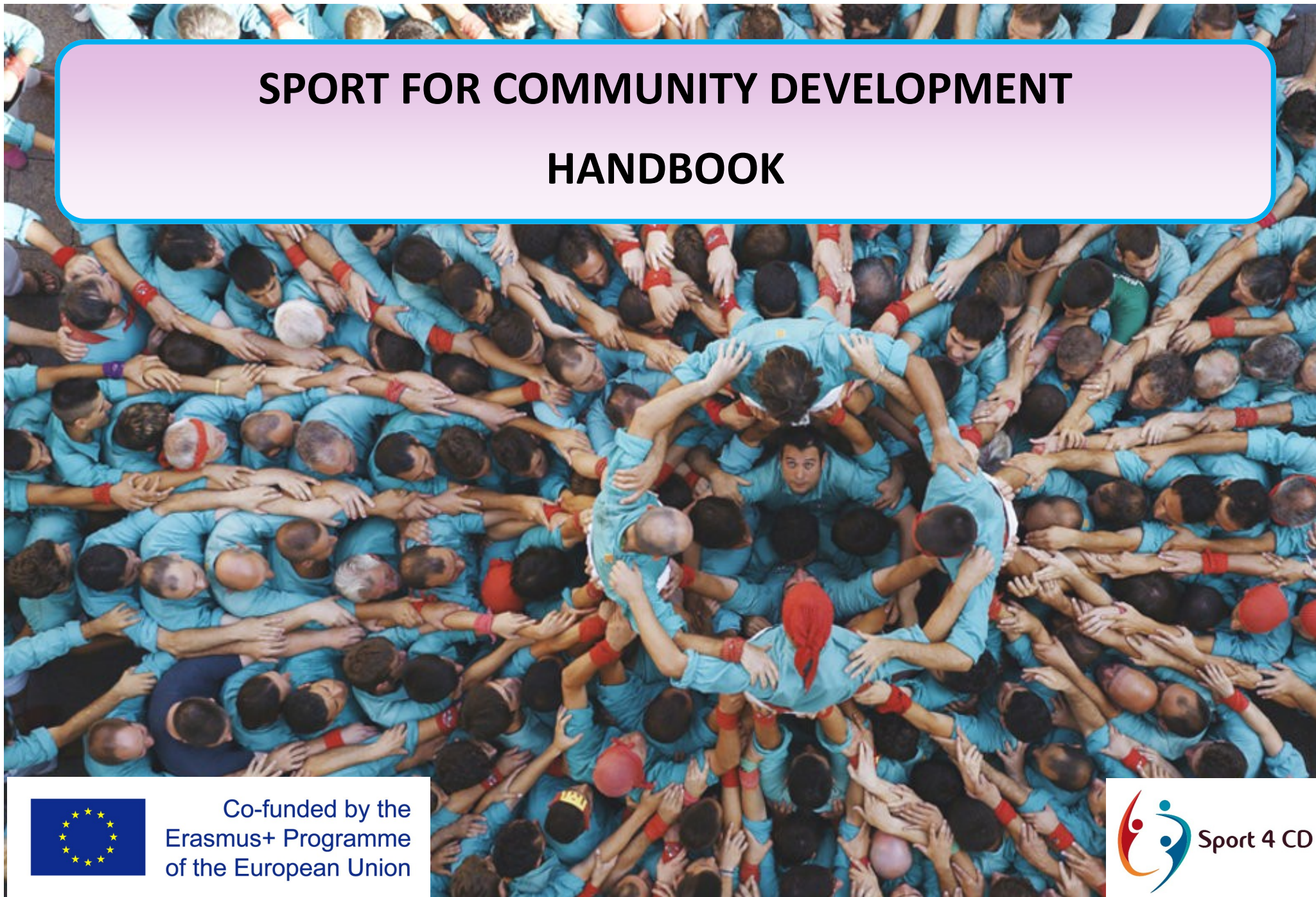


SPORT FOR COMMUNITY DEVELOPMENT HANDBOOK



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THE PROJECT

SPORT FOR COMMUNITY DEVELOPMENT

Erasmus+ Programme, Sport 2016
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Organizations

People University of Sport, Rome, Italy (Coordinator)
Dacorum Council For Voluntary Service, United Kingdom
Associação Recreativa Cultural E Social De Silveirinhos, Portugal
Association Of Citizen Work In Progress – Radovi U Toku, Serbia

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INTRODUCTION



The Sport for Community Development Project

The Sport for Community Development is a project founded by the Erasmus Sport Programme; the coordinator of this project is the People University of Sport, Rome, Italy, and the partners are Dacorum Council For Voluntary Service, United Kingdom, Associação Recreativa Cultural E Social De Silveirinhos, Portugal, Association Of Citizen Work In Progress – Radovi U Toku, Serbia.

The project intends to develop the theme of community development through sports. Sport and sports-related activities are, in fact, an element that can help with community development, when:

- they focus on the entertainment in playing and in meeting others instead of simple, pure competition;
- there's a choice of multiple sport disciplines and motor activities that can involve the largest possible number of people, intercepting different interests, generations and social classes;
- sports might become community development when they provide opportunities to facilitate processes of change and elaboration that are real and effective.

Our project aims to create an original methodology that combines sports and an approach to community development, in order to allow operators and volunteers to become development facilitators in communities, throughout sports.

What is this manual for?

This manual is designed to provide an overview of training materials which are freely available for coaches, trainers, community workers and volunteers. It specifically looks at how to set up and manage a community sports group, and how to create and run a community sports event. There are links throughout the manual to training materials and other resources that can be downloaded free from the main website: www.sport4cd.eu



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CHAPTER 1: SETTING THE CONTEXT

1.1 What is a community?

1.2 What is community development?

1.3 Sport for the Community Development



CHAPTER 1 SETTING THE CONTEXT



1.1 What is a community?

Community can be a group of people who share a geographical connection, such as living in the same town or neighbourhood, and who interact socially. A community might also be defined as people who have a characteristic in common such as a shared religious belief, or something that distinguishes them – maybe they are elderly and infirm or have a disability. Thirdly, a community of interest might bring together the people who have a passion for a sport or activity; these are the people most likely to be of relevance to us. The communities might share all three of these definitions – for example a town might have a disabled horse-riding group and an exercise group for the over 50's.

The community is certainly linked to a context, is necessarily connected to other communities and, moreover it can "contain" different "sub-communities" within it (for example, a community related to a specific territory can include various ethnic communities with different cultural identities).

In recent times, we have seen that physical contact or geographical proximity is not necessary to create a community identity, if there are efficient communication and common objectives are pursued. For example, virtual communities were created via internet. However, it should be noted that these are the result of precise choices by people, which can therefore, willingly, come and go as they please and become part of other communities quickly and without particular problems. This means that the rules applicable to the study of "material" communities are not universally applicable to the new "virtual" communities.



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1.2 What is community development?

Community development is a way of strengthening civil society by prioritising the actions of communities. It seeks to empower local communities around specific themes or policy initiatives. It strengthens the capacity of people as active citizens and the capacity of institutions to work with citizens to shape change in their communities.

The concept of **Community Development** is generally defined as the process by which community members work in synergy to undertake collective actions and find effective solutions to shared problems, with the aim of building resilient communities based on justice, equality and mutual respect.

Community development actors must therefore use "educational" and training tools that promote participatory democracy, sustainable development, awareness and acquisition of economic rights and opportunities for empowering people within their communities.

In this process it's very important to start from the principle that within each community there is a wealth of knowledge and experience that - if properly solicited, cultivated and creatively used – it can be channeled into collective actions to achieve aims desired by the communities themselves.

The Community Development, summarizing, is therefore a complex phenomenon that can include several aspects:





the rise and enhancement of the community's resources. Each human group has in fact peculiar resources, given by the stories and abilities of the people who compose it, by the characteristics of the territory, and so on. The first step in developing a community is to bring out the potential, skills and attitudes of its people, in short, its "human capital".

the active involvement of the community, as an assumption of responsibility and awareness that without active commitment there can't be change. This ability has to deal with the resilience, that is the ability to cope with life's difficulties by developing positive capacities and values.

the development of the ability to learn from the community itself, which means learning to mediate conflicts, to adapt to changes and to become aware that it's the community itself responsible for the education of those who are part of it.

Lastly, in the light of recent considerations regarding the relationship between community and environment, it's worth pointing here up that all the actors involved in the communities development, from large governmental and non-governmental institutions, activism and voluntary service, individuals and groups of individuals, no one can ignore the reasoning for "massive ecosystems" that act on the climate change, including all living systems: not only humans, but also soil, vegetation, animals. In this sense, we say that "community" doesn't include and concern only the human race, but the whole context of which it is part. In other words, it's always good to think and design in terms of "bio-sustainable development".





1.3 Sport for the Community Development



The word “sport” conjures up an image straight away: the local football team or tennis club are clearly taking part in sports. In other words, they are playing a game, taking part in a competition or an activity needing physical effort and skill to play or take part in.

More broadly we can also include all physical activities that people do to stay healthy or for enjoyment, and on this basis a dance class and a walking group would also qualify.

But SportAccord, the international sports federation association, recognises five sports which are non-physical: bridge, chess, draughts (checkers), Go and Xiangqi so the definition can be broader still, and include mental games and other leisure pursuits.

From the European Sports Paper (2001): "With *sport* we mean any form of physical activity that, through organized or casual participations, aims to enhance or improve physical fitness and mental well-being, building relationships or obtaining results in competitions at all levels". In 2003, the UN Inter-Agency Task Force on Sport for Development and Peace has defined sport as: "any form of physical activity that contribute to physical fitness, mental well-being and social interaction, such as playing, recreation, organized or competitive sport and indigenous sport and games". Everywhere in the world, sport inspires action and commitment. It attracts individuals of all ages, gender and provenance in a spirit of solidarity and brotherhood; strengthens individual well-being and social ties. For this reason, the United Nations and their partners consider sport an effective lever for development, giving it full recognition in the 2030

What about the connection between sport and Community Development?



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Characteristics of sport in general are **participation and inclusion**: it unites individuals and communities, contributes to the promotion of personal skills, to the increase of social values awareness and can act as a tool to contribute to the interaction and social integration. In fact, sports practice consolidates self-confidence, teaches fundamental values such as tolerance, cooperation and respect and at the same time the "culture of fatigue" and the ability to manage both victories and defeats. The potential of sport as a tool for development (however low cost and high impact) are still under-utilized, has remained for years on the edge of common thought, despite having been previously recognized as a human right. Too often it has been considered a product of development and not its potential producer.

The sporting practice has exclusive characteristics that allow it to contribute to the development processes in an efficient and effective way:

Universality. Overcoming national boundaries, cultural and socio-political and economic limitations, the sport is able to involve both the participants as well as viewers, and it can be practiced in any community in the world. Also, it can be used to address a large number of economic and social challenges.

Communication. Sport has the ability to reach a large number of people and therefore can be considered within programs for public education and social mobilization. Furthermore, the "language" of sports is made up of simple rules and is non-verbal, which simplifies communication: it facilitates the formation of a group and the strengthening of cohesion thus becomes a passage that is easier to put into practice. In this sense, the sports practice moves in an environment where are promoted values such as a sense of responsibility, respect, group spirit and, above all, tolerance, an increasingly important factor in multi-ethnic contexts or with the presence of minorities.



Aggregation. The sport ties together players, teams, coaches, volunteers and spectators. It's a tool with the ability to enhance the potential (not only physical) of the people who practice it and is, in itself, a great device of social cohesion, a natural aggregator. The sport brings together people who have different backgrounds, belonging sense, social context of reference, but who speak, communicate and find themselves around the sharing of a passion and a specific interest. It also contributes to creating relationships and communities by using the body as an essential anchor for places and territories.

Motivation. Sport has the capacity to bring out, develop and enhance individual values and abilities. Confronting with a sport also means confronting one's own limits through a reflection on one's personal abilities. It can serve to give greater confidence in oneself and to obtain a realistic critical sense and, consequently, the overcoming of one's limits is no longer perceived as a risk but it translates into an openness to new paths and new challenges.

Possible **expected results** in the use of sport as a tool for community development:

- Prevention and promotion of physical and psycho-social health; reduction and containment of direct and indirect costs of medical treatment; support to overcome traumas of various kinds.
- Improvement of collective well-being and reduction of exclusion and social discrimination; improve socialization; allow independence and participation; encourage inclusion.
- Increase integration and prevention of social conflicts and build peace, creating relationships of trust and a culture of cooperation.
- Promotion of equal opportunities and the emancipation of girls and women, improving their health and well-being, encouraging self-esteem and emancipation and facilitating their social integration.



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CHAPTER 2

GOOD PRACTICES FOR SPORT AND COMMUNITY DEVELOPMENT

- 2.1 Guide lines to create your good practices in Sport for CD
- 2.2 Checklist to set up a Sport for CD programme
- 2.3 Training of trainers



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CHAPTER 2 GOOD PRACTICES FOR SPORT AND COMMUNITY DEVELOPMENT



2.1 Guide lines to create your good practices in Sport for CD

The first activity we carried on in our project has been a collection of good practices related to the project issue.

A «good practice» is a practice that has been proven to work well, produce good results, and is therefore recommended as a model to follow. So each partner have identified three good practices that could be connected, somehow, with sport and community development.

In order to collect the practices the work group of the project have created a template, to share a common way to describe them, and so obtain data that could be compared across the project countries. The result of this work is available in one of the project outputs: «Collection of best practice on Sport for Community Development». Reflecting on these good practices we have identified some aspects that can be considered as «Guide lines» in order to set up sport activities for Community Development.



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Educational goals

The practices that use sport for community development have different educational goals:

- develop a sense of belonging to the community; helping to bring out, strengthen and share positive visions and values of a community, fostering mutual knowledge, cooperation, as well as through collective moments linked to the pleasure of sharing sports;
- cultivating the well-being of the community through sport;
- to develop community resources, such as the ability to activate solidarity networks, to deal with the social inclusion of the weakest, and to develop the ability to do this also through sports activities;
- to develop the participation and active engagement of community members for the common good through sport, for example by making sure that the members of the community can animate self-managed sports activities through volunteer instructors, or can take care of the common areas where to practice sports , etc.

To cultivate these objectives, here are a series of aspects to consider, which correspond to actions to be carried out in order to plan and implement an effective activity for the development of the community through sport.





1. Understand the needs and aspirations of the Community

An important part of the preparation will be dedicated to understanding the needs and wishes of the community, and found shared educational goals.

We need to start by identifying a "main target group", but also taking into account other groups that are part of the community.

The following key questions can be useful in order to facilitate the emersion of needs, resources and objectives, for what concern the community in general, and particularly the role of sport:





<p style="text-align: center;">COMMUNITY DEVELOPMENT</p> <p style="text-align: center;">KEY FEATURES</p>	<p style="text-align: center;">ROLE OF SPORT</p> <p style="text-align: center;">AS A DEVELOPMENT FACILITATOR</p>
<p>Emergence and enhancement of the community resources:</p> <ul style="list-style-type: none"> ● What is the story of this community? ● What are its components? ● What is the story of the place where the community lives? ● What are the human and other resources that the community has? 	<p>Emergence and enhancement of the community resources through sport:</p> <ul style="list-style-type: none"> ● How can sport and bodily activities promote and make visible the community resources? ● What are the community resources from the point of view of sports animation and bodily activities? ● What are the resources of the territory? ● What are the resources to develop?
<p>Active involvement of people in promoting community welfare:</p> <ul style="list-style-type: none"> ● What are the needs and desires of the community members? ● What can the community members do to meet these needs? ● How to actively involve community members? ● What supports does the community need to develop a more active role? 	<p>The active involvement of people in promoting the well-being of the community through sport</p> <ul style="list-style-type: none"> ● How can sport and bodily activities become an element of involvement and activation of community members? ● What are the needs and desires of community members in relation to sport? ● What supports does the community need to give life to these sports activities?
<p>Development of the community's ability to learn:</p> <ul style="list-style-type: none"> ● What are the learning needs of community members? ● What skills and knowledge do the community need to develop collectively? 	<p>How sport can develop a community's ability to learn:</p> <ul style="list-style-type: none"> ● How can sport become a factor in developing the community's ability to learn? ● What are the experiences and knowledge available to members of the community in the field of sport and bodily activities in general?



2. Have a plan

Developing sport activities should be part of your wider strategy, as organization or informal group.

This is important, because:

- the organisation will become more aware of the vision, values and motivations behind the project;
- you can include in your plan a strategy in order to develop the skills needed to improve the management of the sport4CD activities.

3. Sports activities

What type of activity can we organize?

Sport events: an event usually consists of one or more days, it is an exceptional activity, comparable to a party, a celebration. Generally sports events include:

- competitions;
- open classes;
- demonstrations;
- conferences;
- artistic performances;
- etc.



Set up a sport training courses program: a program of activities is organized over a year or months; it consists of a series of courses of different disciplines and addressed to different targets, accompanied by other types of activities, such as orientation, cultural activities, medical supervision, training of teachers and volunteers who support activities, etc. The composition of the program is made taking into account the needs of the community, and the needs of the different target groups.



Whether we are talking about events that activity, it is important to remember some key objectives in view of sport for community development:

- try to set up and provide sporting activities involving as many people as possible, including disadvantaged People;
- using sports to develop the community's resources such as social skills;
- using sports to develop community vision and identity;
- set up activities that are sustainable; in other words the organisation needs to have the ability to continue organising sports for the benefit of the community.

In any case, beyond the specific activity it will be important to always have clear our objectives regarding the development of the community, make them explicit, and share them with the members of the community participating in sports activities. For example, by communicating that the activities we propose are a way to create better relationships among the members of the community, to foster mutual knowledge; or that we want to encourage the community's commitment to taking care of the common areas dedicated to sport; or that we want to encourage dialogue and knowledge between different cultures through sport; etc.



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4. Complementary activities



Beside the sporting activities, it is important to organise complementary activities that are aimed at encouraging knowledges and skills important for the community development.

Examples include:

- cultural activities in general, to create awareness about the community, to foster reciprocal knowledge among the community members, enhance cultural crucial aspects, etc.
- training courses for community members, according to specific needs and aims;
- provision of assistance to disadvantaged community members;
- etc.

These activities often require other organisations to be involved, hence the importance of establishing a network with other stakeholders and organisations in the area.

5. Easy Access

The practical aspects of arranging sporting activities – timetables, venues, accessibility and costs – should take into account the needs of participants from both a social and cultural point of view.

6. Specific skill set

Enhancing the skill sets of staff, trainers, instructors, and volunteers, is a key part of the success of sports activities aimed at intercultural dialogue (see also below).



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7. Networking

Create a list of stakeholders such as community leaders, experts, other organizations and public administrators, and start a process of getting to know them, so they will be aware of and understand the role of your organization. Networking can help bring different parts of the organization together.

8. Communication

You will need to consider how to communicate the sports activities in order to involve the wider community. How will you communicate with members; how frequently and regularly? How will you communicate to a wide public? Make sure your contact details are readily available where members of the public can easily find you such as in local directories for example.

Regarding the contents of the communication, they should concern our objectives regarding the development of the community. It is important to make these goals explicit, and to share them with the members of the community. For example, by communicating that the activities we propose are a way to create better relationships among the members of the community, to foster mutual knowledge; or that we want to encourage the community's commitment to taking care of the common areas dedicated to sport; or that we want to encourage dialogue and knowledge between different cultures through sport; etc.



2.2 Checklist to set up a Sport for CD programme



Based on the elements listed in the previous chapter we tried to create a checklist to help those who are organizing sports activities for community development; we offer it to you, hoping it will be useful.

Point 1: Understand the needs and aspiration of the community

- What is the community you are working with? how is it composed?
- In your opinion, what are the human, cultural and concrete resources on which this community can count? Have you tried to reflect on this? Have you done any research on the territory to answer these questions?
- What are the aspects that this community should develop, in your opinion, for a better quality of life?

Point 2: Have a plan

- What is the motivation that drives you to work for the improvement of the community?
- Why do you want to do this through sport?
- How do you intend to pursue this goal? (try to respond in a short and long term perspective ...)



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Point 3: Sports activities

- What kind of sporting activities do you want to organize for the community?
- What kind of people do you expect to reach?
- What are the educational goals you want to pursue?
- How can these sports activities develop community resources?
- How can they contribute to creating shared and positive visions and identities?
- How can these activities be sustainable?

Point 4: Complementary

- What kind of complementary activities do you plan to activate?
- Are there any courses and educational activities that you think will be useful?
- Are there any artistic and game activities that you think can be useful? (eg traditional dances, educational activities, etc.)
- What are the educational goals of complementary activities?

Point 5: Easy access

- What could be the obstacles to access to the activities you are organizing?
- Are the activities organized so as to facilitate access from various points of view? (economic, timetables and places, accessibility for the disabled, etc.)



Point 6: Specific skill set

- Do you think that the skills of your staff, both as operators and as volunteers, are sufficient?
- What training actions would you need? Addressed to whom?
- How do you plan to respond to these needs?



Point 7: Networking

- What are the local organizations you want to involve?
- How do you plan to involve them?

Point 8: Communication

- What do you want to communicate?
- How do you want to communicate?
- Have you clearly included in the communication that the goal of all educational actions is to strengthen and improve social ties and cooperation in the community?



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2.3 Training of trainers



Within the Sport CD project we have paid attention to the training of operators and volunteers, as a key aspect to achieve effective activities for community development through sport. For this reason, a further project output is the Sport CD training course.

DURATION

40 hours overall:

- 16 hours classroom lessons: 2 meetings for 6 hours + 1 for 4 hours
- 16 hours by distance (exercises / research / analysis / verifications)
- 8 hours practical in the organization of the Sport4CD DAY

Type	Contents	Number of hours
Distance learning	Individual reflections on the course themes;	2
First meeting	Module 1: Introduction to the concepts of Sport and Community Development Guide lines to create a Sport4CD event/activity	6
Distance learning	Preparing a draft of a Sport4CD event/activity	4
Second meeting	Module 2: Sharing programs of Sport4CD event/activity. Facilitate methods for work groups	6
Distance learning	Preparing the Sport4CD event/activity	6
Third meeting	Practical experimentation of the Sport4CD Day	8
Distance learning	Evaluate the Sport4CD event/activity	4
Fourth meeting	Module 3: Debriefing; consolidate learnings. Certificate ceremony.	4



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CHAPTER 3: TOOLS TO DEVELOP SPORT4CD ACTIVITIES AND EVENTS

- 3.1 What kind of sport activities are more useful in order to enhance the community?
- 3.2 Create and facilitate the working groups
- 3.3 Manage conflicts
- 3.4 Disadvantaged learners: creating opportunities and strategies
- 3.5 Networking
- 3.6 Communication planning
- 3.7 Monitoring and final evaluation of the event/activity program and its sustainability



CHAPTER 3

TOOLS TO DEVELOP SPORTCD ACTIVITIES AND EVENTS



3.1 What kind of sport activities are more useful in order to enhance the community?

Many sports activities can be provided in order to enhance the community. Every sport activity can involve different types of participants. Let us now try to list some of these possibilities...

Team games - team games like football, rugby, basketball, have many possibilities because in addition to engaging the sporting participants allow to engage the public; some new team games, such as kingball, football three, also have the possibility to create mixed teams, women and men, and people of different ages and social backgrounds, disabled and able-bodied people; another element is represented by the third time, ie the moments of sociability that occur after the partite, a typical tradition of rugby, but which is interesting to apply in other team sports.

Soft motor activities and oriental disciplines - Motor activities such as gymnastics, jogging, oriental disciplines, such as yoga, have an especially individual dimension, but despite this they can have an impact on the community, in many ways: - a community that takes care of its members, offering opportunities to perform motor activities, strengthens the bonds between people; - people find themselves united in sharing a vision of well-being and self-care; - another interesting aspect is the



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promotion of volunteers who can animate motor and sports activities in common areas, such as parks, etc. In these cases the care of the common space can be a further element of union for the community.

Dance and fun activities - Other physical activities, such as traditional dances, traditional games, ludopedagogy in general, have a great impact on the community, uniting people through fun.

Sports and motor activities can be the most diverse. In general, what is important is:

- take into account the educational dimension of each activity, such as specific educational effects;
- introduce explicit references within the activities to the role that sport can play in the specific community, for example by underlining the fact of encouraging wellbeing, the reciprocal knowledge of the members of the community, the importance of the common commitment to the places of sport and the territory in general, etc .;
- combine sports activities and complementary activities, for an effective educational



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3.2 Create and facilitate the working groups



A very important aspect of community development sports is certainly to work in a group. Work groups can include:

- the staff involved in the project, ie to animate sports activities, to involve community members and the network of organizations;
- community volunteers;
- stakeholders and local organizations, including representatives of the public administration and political decision-makers.

An important competence on the part of those who animate these activities therefore concerns how to facilitate the creation of these work groups, in relation to aspects such as:

- facilitate the communication of members within the group;
- facilitate decision-making;
- mediate conflicts.

For this reason, a specific module on facilitation has been added to the Sport CD training course.

Particular attention deserves the management of conflicts, to which we dedicate the following paragraph.



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3.3 Manage conflicts



Disagreement is sometimes inevitable; we've all seen situations where people with different goals and needs have clashed, and we've all witnessed the intense personal animosity that can result. The disagreement may be personal, financial, political, or emotional. When a dispute arises, often the best course of action is negotiation to resolve the disagreement. Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them.

Conflict can be damaging. If you don't handle it effectively, it can quickly turn into personal dislike, teamwork can break down, and talent may be wasted as people disengage from the group and leave. If you want to keep your team together, despite coming into conflict with one another, you need to stop this downward spiral as soon as you can. To do this, it helps to understand one of the key processes for effective conflict resolution.

When conflict arises, it's easy for tempers to flare, voices to rise, and body language to become defensive or aggressive. You can avoid all of this by taking a step by step approach, separating people and their emotions from the problem.

This approach focuses instead on building mutual respect and understanding, and encourages you to resolve conflict in a united, cooperative way. The focus should be on behaving courteously and consensually, and on insisting that others do the same. The priority is to help each side develop an understanding of the other's position, and to encourage both to reach a consensus – even if that means agreeing to disagree.

Encourage everyone involved to listen actively and empathetically, to have a good understanding of body language, be emotionally intelligent and understand how to employ different anger management techniques. Follow these six steps to help resolve the issues:



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1. Make sure that good relationships are a priority. Treat the other people involved with respect. Do your best to be courteous, and to discuss matters constructively.
2. Separate people from problems. Recognize that, in many cases, the other person is not "being difficult" – real and valid differences can lie behind conflicting positions. By separating the problem from the person, you can discuss issues without damaging relationships.
3. Listen carefully to different interests. You'll get a better grasp of why people have adopted their position if you try to understand their point of view.
4. Listen first, talk second. You should listen to what the other person is saying before defending your own position. They might say something that changes your mind.
5. Set out the "facts." Decide on the observable facts that might impact your decision, together.
6. Explore options together. Be open to the idea that a third position may exist, and that you might reach it jointly.

You can often prevent contentious discussions from turning bad by following these guidelines, and they can help you avoid the antagonism and dislike that can cause conflict to spiral out of control. However, bear in mind that this approach may not be appropriate for all situations. For example, you may not be able to resolve differences in such a consensual, collaborative way if your group is in a crisis. On these occasions, you may have to "pull rank" as a leader and make quick decisions about disputes and conflicts.





3.4 Disadvantages learners: creating opportunities and strategies



Keeping participants motivated and engaged can sometimes be a challenge, but particularly so if they perceive they are disadvantaged in some way. Their issues might be visible and obvious – such as restricted movement due to a physical disability – but often they might not be immediately apparent. Mental and emotional problems; financial worries; poverty or isolation can all mean that participants are adversely affected in some way. However, an empathetic environment and clear strategies can make overcoming the challenge easier to deal with.

To provide the right help and support, it is important to understand the needs of the person or group concerned. Cultivate good listening skills, and help them to communicate their situation; develop an empathetic approach and understand their feelings. What is their background? What is affecting their motivation? Why are they ambivalent about joining in the activities of the group? Understanding these needs is the first step in identifying the means of resolving them.

Here are some guidelines to help guide you:

Empathy the skill needed to understand the emotions of people and to treat them according to their reaction. It is closely linked with emotional intelligence - meaning analysing, assessing and managing the emotion of oneself and others. Everyone is unique, so to understand someone, try not to impose your personal thoughts and conclusions on any given situation. Here are some tips:



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- *Put yourself in their shoes.* Put yourself in the situation, and try to evaluate/ the level of stress the person is experiencing. Ask questions to understand more but remember not to bombard the person with questions, as that might cause more stress.
- *Develop strong observation skills.* Observing behaviour is important during a conversation but make sure you avoid instant judgment and conclusion.
- *Develop analytical skills.* Consider the situation from different angles to reach to the root of the problem, for example, by considering the financial, technical, emotional, professional, logical and mental aspects of the situation.
- *Handling the situation.* Think what would you do if in that situation. Remember, everyone is unique.
- *Effective communication.* Nearly all other skills are dependent on your communication skills being effective.
- *Contact:* Keep in contact and follow up.

Empowering others. Giving responsibility, nurturing a sense of pride and empowering people can sometimes overcome the reticence that people may feel to get involved if they feel at a disadvantage in the group. Try these tips to increase their motivation:

- Give out compliments that you mean; be sincere.
- Speak and act with honesty. Give encouragement instead of criticism.
- Listen and learn new listening techniques. Nod your head when someone is making a point.
- Make sure the atmosphere a democratic one. Keep an open, discussion oriented atmosphere.
- Get them to lead team-building exercises. Try to nurture talent and help foster creativity.
- Be aware of body language. Smile more often. Project positivity and eliminate negative thoughts. Initiate physical contact.





Fostering self-awareness. If someone feels at a disadvantage, it is likely they also experience low self-esteem and confidence within the group. Building their self-awareness is the first step; but what exactly is it, and why is it important? Someone is self-aware if they know:

- What they want in life
- Their strengths and weaknesses
- What motivates them and makes them happy
- What they want to change about themselves
- Their achievements so far
- How they relate to others
- Their most important beliefs and values
- How they see themselves as a person

Understanding someone's motivation; recognising someone's value and contribution to the group as an individual, and taking any perceived disadvantages into consideration can help build their self-confidence and self-esteem.

Tackling practical problems. Some disadvantages - but not all - can be easily overcome. Finding a car share to overcome lack of transport; sharing sports equipment in the case of lack of financial support; liaison with parents and carers to discuss other issues, can all help find a solution. Others can be overcome with careful thought, planning and a proactive approach. Activities can be devised that take into account a physical disability, for example – look online for ideas for helping people with physical disabilities such as impaired hearing or sight.

<http://www.sightandsound.co.uk/blog/10-sports-for-the-blind-and-partially-sighted>

<https://help.rnib.org.uk/help/daily-living/leisure-entertainment/bps-sports>

<http://ukdeafsport.org.uk>





Motivation. Motivation is the reason for people's actions, desires, and needs; it is what causes a person to want to repeat something, to join in the group and their activities. This is the key to keeping someone engaged and on track. When motivating others, tap into what they need and how they want to be treated. *"What's in it for me?"* offers a valuable approach to begin with. From this perspective we are all motivated by personal interest, and want to see the value in what we are doing.

What motivates people?

- The need for control.
- The need for the level of importance and influence someone desires.
- The need for achievement, many people are motivated by the successful completion of projects and activities.
- The need for affiliation, we are social creatures and want to be connected to others.
- The need for validation and confirmation about the quality of their work.
- The need for equity, knowing we are being treated fairly.

How to keep participants engaged

- To keep people engaged you really need to understand their motivational needs and the following
- What it means to them & what is important to them.
- What their expectations are and what their goals are.
- How it relates to others

Once you know this you can continue to motivate and engage them.





About disability



Over the years the perspective of approach to disability has gradually changed, moving from a predominantly medical vision (based on various diseases) to considering that the most important thing is to relate to people with disabilities. The word "person" has great significance as it includes individuals with their difficulties and resources rather than excluding them by labeling them in the disease.

This transformation is also evident in the diagnostic field: in fact, the classification systems of the different disabilities have gone from a model that aimed almost exclusively to frame the specific disease (ICD, DSM) to approaches that also open in the social and relational field (ICDH first and ICF then), aiming at a vision of the person as broad as possible, taking into account how it moves in its environment and how it works within different contexts (family, friendships, school / work, outdoor activities, etc. .) over time.

3.5 Networking

Creation of the local and international networks: the first step is to involve stakeholders as associations dealing with sport, inclusion, development of work issues, local authorities, institutions and other stakeholders interested in creating a positive path to favor the fostering of COMMUNITIES, the active participation, the fighting against racism and discrimination. A particular attention will be given to departments for sport, social policies and cohesion, to acquire competence, knowledge and practice for an effective exploitation of outputs and results. Regular meetings will be organized at local level in every country involved.



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Networking is, following the definition given, the exchange of information and/or services among individuals, groups or institutions. Therefore it could be defined as a tool able to create linkages, within, and among communities, organizations, institutions, societies to mobilize resources and achieve defined goals. It could be also defined as the art to build alliances. Networking takes place at different levels.

- **Consortium level**, all the partners involved are putting together resources and actions to reach (a) defined goal(s).
- **Local/regional/national level**, it may link actors, through already established networks, new networks ad hoc created. It may also link civil society organizations, institutions and local authorities. In addition national platforms, that help to create the infrastructure for an efficient system of collaboration and coordination, may exist.
- **European level** Relevant actors will be selected, and shared, by every partner.
- **International level** Networks could be formed/involved to put the basis for reaching a higher level of project's results dissemination. Agreements may as well be defined to reach the objectives of the project and to facilitate the project's sustainability even after the end of the fundings.

Why is Networking important?

Networking is important for several reasons, Networks play an important role and allow different groups to work together toward a shared goal by coordinating strategies and pooling resources. It's also a tool that could bring to involve, include, people who are disconnected. At individual as well as at collective level networking can be also seen as a strategy of empowerment. Through networking it is possible to foster political pressure. Networking also gives the possibility to organize mobilization, to empower people, CSOs and enables poor and powerless individuals to have a strong voice in the process of decision-making.



Networking can be seen as an agreement among the involved actors at short/medium term duration. It is advised to formalize the network signing a protocol of understanding. So doing not only the ownership will be fostered but also responsibilities and duties.

Challenges to build a network

Despite the benefits, building and maintaining networks is not easy. Network members must keep in mind the following challenges and have to be prepared to address them.

- **Building consensus** is a time-consuming process. It is needed that the members of a Network agree on goals, objectives and network-s strategies.
- **Trust** is an important element The network must build “**trust**” among its members. Member organizations and programs may compete for funding from the same donor agencies, hampering their ability to collaborate. Building trust in the face of such conflicts is difficult.
- **Previous experience** among the network’s members could effect the ability to work collaboratively.
- **Networks’ logistic** The larger the network grows, the more complex it is to manage its logistics. It is important to keep aware of meetings, actions taken, results, and upcoming activities.
- **Dividing up work** The network must find means of dividing up work equitably among members.
- **Rules** Members must agree on *rules* necessary to operate smoothly and effectively.
- **Resources** The network must decide how to leverage resources for its collaborative activities.





Tips to create, and maintain, an effective network



- *Share information among members of the network.* At the initial stages, it is important that members spend time learning about the roles and expectations of others in the network. This information sharing will help to build understanding, and trust, among members, as well as provide useful information about the network's interests, strengths, conflicts, and weaknesses.
- *Develop a network mission statement and goals.* The mission statement should reflect the philosophy of the network the goal(s) define how the network plans to shape policy to support improvements. The network's mission and goals could be developed by a number of members that then will invite others to join. The mission statement reinforces the shared connections between members and provides guidance on which other organizations should join.
- *Develop objectives and strategies.* A clear set of objectives define the specific policy changes that the network aims to achieve. Objectives must be developed keeping in mind the *S.M.A.R.T.* - Specific, Measurable, Attainable, Relevant and Timely - approach
- *Create and follow a realistic time line.* A realistic time line is one of the most important tools for a network. An achievable time line will help ensure the network remains focused on its goals and realistic in assessing different activities to be considered.
- *Establish a structure and leadership roles.* Networks are most effective when all members have a voice. Members should choose at least one chair and define, clearly, her/his responsibilities. It is advised to define mechanisms to share/rotate the leadership among the network's members.
- *Explicitness about decisions.* Networks often make decisions by consensus.
- *Share responsibilities through committees.* Committees allow more people to participate, they can have a permanent or limited duration.



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- *Expand the base.* Increase the network by inviting, and admitting, new organizations. To be involved it is needed to agree with the mission network's and goals.
- *Hold regular meetings.* Hold meetings often enough to respond to needs and on a regular basis.
- *Keep people informed.* Maintain up-to-date mailing, phone and e-mail lists of network members and key contact people. Keeping members informed maintains trust, interest, and involvement. It also minimizes misunderstandings and identifies points of disagreement before they become problems. Network members should always receive minutes from meetings, updates, news clippings, and information on future events. Adequate advance notice encourages participation in important discussions and decisions.
- *Select spokespeople who will represent the network to the media.* Early in the network's development, identify members who have experience in public speaking or interacting with the media.

3.6 Communication planning

Communicating is an essential part of running any sporting activity within your community. No doubt you already 'communicate', but have you thought about how to plan a strategy to increase its effectiveness? Are you using communications to broaden access and promote the positive benefits of your sport? Do you have communication policies relating to safeguarding and inclusion? Communicating with four or five people is easily done, but a large audience can be more daunting, and needs more planning. The bigger the audience - and the more diverse it is – the more helpful it's to consider WHO you are aiming at; WHAT you want to say and WHY; and HOW you want to communicate your message. This document might help you answer some, or all, of these questions.



Who are you communicating with?

Firstly, who is your audience? Certainly, they are existing participants in your sport (or their parents, if they are children or vulnerable adults). Perhaps there are other stakeholders you need to involve, such as venue owners, coaches, trustees or volunteer helpers. However, if you plan to persuade other members of the community to get involved in your sport then you need to consider how best to reach them. Who might your sport appeal to and where would you find them? If they are likely to live in a specific area, that will help you with your choice of media. If they have a common link such as ethnicity, perhaps there is a local community centre where people might gather, and where a poster might be displayed or where you can reach out to a local Facebook group. Alternatively, working closely with local schools might put your sport in front of children who might not otherwise have considered it.



What are you communicating?

What is the main message you want to convey about your sport? Think about what it can offer people: the pleasure of taking part; the opportunity to meet people; the health benefits; as well as the skills and knowledge that can be gained. Use feeling and emotion to convey the excitement, enthusiasm and enjoyment to be gained in taking part in your sport. Try and incorporate all or some of these messages into your communications, both in words and pictures:

- **Language:** use the appropriate languages to reflect the diverse communities which you are serving
- **Wording:** use terminology that explains how the sport is accessible, and who it is suitable for, for example for children with physical disabilities



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- **Images:** use positive images of role models from different parts of the community to emphasise how the sport provides equal opportunities for all. Use as many images as possible in your communications, especially photos of people enjoying the sport. Make extensive use of short (1-2 minute) video clips for your website and social media.

Whatever you say, make sure your messages are clear, concise, consistent – and jargon-free.

How will you communicate?

The methods you choose will depend on various factors. The first relates to your audience – if you are talking only to club members then the task is relatively easy, particularly if you have their details on an easily manageable database of contact information, and it is up to date. Make the most of Whatsapp, Facebook and other social media. However, if you want to reach new members of your community consider which media are appropriate.

Your *website or Facebook page* should reflect the diversity of your community, and appear welcoming to new members. Have you given all the details they might need, including a contact number or email address? Try and keep the page updated – short blog posts are perfect – as this will keep the content fresh and, in the case of a website, help keep up the ranking on Google; after all, you want people to be able to find you easily online. Think about the sort of questions people might have and how you would answer anything that people might perceive as a barrier to taking part, such as the cost of buying expensive sports equipment. Include details of forthcoming events, and how to reach them – is there public transport available? Is there a cost for entry or taking part?

Next, think more widely about *other media channels* open to you, such as a local newspaper, radio or TV station. Publicise when you have activities that are open to the public, and celebrate your successes to inspire





others to take part. Give the journalist a press release that they can use to describe your forthcoming activities. Use the formula of answering the questions: *Who? What? When? Why? Where? How? How much?* to check you have given all the relevant information. You could even invite the journalist to join in and ‘have a go’! Use existing members or participants for any interview opportunities – there’s nothing like a personal story to convey enthusiasm about a sport. Use images that reflect the diverse nature of your sport.



Planning ahead

Keeping a calendar of events – and the activities needed to organise them – will help you plan ahead and keep everyone informed. Give people the chance to ask questions, and make their own arrangements to come along.

Take care

There are a few pitfalls you should be aware of. It is essential, for example, to have a policy in place that protects an individual’s privacy, respects the diversity of participants and ensures that bullying and harassment does not occur. Your policy could cover such issues as seeking permission for the use of photographs - if you intend to publish a photo of a child or vulnerable person, always seek approval from the parents first. It should also specifically ban the following:

- The disclosure of personal information about individuals on a public-facing site.
- Misleading or false statements likely to injure a person’s reputation
- Statements that might bring the sport or club into disrepute
- Abusive, discriminatory, intimidating, inflammatory or offensive statements
- Harassment and cyber-bullying



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“Word of mouth”



Lastly, keep in mind that the greatest method of community communication is ‘word of mouth’. Take care to establish a good reputation for your warm welcome to an enjoyable activity where everyone has the chance to take part. This will undoubtedly help your recruitment and expand participation.

3.7 Monitoring and final evaluation of the event/activity program and its sustainability

To monitor means to observe. Monitoring of outputs means to observe whether intended products are delivered and whether implementation is on track.

Monitoring also observes changes in the result indicators. Tracking the values of result indicators allows a judgement on whether the indicators move in the desired direction. If they do not, this can prompt reflection on the appropriateness and effectiveness of interventions and on the appropriateness of the result indicators chosen.

What is the evaluation of a project/activity?

Evaluation – activity of systematically collecting, analysing and reporting information to assess the relevance, efficiency, effectiveness, impact and sustainability to improve the operation of a project or programme. The evaluation is not an isolated activity, it is linked to all stages of the project.



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There are many forms of evaluation

- Self-evaluation or Internal Evaluation: performed by staff of partnership members preferably directly involved in the project work: peer learning
- External Evaluation: performed by the participants for example
- Cross-evaluation: one project evaluating another similar project
- Peer evaluation: a more experienced coordinator of a similar project for example



Key elements of evaluation

- Relevance
- Efficiency
- Effectiveness
- Impact on various stakeholders
- Sustainability

APPENDIX

The project has produced, in addition to this handbook, other outputs, namely:

- Sport CD - Best Practices collection
- Sport CD Training Module (in English, Italian, Portuguese, Serbian).

All project outputs can be downloaded from the project website, in the "resources" section: http://sport4cd.eu/en_US/



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