

**S2ABC**

**SUSTAINABILITY**

**ACTION PLAN**



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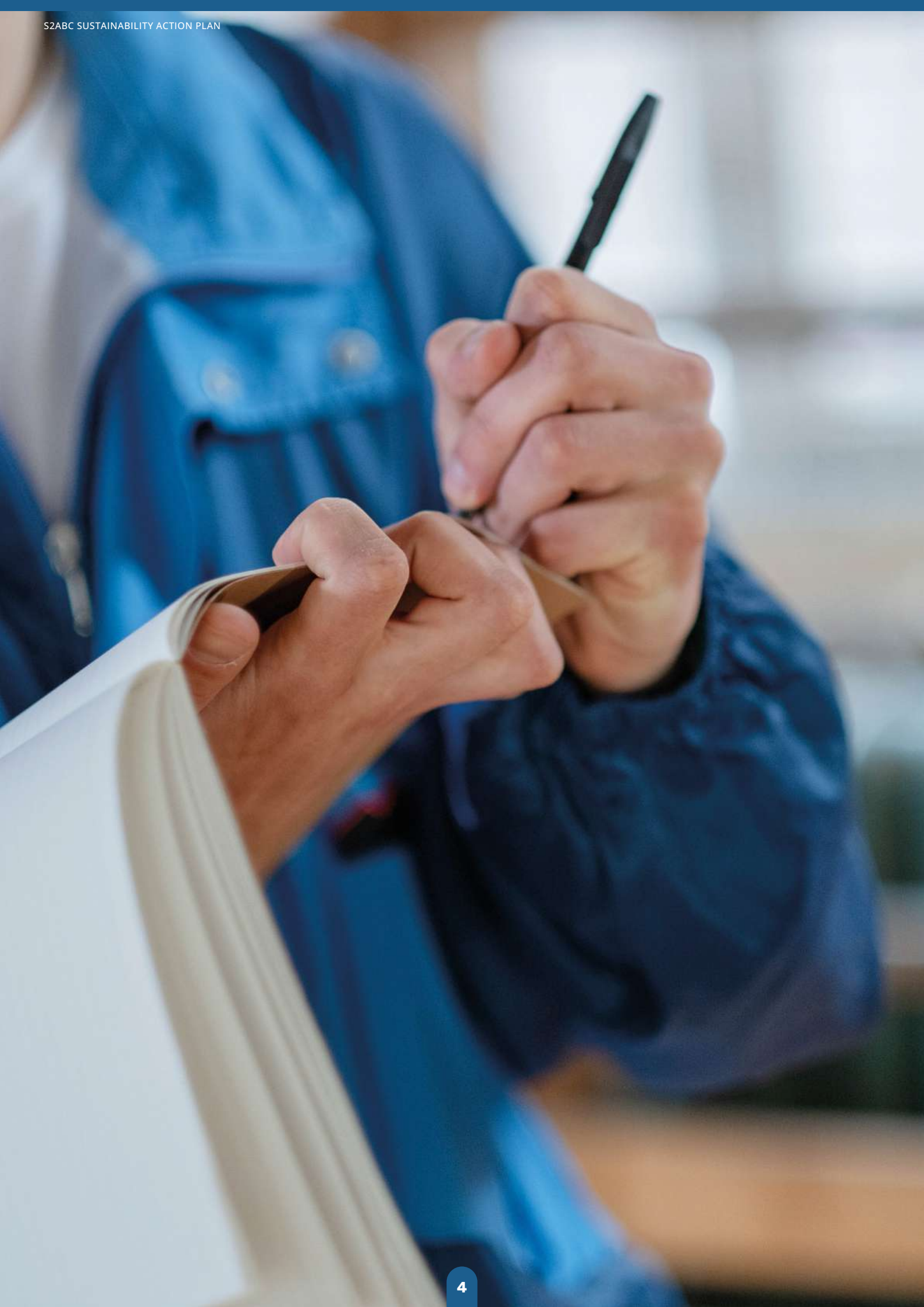
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# I INTRODUCTION

## a/ Introduction to sustainability

This Sustainability Action Plan addresses the need to build on the success of the S2ABC project, funded by the European Commission, with the full title *'Enhance the skills of sport administrators to build capacity of sport organisations in the Western Balkans through innovative training and development activities'*, through a series of concrete recommendations and priority actions to be implemented.

Sustainability in the context of a short-term transnational project such as S2ABC 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 ambition and 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.

Sustainability ensures the lasting impact of the S2ABC project by embedding its principles, methods, and outcomes into the sport sector's standard practices, creating ongoing beneficial opportunities for education and workforce development of sport administrators. By maintaining this momentum, the sector can achieve long-term benefits such as improved organisational capacity and professionalisation, enhanced citizen participation in sport, better health outcomes, ultimately supporting a healthier, more inclusive, and active society.

## b/ Introduction to sport administration

### → New demands on the sport sector and the need for modernisation

Sport is recognised as a sector of significance with potential to address wider European and national government agendas such as health, social inclusion, education, employment, personal development and economic growth.

To meet its challenges and impact positively on these wider agendas, it is imperative that those working and volunteering in sport are equipped with the necessary skills and knowledge to perform in their positions. In this context, new businesses and jobs are being created, and new skills are needed for both professionals and the huge army of volunteers that lies at the heart of the sector in order to match the changing and growing expectation from governments and the labour market.

There is an urgent need for sport organisations to change and modernise to meet new demands placed upon them within a growing and changing market. To survive in today's rapidly changing competitive environment, sports organisations need to constantly change and renew their products, services and methods. New education and training programmes are therefore needed to meet these new challenges.

Although it is clear that effective education and training is crucial to the sector, it has been found that courses and qualifications are often not regarded as relevant by employers and sport organisations and also by those seeking employment or career progression.

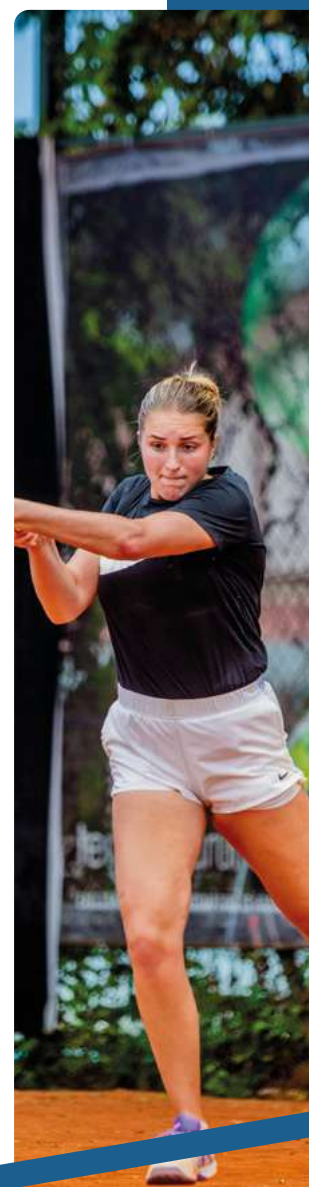
### → The field of sport administration

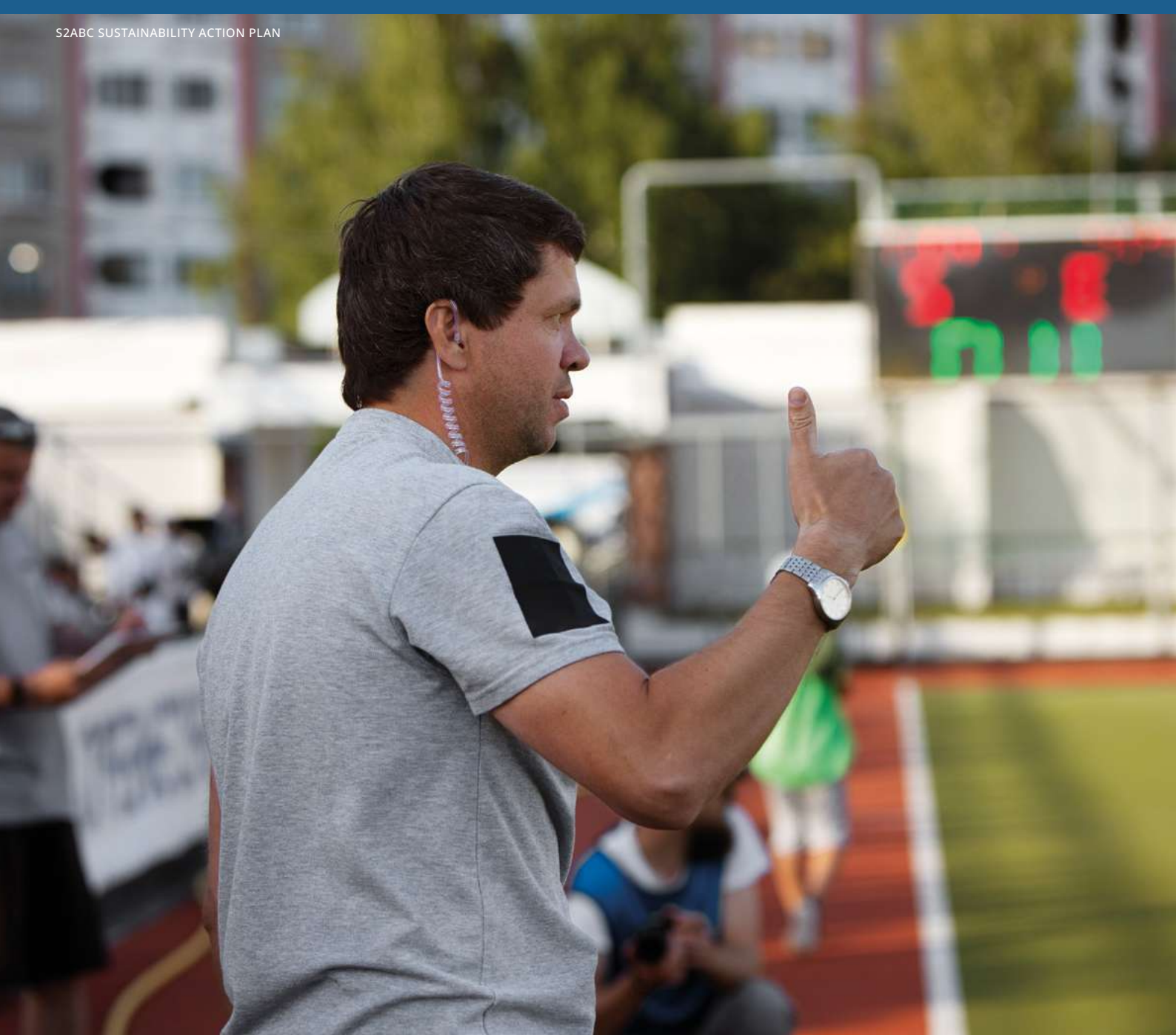
Sport administration *"embraces the processes and/or activities of running an organisation operating within the sport sector at all levels; it includes a variety of tasks across a wide range of functions in accordance with the purpose and direction of the organisation. More specifically, sport administration functions are implemented by all those individuals, both paid and unpaid (volunteers) who work to ensure the effective running of a sports organisation"*<sup>1</sup>. It is therefore a key part of the sport sector.

Sport administration includes skills and competences that enable individuals to coordinate, manage, market, organise and deliver sport. People who work in these roles are crucial to the modernisation of sport organisations and require a new set of skills to meet new roles and expectations for sport at the national and European level.

<sup>1</sup>Definition of sport administration from S2A-Sport project (2018).

All final outputs of the project can be downloaded from [www.s2a-sport.eu](http://www.s2a-sport.eu)





## c/ Introduction to the S2ABC project

S2ABC was an innovative two-year project funded under the European Union Programme “*Erasmus+ 2022 Capacity Building in the Field of Sport*”. It was led and coordinated by the European Observatoire of Sport and Employment (EOSE) and involved six other partners from the EU and Western Balkans – three universities and three National Olympic Committees.

**The project started in January 2023 and completed successfully at the end of December 2024.**

S2ABC built on the success of EOSE’s earlier Erasmus+ S2A Sport project (2015-2018) and S2A Sport Mobility (2020-2021). The first one, S2A Sport, was a transnational initiative which analysed the field of sport administration and its workforce of paid staff and volunteers in Europe through consultation with the sport sector, and developed occupational standards which describe the functions, skills and knowledge required for competent practice. Then, S2A Sport Mobility piloted an innovative European Course on Sport Administration built from the previous set of standards and which was a starting point to collaboration with partners in the Western Balkans.

The recent S2ABC project aimed to respond to an identified need and maximise the sport sector’s potential by equipping sport administrators with essential skills, thereby improving employability, fostering personal growth, and strengthening sport organisations in the Western Balkans.

# S2ABC PARTNERSHIP



European Observatoire of Sport and Employment (EOSE)  
France / Europe – Coordinator



National Olympic Committee  
of Albania



National Olympic Committee  
of North Macedonia



National Olympic Committee  
of Montenegro



Sports University of Tirana  
Albania



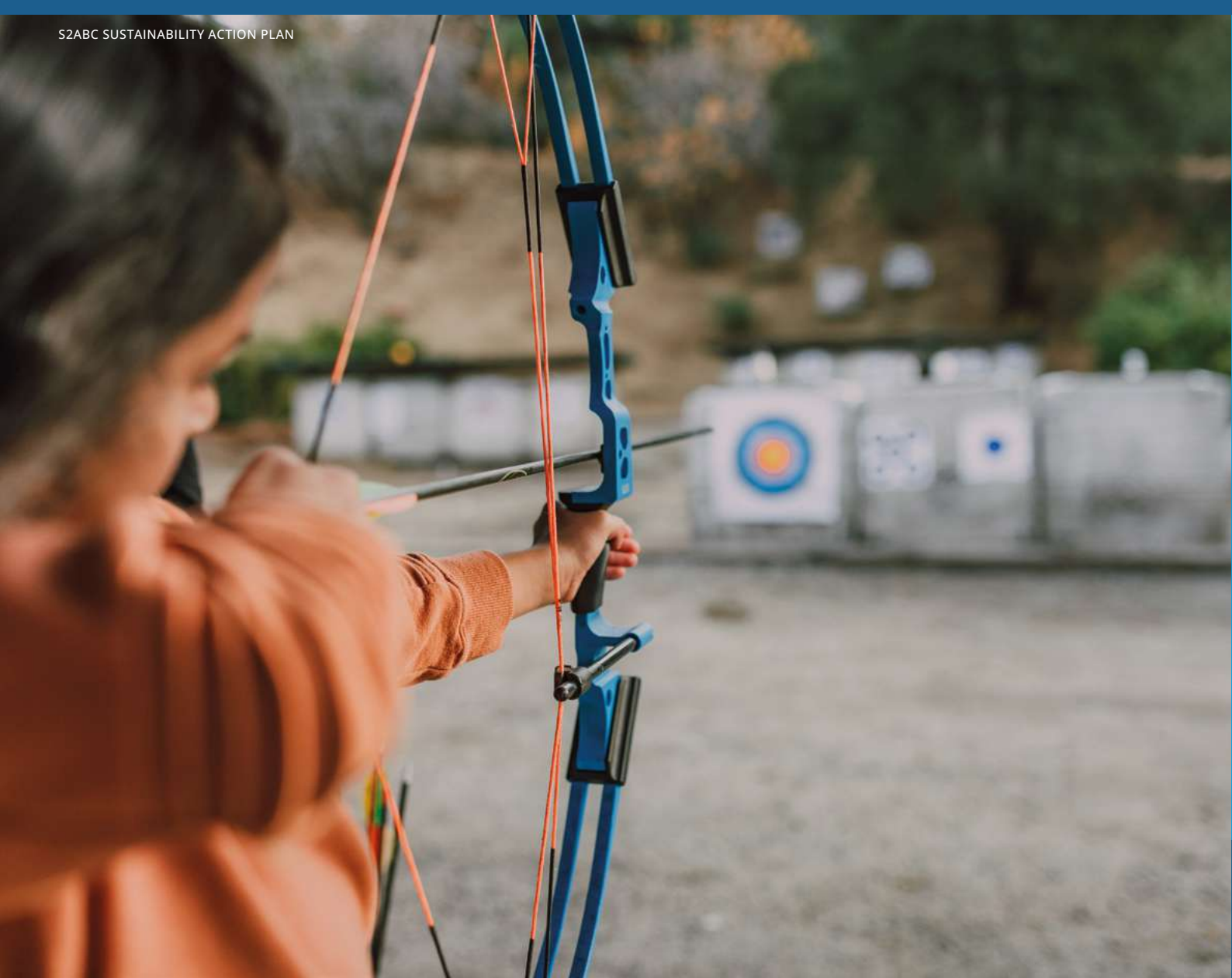
Université Catholique de Louvain (UCL)  
Belgium



University of Prishtina (UoP)  
Kosovo



Further information is available at: [www.s2abc-sport.eu](http://www.s2abc-sport.eu)



#### d/ S2ABC WORK PROGRAMME DESIGN AND DELIVERY

To achieve the project aims, S2ABC developed, organised and delivered two specialised and innovative European Courses on Sport Administration, training a total of 70 sport administrators selected from across the target countries in the Western Balkans and in Europe. These courses utilised a blended learning approach, combining live online sessions with in-person national visits at the beginning (Induction) and end of each programme (Graduation).

The programmes aligned with the S2A Sport project's occupational standards, and were responsive to the specific needs of sport administration employers in targeted Western Balkan countries (Albania, Kosovo, Montenegro, and the Republic of North Macedonia). Including participants from outside the Western Balkans was extremely important to promote professional and cultural exchange, enhancing comparability and laying a foundation for sustainable networking and collaboration. The in-person national visits provided a platform for participants to build networks, share knowledge, and learn about sport systems across countries. This exposure also increased their understanding of EU institutions, policies, and tools.

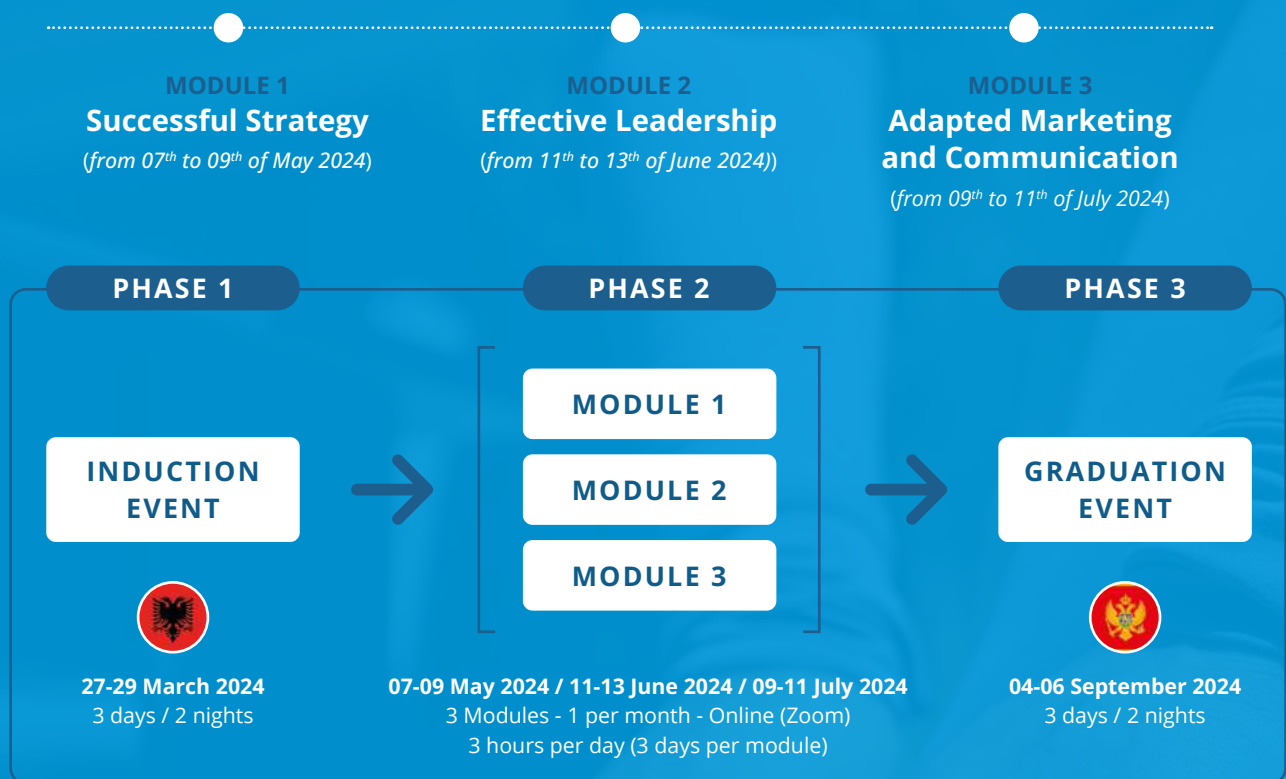
The project's main output was the delivery of two distinct European Courses on Sport Administration:

- ① European Standard Course on Sport Administration (40 participants)
- ② European Advanced Course on Sport Administration (30 participants)

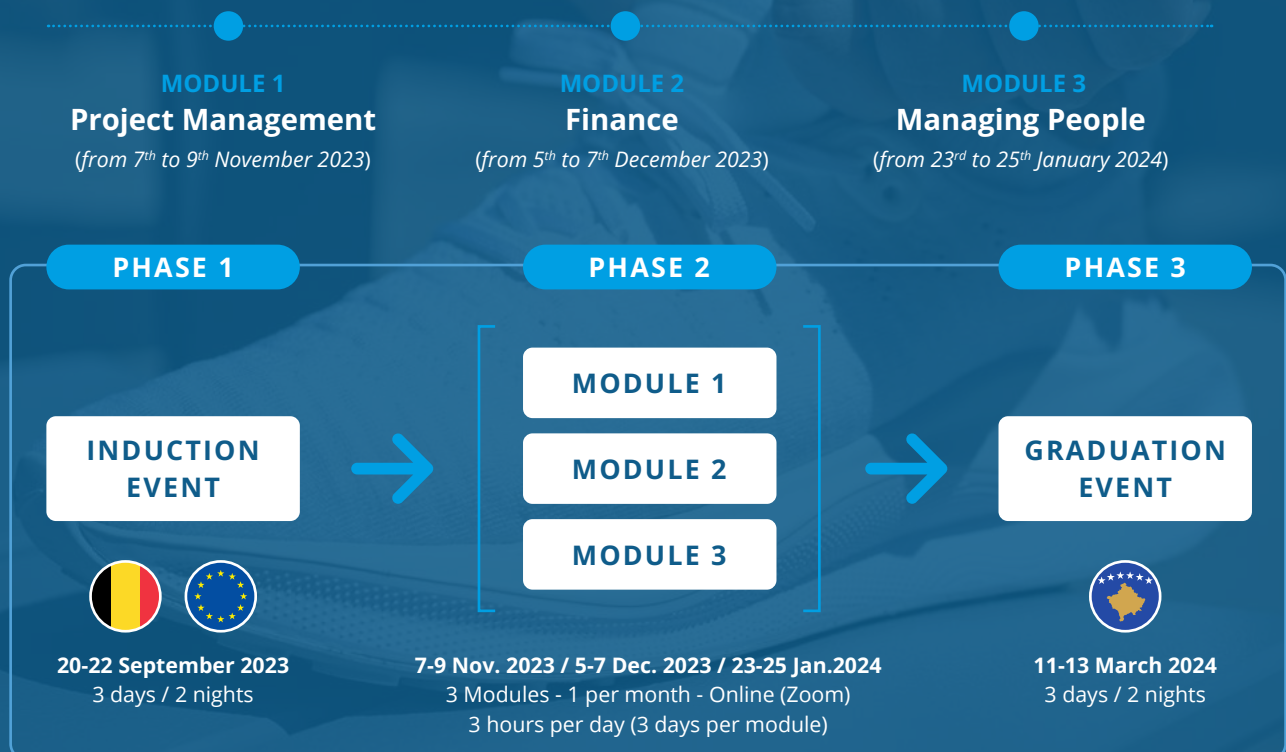
Both courses, designed with stakeholder consultation, focused on the skills and competencies needed by sport administrators in the Western Balkans and the EU. Course participants needed to be actively involved in the running of a sport organisation (e.g. sport federation, club, local authority, National Olympic Committee, sport-for-all organisation). Project Partners ensured a good mix and diversity of participants.



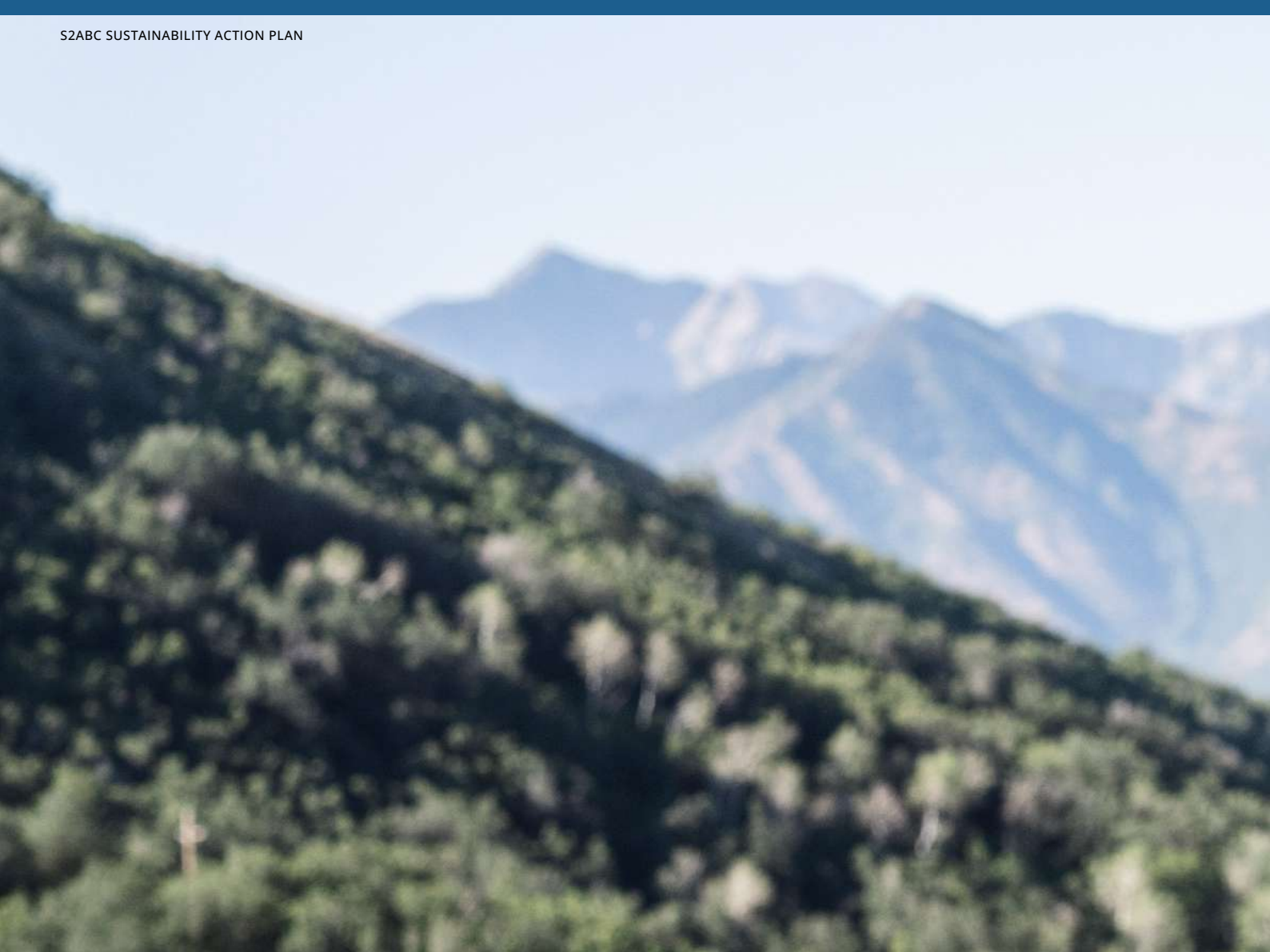
Partners agreed on topics and learning outcomes for three modules of the **European Standard Course on Sport Administration**:



And three further modules for the **European Advanced Course in Sport Administration**:



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.



## II THE CASE FOR A SUSTAINABILITY ACTION PLAN

### a/ PLANNED LONGER-TERM IMPACTS

At the project planning stage, the partners were confident that the S2ABC project would be a key step in a journey towards strengthening capacity building and skills development in the sport sector in the Western Balkans and more widely in Europe. The partners also felt that this initiative 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:

- ② Enhance skills of participants and strengthen their employability
- ② Contribute to capacity building of sport organisations
- ② Contribute to development of sport in Western Balkans
- ② Contribute to the Western Balkans region's economic and societal development
- ② Promote and make learning mobility a reality in the sport sector
- ② Promote international dimension of sport and encourage transregional cooperation
- ② Sport to reach its potential and meet expectations of national governments.

The partners feel that project activities including six modules with online delivery across the two courses, and the four in-person national events, can create the conditions for the achievement of these wide impacts and for future sustainability.



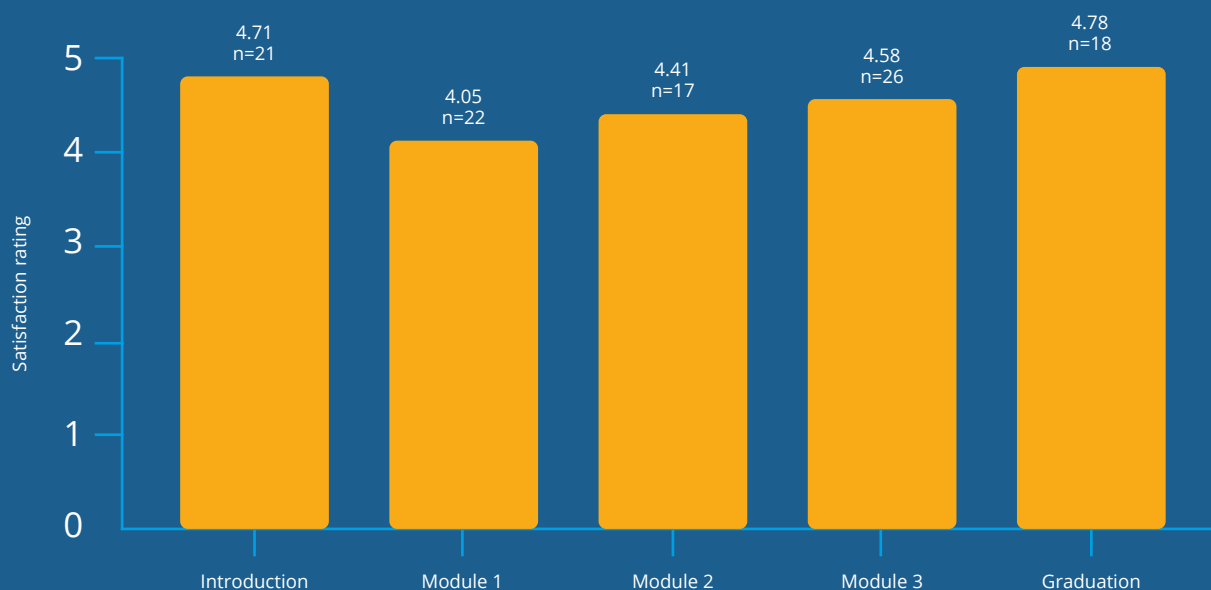
## **b/ S2ABC COURSE EVALUATION OUTCOMES**

Evaluation was a key component in the S2ABC project. Before and after the completion of each module of the two European Courses, as well as the in-person national events, participants were asked to complete an 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 related to the learning outcomes had changed as a result of their training.

Analysis of their feedback after each module enabled the organising team to adapt and improve the design and delivery of the following ones, taking into consideration the remarks and suggestions from participants.

At the end of the Standard course, participants were also asked some questions about their opinion about the relevance of the overall course which they participated in as a whole and what they would want/suggest for the future. Evaluation of learners' feedback was overwhelmingly positive.

## Satisfaction Ratings by Event/Module of the S2ABC Advanced Course



### S2ABC Advanced Course evaluation – summary of key findings

Overall, participants rated the three online course modules and two in-person events highly, with a level of satisfaction ratings ranging from 4.05 to 4.78 out of 5.00. Notably, the ratings of the online modules improved with time based on the adaptations we made to respond to the needs and expectations of the participants. The highest satisfaction was noted for the Graduation Event, indicating a positive reception across different modules and events.

#### → Participants reported notable improvements in their knowledge and skills post-module in most cases

- ⌚ Average pre-module mean self-reported rating across learning outcomes: 3.80 / 5.00
- ⌚ Average post-module mean self-reported rating across learning outcomes: 4.11 / 5.00
- ⌚ Average change in pre- to post-module self-ratings: +0.29 (+8.17%)
- ⌚ Maximum change: +21.01%

→ **Effective module design and delivery** the logical structure, ease of use of Zoom, and comprehensive understanding provided by the modules were highly appreciated. Participants particularly valued the practical elements that could be implemented in their daily work.

→ **Networking and interaction opportunities** - the course successfully facilitated effective communication and networking among participants, particularly highlighted during the Induction and Graduation Events. Networking was consistently rated highly, underscoring the importance of these opportunities in participant satisfaction.

→ **The organisation and structure of the in-person events** were praised, though there were suggestions for better management of participant engagement, and less intense schedules.

→ **Areas for improvement** - some minor areas were identified for enhancement. These included:

- ⌚ Lowering the intensity of the schedule for in-person events.
- ⌚ Improving the balance between team exercises (breakout rooms) and lectures
- ⌚ Developing more concise and visually informative slides.

Including more in-depth interactions with single speaker and more real-world examples from guest speakers to accompany modules.

## SELECTION OF TESTIMONIALS

*"I feel really thankful for having the chance to join the S2ABC European Advanced Course on Sport Administration. It was a wonderful learning experience. This course taught me a lot about how to manage a sports team or organization, the kind of work that goes on behind the scenes to make sports events happen, and how to keep everything organized.*

*One of the best parts was the graduation event. It was a joyful day where we all celebrated finishing the course. I met many new people who also love sports. We shared our experiences and talked about how sports are done in different countries. This was so interesting and fun.*

*The teachers on the course were very good at explaining things clearly, and I always felt comfortable asking questions. They knew a lot and could answer all sorts of questions about sports and managing them.*

*I think this course is great for anyone who wants to learn about sports administration without complicated words or ideas. It's a good place to start and it gives you the basics you need to know. If someone asks me, I would definitely suggest they sign up for this course."*

(Advanced Course Participant from Kosovo)

*"Attending the graduation ceremony for the S2ABC Project was an unforgettable experience filled with pride and accomplishment. As a participant in the Sport Administration program, I am truly grateful for the invaluable knowledge and skills I gained throughout this journey.*

*The event was beautifully organized, reflecting the dedication and hard work put into the program. Being surrounded by peers from different European countries, all sharing the same passion for sports management, was both inspiring and enlightening.*

*The comprehensive curriculum, focusing on Project Management, Finance, and Human Resources, equipped me with practical tools and insights essential for success in the field. From the initial sessions in Brussels to the online continuation, every moment was enriching and worthwhile.*

*I am especially thankful to have represented the Basketball Federation of Kosovo in this program, further deepening my connection to the sports community.*

*In conclusion, the graduation day marked not only the completion of a program but also the beginning of a promising journey ahead. I am confident that the knowledge and experiences gained will continue to guide me towards achieving my goals in sports administration."*

(Advanced Course Participant from Kosovo)

## S2ABC Standard Course evaluation – summary of key findings

The Standard Course as a whole was overwhelmingly well-received, with participants rating it highly across all modules. **The final satisfaction score for the overall Course averaged 4.75 out of 5.00.**

**All modules received very positive feedback**, with high overall satisfaction ratings, such as 4.76 for the Graduation Event and 4.65 for the Adapted Marketing and Communication module.

→ 100% of participants would recommend, and 85.7% of them would 'definitely' recommend the course to their colleagues, underscoring its perceived value.

→ Participants reported notable improvements in their self-reported knowledge and skills post-module:

- ① Average pre-module mean self-reported rating across learning outcomes: 3.70 / 5.00
- ② Average post-module mean self-reported rating across learning outcomes: 4.25 / 5.00
- ③ Average change in pre- to post-module self-ratings: +0.56 (+15.48%)
- ④ Maximum change: +32.35%

→ **Practical application and leadership development** - throughout the course, participants highlighted the practical nature of the skills gained, particularly in leadership and strategic management. The structure, combining theory and practical exercises, was highly valued for equipping participants with actionable skills. Testimonials revealed that participants felt more confident and capable in their roles, with many noting their increased leadership abilities and readiness to handle strategic initiatives within their organisations.

→ **Valued opportunities for networking and international collaboration** - a key strength across the course was the opportunity for international collaboration. This was especially evident during the Graduation Event, where networking and camaraderie were praised. Participants appreciated the opportunity to connect with peers across different countries and professions, fostering long-term professional relationships and an exchange of ideas that enriched their learning experience.

→ **Engaging content and course structure** - the course's structure, which balanced expert input with group work and real-world applications, was particularly effective in keeping participants engaged and focused on applying their knowledge in practical contexts. Almost all participants felt the course had a direct impact on their daily work and contributed to their professional growth.

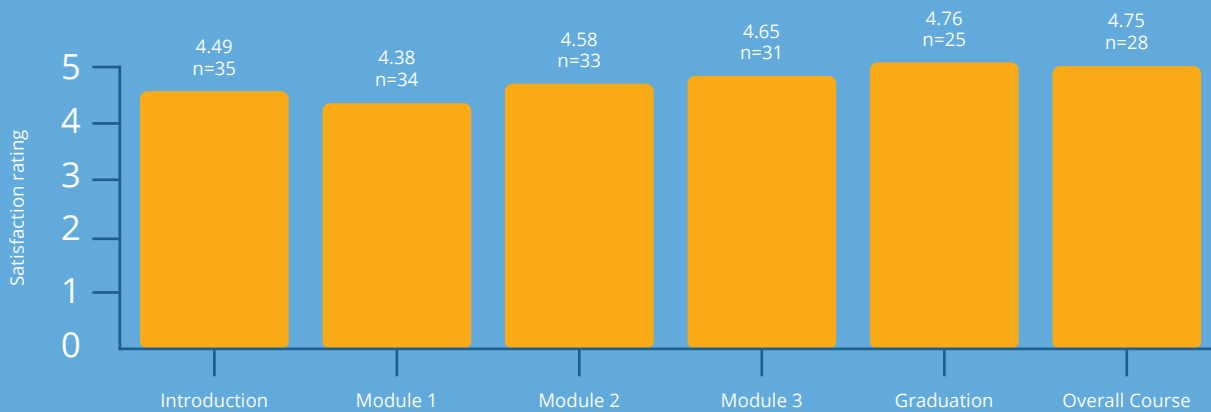
→ **Reported impact on professional development** - across all modules, participants reported a significant impact on their professional development. They felt better equipped to contribute to strategic planning, manage projects, and apply leadership techniques in their organisations. As one participant summarised in their testimonial, *"The course has made me more prepared to contribute to strategic planning in my organisation"*. This reflects the course's success in providing actionable knowledge that translates into real-world impact.

→ **Opportunities for cultural exchange** - cultural immersion was a key component of the in-person elements of the course. Participants appreciated the chance to experience the Balkan region and engage with the local sports system, enriching their learning experience. This international aspect added significant value to the course by broadening participants' perspectives on sports administration and exposing them to diverse practices and approaches.

- ① Areas for improvement - while satisfaction was high, several areas for potential improvement were identified. Participants suggested:
- ② Enhancing engagement during online sessions by encouraging more active participation in group discussions.
- ③ Offering more in-person learning opportunities, as many felt that face-to-face interaction was more engaging and effective.
- ④ Shortening the duration of online sessions for improved focus and time management.
- ⑤ Providing more expert input and opportunities for individual work.

→ **Future topics of interest** - participants suggested future course topics, including club development, events management, and volunteering. These suggestions highlight areas where the course could expand or adapt its content to address the evolving needs of participants and the broader sports administration sector.

## Satisfaction Ratings by Event/Module of S2ABC Standard Course



## SELECTION OF TESTIMONIALS

*"Participating in the S2ABC course was an exceptional experience that provided me with a deep understanding of key topics such as successful strategies, effective leadership, adapted marketing, and communication. The program was extremely well-designed, with practical exercises that allowed me to immediately apply the knowledge I gained to my work. One of the greatest benefits of this course was connecting with colleagues from different countries. The exchange of ideas and experiences with these talented individuals further enriched my understanding of global trends and strategies. Thanks again for the opportunity!"*

(Standard Course Participant from Montenegro)

*"This course in was highly beneficial, providing a comprehensive understanding of leadership, management, and communication within the sports industry. The instructors offered practical insights and strategies that I can immediately apply in my work. The course was engaging, well-structured, and the learning environment encouraged meaningful discussions. I would recommend this course to anyone looking to improve their leadership and management skills in the world of sports."*

(Standard Course Participant from Europe)

*"The S2ABC European Standard Course on Sport Administration was a great experience that really opened up my view of sports management. The course was a good mix of theory and practical knowledge, helping me understand how sports administration works across Europe. One of the best parts was meeting people from different sports in Balkan and EU countries, which made the experience even more interesting. The hands-on learning and expert guidance gave me useful ideas that I can start using right away. Overall, it was a valuable experience that changed how I see and approach sports administration."*

(Standard Course Participant from Europe)

A number of employers also provided their testimonials in relation to their staff participating in the course(s), for example:

*"[Participant]'s participation in the European Standard and Advanced Course on Sport Administration has significantly contributed to improving the work of the Ministry of Sport and Youth of Montenegro. The knowledge [Participant]acquired in the area of strategic planning has been particularly valuable in preparing the National Sports Development Strategy of Montenegro where he served as a member of the working group responsible for drafting the strategy. His contributions in this area have helped ensure the strategy is comprehensive and aligned with modern sports management principles. We believe these courses are invaluable, and we are pleased to confirm that they have significantly contributed to the development of our ministry."*

(Ministry of Sport and Youth of Montenegro)

## III SUSTAINABILITY THEMES AND RECOMMENDATIONS

Using the analysis, main findings, lessons learned and discussion above, the S2ABC partners regularly exchanged and held a final meeting in November 2024 to review all the project's aims, implementation and the evaluation outcomes. A special attention was made to the topic of sustainability to finalise and agree a series of concrete actions that should be implemented after the funded period to pursue the shared ambition to upskill sport administrators all over Europe and beyond and enhance the capacity of sport organisations.

This collaborative plan reflects the aim of all parties to sustain and expand the project's reach, enabling the sport sector to benefit long after the EU-funded period concludes.

Partners' proposals and suggested actions can be organised under the following themes:

### Theme 1 | CONTINUING, BROADENING AND IMPROVING THE PROFESSIONAL DEVELOPMENT OF SPORT ADMINISTRATORS AND CAPACITY BUILDING OF SPORT ORGANISATIONS

#### → Recommendation 1.1: Improve the six modules delivered across the two European courses using the evaluation findings

The six modules already developed and delivered have proven successful with both employers and learners. EOSE and the partners are now confident in online (blended) delivery and the course (or individual modules) could be made available more widely. The modules should be improved, further developed and adapted where possible, using partner feedback and participant evaluations.

A further improvement would be to revise breakout group tasks and find solutions to strengthen the monitoring of learners during group activities to ensure that all are fully engaged during online delivery.

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

Demand to take part in the European Standard and Advanced Courses on Sport Administration exceeded the number of places available and there are always new sport administrators joining the sector or current ones willing to be trained to upskill. 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. The format, duration and financial process will need to be discussed depending on the way forward.

#### → 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 S2ABC 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 Standard and Advanced Courses to further areas of the sport administrator's role. The S2A Sport occupational standards can act as a guide to the creation of new modules in line with the needs of the sport industry.

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 and as a response to the consultation with sport organisations identifying main skills gaps. Therefore, this competence-based training design methodology could be extended to further areas of learning.



Participants of the S2ABC Courses were asked to identify potential topics for further training in the area of sport administration and the following ones were underlined: finance, club development, events management, and volunteering.

Following the delivery of any new modules, participants and partners could continue to 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.

→ **Recommendation 1.4: Enhance and build on in-person learning and the national study visits while continuing to support online delivery**

Unlike the previous S2A Sport Mobility project which took place during the period of the Covid pandemic, S2ABC included in-person induction and graduation events in the form of national visits at the beginning and end of both European Courses. This undoubtedly strengthened the integration, transnational learning, knowledge sharing, and mobility embedded in the Courses. 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.

Different delivery formats can be tested in the future for existing and new European Courses in Sport Administration, this could include entirely face-to-face “summer school” type intensive delivery over a week, bringing participants together in-person for an intensive learning programme gathering a mix of lecturers, activities and visits.

It is clear online delivery does have some advantages especially by being able to reach a larger group of learners and include a wider range of guest speakers. We also know the realities for volunteers and staff from small sport organisations to be absent several days. 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: Consider the introduction of formal assessment and explore the potential for accreditation**

Accreditation of a training programme can increase its appeal and credibility and enhance motivation of learners. A future development could be to explore the possibility of gaining accreditation from a university partner. Whereas the volume of learning in such a course could never compare with a full university degree or diploma, it could be delivered as a ‘micro-credential’ – 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 Sport Administration modules and course as a whole.

Formal assessment methods could also be tested in relation to future European Courses 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.

→ **Recommendation 1.6: Seek closer integration with existing programmes**

Many European universities have training programmes which are relevant but not specific to sport administration. One strength of the S2ABC modules is that they are specific to sport administration, they have been tested 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.

There are also programmes that are aimed directly at sport administrators within a specific area of the sector – for example, in a specific sport, or organised through the IOC / NOCs. The partnership should continue to explore opportunities to align and embed the S2ABC courses and outputs into existing programmes (reference point for module development, direct inclusion of modules, pre-requisites to more advanced programmes).



## **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.

S2ABC 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. The partners should explore further the potential for a sustainable network and mechanisms which could establish it and carry it forward into the future.

### **→ 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 and the partners 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 THE EUROPEAN COURSES TO OTHER COUNTRIES

### → Recommendation 3.1: Carry out market research to identify and analyse demand for the S2ABC courses in other European countries and parallel training courses for other occupations

The S2ABC European Course was well-received, not just by participants from the Western Balkans but also by those from the 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 37 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.

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: Explore the need to train future course directors and tutors

In order to extend the scope, reach and sustainability of the programmes, it may need a trained workforce of qualified deliverers that could, for example, deliver future courses locally, nationally and internationally, both in countries and regions where they have been delivered so far (e.g. Western Balkans) as well as others. The projects delivered so far have not included training of new tutors. Partners could explore the need and feasibility of such training, including the trainers' profile and funding sources. One avenue to explore for such a train-the-trainer initiative could be to target past participants of the S2A courses.

### → Recommendation 3.3: 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 governments, sport umbrella bodies, e.g. 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.

### → Recommendation 3.4: Continue to promote the S2ABC initiative and its results to encourage further course delivery and achievement of the project's long-term aims

In order to support the previous recommendations, partners should continue to promote the S2ABC project, its findings and deliverables. EOSE could prepare promotional material that would effectively showcase the value and need for such initiatives, which could then be disseminated to various stakeholders, sponsors etc. Partners could identify the most relevant, useful and persuasive material to use, for example writing specific case studies based on participants' experiences of the course, the application of the knowledge and skills to professional challenges, the course's effect on their professional development and their organisations' performance.

<sup>2</sup>For more information about the 7-Step Model for Lifelong Learning see for example: Zintz, Thierry & Gouju, Jean-Louis. (2014).

Sport employment in Europe: the key challenges; or an overview on EOSE website: [www.eose.org/eose-expertise](http://www.eose.org/eose-expertise)



## IV SUSTAINABILITY ACTION PLAN

At the end of the project, the S2ABC partners created this Sustainability Action Plan outlining 10 priority actions and the related timing, audience, methods/ activities and responsible organisations.

### Theme 1 | CONTINUING, BROADENING AND IMPROVING THE PROFESSIONAL DEVELOPMENT OF SPORT ADMINISTRATORS AND CAPACITY BUILDING OF SPORT ORGANISATIONS

#### Action

**1.1: Improve the six modules delivered across the two European courses using the Course evaluations**

#### Audience

- ⊗ Project partners
- ⊗ Sport administrator employers in Western Balkans, EU and partner countries
- ⊗ Sport administrators

#### Methods/ Activities

- ⊗ Revise group work activities
- ⊗ Introduce measures to monitor participant engagement more closely
- ⊗ Explore potential for formal assessment

Responsibilities: **EOSE**

2025 - 2026

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

- ⊗ Project partners
- ⊗ Sport administrator employers in Western
- ⊗ Balkans including those not involved in S2ABC
- ⊗ National and international sport federations
- ⊗ National Olympic Committees
- ⊗ Sports clubs
- ⊗ Sport administrators
- ⊗ EOSE members

*Methods/ Activities*

- ⊗ Development and dissemination of publicity material
- ⊗ Online meetings with interested sport organisations

*Responsibilities:* **EOSE | Project partners and their own networks of contacts | Trained sport administrators (as ambassadors)**

2025 - 2027

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

- ⊗ Project partners
- ⊗ Sport administrator employers in Western Balkans including those not involved in S2ABC
- ⊗ National and international sport federations
- ⊗ National Olympic Committees
- ⊗ Sports clubs
- ⊗ Sport administrators
- ⊗ EOSE members

*Methods/ Activities*

- ⊗ 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

*Responsibilities:* **EOSE | EOSE members | Project partners | Trained sport administrators (as ambassadors)**

2025 - 2026

*Action***1.4: Enhance and build on in-person learning and the national study visits while continuing to support online delivery***Audience*

- ⊗ Project partners
- ⊗ Sport administrator employers in Western Balkans including those not involved in S2ABC
- ⊗ National and international sport federations
- ⊗ National Olympic Committees
- ⊗ Sports clubs
- ⊗ Sport administrators
- ⊗ EOSE members

*Methods/ Activities*

- ⊗ Identify and secure opportunities for national study visits as a complement to the blended 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

*Responsibilities:* **EOSE | EOSE members | Project partners | Trained sport administrators (as ambassadors)**

2025

*Action***1.5: Consider the introduction of formal assessment and explore the potential for accreditation***Audience*

- ⊗ Project partners
- ⊗ Potential awarding organisations (universities, professional bodies etc.)
- ⊗ EOSE members

*Methods/ Activities*

- ⊗ Identify potential awarding organisations and their readiness to offer accreditation
- ⊗ Where there is willingness to offer accreditation
- ⊗ 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 organisations

*Responsibilities:* **EOSE | Project partners**

2025 - 2026

*Action***1.6: Seek closer integration with existing programmes***Audience*

- ⊗ Project partners
- ⊗ Potential university partners
- ⊗ EOSE Members

*Methods/ Activities*

- ⊗ Identify potential partners
- ⊗ Review existing training programme content to identify potential synergies
- ⊗ Establish arrangements for delivery of selected modules as part of existing training

*Responsibilities:* **EOSE | Project partners**

## Theme 2 | BUILDING A SUSTAINABLE NETWORK OF SPORT ADMINISTRATORS AND GOOD PRACTICE EXCHANGES ACROSS EUROPE

### Action

#### 2.1: Build a network of European sport administrators

##### Audience

- ⊗ Project partners
- ⊗ Sport administrator employers in Western Balkans including those not involved in S2ABC
- ⊗ National and international sport federations
- ⊗ National Olympic Committees
- ⊗ Sports clubs
- ⊗ Sport administrators
- ⊗ EOSE members

##### Methods/ Activities

- ⊗ Canvass potential for a European network of sport administrators among current participants and their colleagues
- ⊗ Establish arrangements for a network involving current course participants
- ⊗ Consult sport administrators on suggestions and opinions for such a network and type of activities to be delivered
- ⊗ Support the network as necessary
- ⊗ Canvass potential for extending the network beyond existing
- ⊗ Support extension of the network

*Responsibilities:* **EOSE | Project partners | Trained sport administrators (as ambassadors)**

2025 - 2027

### Action

#### 2.2: Facilitate the exchange of sport administration good practices

##### Audience

- ⊗ Existing sport administrator participants and their colleagues
- ⊗ New network participants, including new sport administrators and students

##### Methods/ Activities

- ⊗ 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

*Responsibilities:* **EOSE | EOSE members | Network Members | Trained sport administrators (as ambassadors)**

2025 - 2027

2025

### Theme 3 | EXTENDING THE SCOPE AND RESOURCING OF THE EUROPEAN COURSES TO OTHER COUNTRIES

#### Action

#### 3.1: Carry out market research to identify and analyse demand for the S2ABC courses in other European countries and parallel training courses for other occupations

#### Audience

- ⊗ Project partners
- ⊗ Sport administrator employers in Western Balkans including those not involved in S2ABC
- ⊗ National and international sport federations
- ⊗ National Olympic Committees
- ⊗ Sports clubs
- ⊗ EOSE members

#### Methods/ Activities

- ⊗ 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

Responsibilities: **EOSE | EOSE Members | Project Partners**

2025

#### Action

#### 3.2: Explore the need to train future course directors and tutors

#### Audience

- ⊗ Project partners

#### Methods/ Activities

- ⊗ Discuss the human resource need to deliver future courses
- ⊗ Agree on tutors' profile
- ⊗ Develop training plan

Responsibilities: **EOSE | Project Partners**



2025 - 2027

*Action***3.3: Seek financial resources to operationalise the recommendations on a sustainable basis***Audience*

- ⊗ European Commission
- ⊗ National Agencies
- ⊗ International and National Olympic Committees
- ⊗ Private sector donors and sponsors

*Methods/ Activities*

- ⊗ 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

*Responsibilities:* **EOSE | EOSE Members | Project Partners**

2025 - 2027

*Action***3.4: Continue to promote the S2ABC initiative and its results to encourage further course delivery and achievement of the project's long-term aims***Audience*

- ⊗ Project partners
- ⊗ Sport administrator employers
- ⊗ National and international sport federations
- ⊗ International National Olympic Committees
- ⊗ EOSE members
- ⊗ European Commission
- ⊗ National Agencies
- ⊗ Private sector donors and sponsors

*Methods/ Activities*

- ⊗ Discuss the promotion strategy
- ⊗ Identify key messages and sources to use
- ⊗ Create promotional material e.g. case studies
- ⊗ Carry out dissemination and promotion activities

*Responsibilities:* **EOSE | Project partners**



## V - CONTACTS

If you have any questions, please do not hesitate to contact the EOSE co-ordination team:

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Capacity Building for Sport Administration



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