CHANGE PROJECT
Full Partner Meeting 5

Thursday 10th December 2020
Session 1: 10.00 – 12.00 // Session 2: 14.00 – 16.00

Online meeting using Zoom software

IN ATTENDANCE

- Alan Graver   Skyblue Research (Session 1)
- Ben Gittus   European Observatoire of Sport and Employment (EOSE)
- Geoff Carroll   European Observatoire of Sport and Employment (EOSE)
- George Pigos   General Secretariat for Sports, Greece
- Jeffrey Patterson   Women Win (Session 1)
- Kate Roberts   StreetGames
- Kimberly Schoenmaker   Women Win (Session 2)
- Mojca Markovič   Sports Union of Slovenia (SUS)
- Rachel Payne   International Sport and Culture Association (ISCA)
- Raffaella Chiodo Karpinsky   Italian Sport for All Association (UISP)
- Saska Benedicic Tomat   International Sport and Culture Association (ISCA) (Session 1)
- Simone Digennaro   University of Cassino and Southern Lazio (UNICAS)
- Sofia Dimitridi   General Secretariat for Sports, Greece
- Stephen Robson   Leeds Beckett University (LBU)
- Thibault Pardon   European Observatoire of Sport and Employment

DETAILED MINUTES

(to be read together with the Power Point presentation used during the meeting)

1) WELCOMING MESSAGE, INTRODUCTIONS AND FORMAT/ GUIDELINES FOR THE MEETING

Ben Gittus from EOSE began the meeting as chair and welcomed participants. All participants introduced themselves and their organisation.

Ben outlined the agenda of the meeting and provided guidelines to participants on how to contribute in the online meeting verbally or using the chat function.

Ben underlined the importance of this virtual meeting gathering all partners to provide an overall update, take common decisions and continue the implementation of the expected work programme.

2) APPROVAL OF THE MINUTES FROM THE LAST FULL PARTNER MEETING

The minutes of the last full partner meeting which took place online on the 8th of September 2020 were unanimously agreed and signed off by the partners. Ben discussed the actions from the minutes which had taken place.

3) COMMUNICATION ACTIVITIES

Ben stressed the importance of communication and dissemination of project information to the widest possible ring of stakeholders to promote and raise the level of awareness of the initiative.

Tools have been developed to help partners with this including logo, flyers, website, social media, catalogue of PowerPoint slides and press releases.

Dissemination is a priority and an expectation of the European Commission who fund the project. Dissemination activities carried out by partners is a key role in all EU transnational funded projects and part of partner contracts.

This is linked to raising awareness and increasing sustainability of final products. Evidence of communication activities from all partners is part of the assessment criteria of the European Commission at the end when they assess the project so Ben encouraged all partners to be actively involved and committed.

Ben presented examples of good practice in communication from Women Win (Tweet, Facebook post, Linked In, website article).

George mentioned the article that has been placed on the Greek Ministry website which is another good practice example.

ACTIONS:
- Partners to continue dissemination and communication activities and report to EOSE (web link or screenshot etc) with concrete examples

4) ADMINISTRATIVE AND FINANCIAL MANAGEMENT

Ben began by presenting the timeline of the project, the progress with each intellectual output and the dates of meetings and events.

Ben discussed the key role of each partner linked to the number of allocated working days in partner contracts and the work of partners to contribute to the outputs.

Ben confirmed the first pre-payment of 30% of contract value had been paid to all partners in January 2020, the next payment will be paid before the end of 2020 and the final payment in April 2022 after approval of the final report and outputs by the European Commission.

Timesheets are an essential part of the project requirements and should be filled in and submitted to EOSE for all partners up to December 2020.

Evidence of link of employment between the individuals involved and the partner organisation is required. EOSE is requesting pay slips for January, June and December 2019 and 2020 as a proof of this employment relationship (amounts of money can be blacked out, it is not necessary for EOSE to see the figures only the fact it exists).

ACTIONS:
- Partners to complete monthly timesheets using the common template up to December 2020 and submit electronic copy (scanned version) by email to EOSE and retain original copies
- Partners to send pay slips for January, June, December 2019 and 2020

5) EXTERNAL EVALUATION OF THE CHANGE PROJECT

Alan Graver led this item to present the results of the mid-term independent evaluation partner survey. Alan presented the purpose of the independent evaluation to help the partners to continually improve the project, and to give an independent view to help partners explore the impact of the project. The mid-term evaluation covers the period up to September 2020 and includes input from partners and review of all project documents. Alan thanked partners for 100% response rate to the evaluations survey.

Headline results from the evaluation included:

- Partners are clear about their role and the 7 Step Model

- The partnership is motivated and effective

- Each partner is deriving greater meeting from the work together and this impacts their confidence to advocate S4D in future.

- All partners feel the research, LMI, occupational map and descriptors ate useful products

- There is evidence that partners have had the confidence and expertise to incrementally improve each product prior to approval

- Partners are confident that the intellectual outputs produced so far provide firm foundations for the products that will follow

- Partners can visualise benefits for their own organisation, people working in S4D and the sector more generally in their countries

- The potential of the CHANGE products will only be realised if they reach the right people and are taken up in a number of countries consistently

- For all aspects evaluated the project management was mostly rated excellent or good

- Communication by the coordinator to ensure partners are informed and kept up to date was highly rated

- Partners miss the face to face interaction and suggest using break out rooms in future virtual meetings where appropriate

- The impact of Covid-19 and the way S4D can play an important role in helping society in future has emerged as a theme of interest for the partners

Alan confirmed his view that the project is on track with no major concerns.

Summary Assessment: Overall the CHANGE project and its partnership is in a strong position to complete its mission in 2021 and has the talent and commitment to achieve its intended objectives.

Alan confirmed there will be a end of project evaluation carried out also and this will particularly focus on communication and dissemination of results.

Ben thanked Alan for his work on the evaluation and contribution to the meeting.

ACTIONS:
- Full presentation pack of mid-term evaluation to be sent to partners
- Alan to be kept up to date on progress with the project
- Partners to be prepared for final evaluation at the end of the project

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CHANGE
Enhancing Skills in Sport for Development

Co-funded by the
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6) RECAP OF INTELLECTUAL OUTPUTS 1 & 2 – OCCUPATIONAL MAP AND DESCRIPTORS

These outputs have been completed in draft form and can be put to the side until later in the project when they can be reviewed again and updated with any further content and in order to ensure consistency between all outputs before they are finalised.

Ben recapped the process since the last meeting, first the feedback from partners was collated and considered by EOSE and the work package leaders. All feedback and suggestions were considered and most acted on to improve the documents.

ACTIONS:
- EOSE to provide partners with latest versions of Map and Descriptors

7) INTELLECTUAL OUTPUTS 3 & 4 FUNCTIONAL MAP AND OCCUPATIONAL STANDARDS

Geoff Carroll recapped the 7 Step Model and the steps leading up to Steps 3 and 4, the functional map and occupational standards. The Occupational Map is important as it seeks to answer important questions like what is sport for development? What is it seeking to achieve? How does it operate? What skills are needed? As well as questions on trends and future priorities.

By the last meeting in September we had a draft Functional Map, then sent round a questionnaire about the Functional Map and received good feedback from partners. That led to reaching Step 5, the Competence Framework/ Occupational Standards. The standards will define what practitioners un sport for development are expected to do and the standard they are expected to achieve. Standards are developed through functional analysis to create a model of competence.

We now have draft Occupational Standards which are statements of the skills, knowledge, understanding and values needed for effective performance in a job role – in this case sport for development activator and coordinator. Expressed as outcomes of competent performance.

The standards go through several rounds of feedback and consultation, including with the wider sector once all feedback from partners has been considered.

Geoff discussed the standards that had been developed in the sport sector and for wider linked sectors such as community development, in several countries around the world; these all provided source material for the CHANGE standards. This meant the standards development process did not start from scratch and existing good standards could be used as a reference point.

Geoff stated a full draft set of standards now exist and can be consulted on by partners and the wider sport for development community.

The draft Functional Map and Occupational Standards had been sent to partners before the meeting.

Ste Robson stated the work so far and the research provides a good basis to work from – it has been a rigorous process so far.

Jeffrey Patterson also stated it has been a rigorous process and congratulated Geoff on the work so far.

Mojca Markovic thinks it is excellent work so far.

Kate Roberts shared the document internally and from StreetGames they believe it is a good document with only minor points to feedback.

Rachel Payne agreed it is thorough and comprehensive.

George Pigos supported the work and asked where is the knowledge background for the standards? George also discussed the new role of sport animator in Greece under a new law.

Geoff confirmed that a knowledge specification will be added to the standards, first we identify the performance standard and next we will add the knowledge and understanding part. So it will be included in the standards before they are finalised. Still to decide the best way to present the knowledge so it best supports the next stage of developing training.

Simone Digennaro stated in his opinion the project is progressing well based on research. Simone supported the flexible framework which can be adapted.

Raffaella Chiodo Karpinsky discussed again that at UISP sport is a form to achieve development and not being used as a vehicle. If sport is just a vehicle to achieve other things it does not recognise the power and potential of sport for all.

Geoff discussed Raffaella's comment around not diminishing power of sport, do not underestimate sport itself. Maybe we should reconsider the key purpose. We could use something like "use the potential of sport to stimulate positive change in the lives of individuals and communities" and then not use the word "vehicle".

Ste Robson stated that the key purpose could be altered to remove the word "vehicle".

ACTIONS:
- Geoff to reconfigure the Key Purpose for the next round of consultation removing the term "as a vehicle".
- EOSE to send consultation version and questionnaire to partners, partners to return questionnaire for all feedback to be considered at the next meeting

## 8) INTELLECTUAL OUTPUT 5 – TRAINING PROGRAMME HANDBOOK

The discussion began with a roundtable on existing education programmes that exist in sport for development, which the partners are involved in or aware of.

- Ste Robson discussed education in higher education particularly at post-graduate level.

- Raffaella Chiodo Karpinsky discussed the model of education provided by UISP.

- Mojca Markovič discussed the lack of sport for development training in Slovenia and that CHANGE may stimulate the market

- Kimberly Schoenmaker discussed international MOOCs and online courses such as the Sport and Dev course, and online courses for people working in sport for development who do not have that educational background.

- Kate Roberts discussed the StreetGames model of being a training provider and offering the first steps in to working in sport for development, online courses during the pandemic has been good to reach more people but we have to remember not everyone has access to technology.

- Simone Digennaro discussed the experience from his institution where sport for development is embedded in other existing courses and there is a possibility for a post-graduate new course.

- Rachel Payne online short courses developed through projects in topics such as integration of refugees.

- George Pigos discussed the aim to develop the syllabus to include development, and the different levels of courses. He also discussed the new law for role of animator.

Ben then presented the aim and requirements of intellectual output 5 which relates to the Training Programme Handbook and pilot courses. The Handbook will be for education providers in the sector to support them in developing new education. The pilot courses will be developed and delivered with the partners from UK and Italy. It is hoped that the teaching materials developed for the pilot sessions will be made available to the sector after the project.

Ste Robson as package leader then presented ideas around how training can be structured. First, he presented the following model:
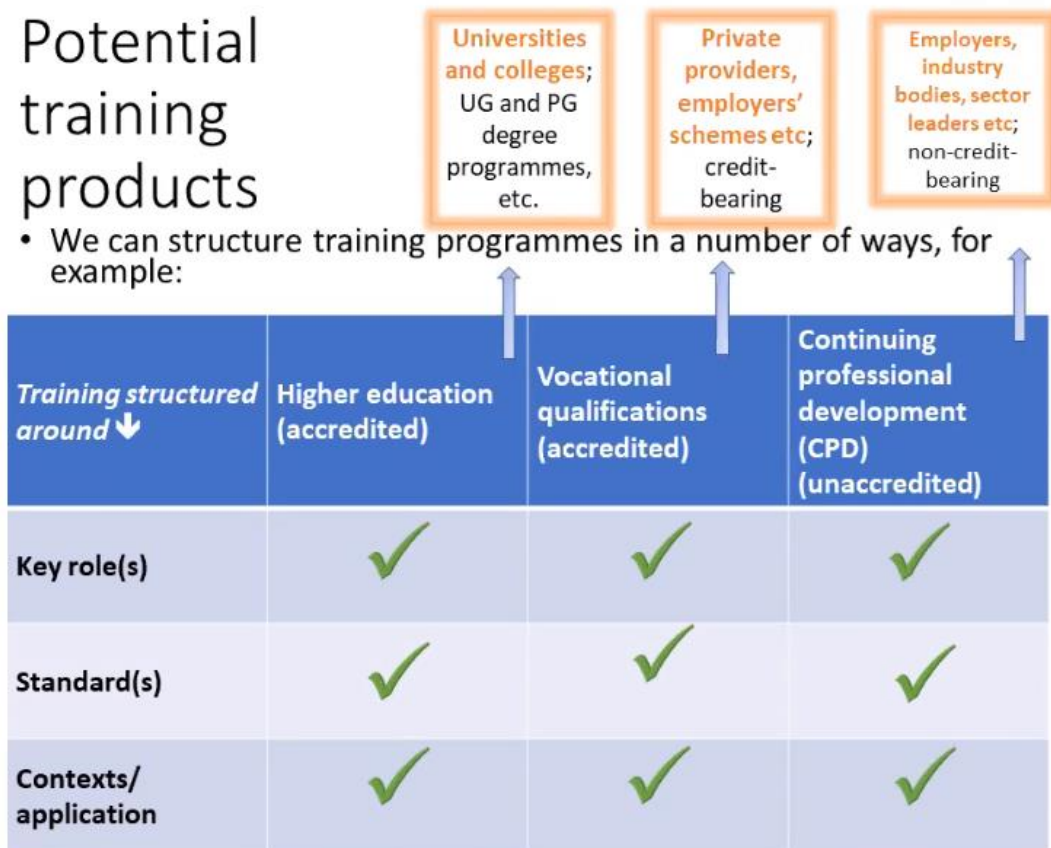
This shows the various types of education programme and the options for how content from the occupational standards can be presented in different ways to make a course. One other thing to consider is the application of education products to the roles of coordinator and activator – some will be relevant to one or the other or both.

Kate said there is a need for training for activators and coordinators. She also said it would be nice to create a sample from all three types of education along the top of the slide.

Kate discussed the application of standards and courses in a sport for development context, StreetGames has a mix of courses in generic roles and others in specific contexts (e.g. sport and crime). Kim also discussed that much of Women Win training is in a context, while some training is done generically and applied in a context.

Geoff discussed the case studies in the occupational map which brought the document to life and his feeling is that some of the content related to the standards can be shown how it is developed in a context. We should make an example on how to go from the generic to the specific to the community goals you are trying to achieve and the specific activity/ sport chosen.

Ste confirmed the standards are context free, but a course in a context such as knife crime, can select from different standards and bring the generic standards to a specific context. He also discussed the other method of taking a standard and contextualising it in its entirety. Need to cover both things.

The use of case studies will be valuable and Geoff suggested one could be in Europe and one outside Europe in the rest of the world. Ste agreed could look at UK, European and global case studies.

There could also be some examples included where qualifications and training are written into law, George has an example of this from Greece and Mojca from Slovenia. It will also be necessary to match learning outcomes to levels of the EQF.

Ben stated that the working group will meet in early 2021 to begin to develop the education parts of the project. Simone is happy to join the discussions.

ACTIONS:
- EOSE and Leeds Beckett as package leader to continue to develop the structure and framework for the Training Programme Handbook, considering all issues raised

9) INTELLECTUAL OUTPUT 6 – IMPLEMENTATION AND SUSTAINABILITY PLAN

Ben outlined the importance of sustainability and how planning for it should not be left until the end of the project. An Implementation and Sustainability Plan needs to be developed as Output 6 of the project. What advice and guidance can we provide to increase the conditions for sustainability.

Geoff confirmed his view we need to be thinking about sustainability for the whole of 2021. How will the outputs be used and promoted.

Ste said we should work raise awareness and bring influential organisations and donor agencies to the table to support sustainability.

Kate and George are leaders of the Sustainability plan and will be involved in drafting the Sustainability Plan.

ACTIONS:
- Sustainability to be kept on agenda at all meetings in 2021 and EOSE, StreetGames and SGS to discuss framework of Sustainability Plan

10) PROJECT FINAL CONFERENCE PLANNING 3RD QUARTER 2021

Ben outlined the need to organise a final conference for the project in the final quarter of 2021.

Linking to a major event in Slovenia was discussed as a possibility and Mojca presented the location and timing of the event. Rachel discussed the plans for the next big ISCA event in 2021.

Overall there was support to try to link with an existing event if possible.

Decision to be taken in 2021 when Covid-19 situation is clearer.

ACTIONS:
- EOSE and all partners to monitor the situation with travel restrictions related to Covid-19 and make a decision on the final conference when practical to do so with confidence.

11) NEXT PARTNER MEETING

It was agreed the next meeting will be online on 4th of March 2021.

12) AOB AND CLOSE OF MEETING

Kim stated she would distribute a Women Win playbook to help organisation influence sport programmes for girls in humanitarian settings, and is happy to share and stated if its interesting for case studies or examples could be used in context of the project.

A group photo was taken and partners encouraged to communicate about the meeting. There was no further business and the meeting was closed.