- National Agencies- National and international sport federations- International Olympic Committees- National Olympic Committees- Private sector donors	<ul style="list-style-type: none">- Identify the financial resources required year-on-year per targeted activities-Build a case for funding for each activity- Identify and evaluate potential sources of funding from public and private sources- Make applications for funding- Establish contracts/agreements	<ul style="list-style-type: none">- EOSE- EOSE members- Project Partners

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Enhancing the Skills of Sport Administrators through Learning Mobility



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