

VOLUNTEERING STARTS WITH **YOU!**

HANDBOOK FOR DEVELOPING
VOLUNTEERING IN SCHOOL SPORT

László Földi & Edouard Portefaix



With the support of the Erasmus+
programme of the European Union

Volunteering with School Sport

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FOREWORD BY ISF PRESIDENT

The International School Sport Federation (ISF) is an international non-profit sport organisation recognised by the International Olympic Committee (IOC), that organised sport activities and events for young people between 13 and 18, since 1972. Beyond the competitive aspects, our mission is to support the educative paths of the young people to empower them as citizens of the world. Therefore, in the ISF Vision 2030, one of our priorities is to run an active policy towards more educative school sport. This handbook is the result of a very innovative project that enabled us to make a big step forward in the development of education through sport, and the involvement of young leaders within the ISF.

At the crossroad between the formal educational framework (schools) and the field of sport, the ISF strongly commits in supporting skills development through youth participation, which is linked to the issue of employability in Europe. Through this project, the ISF aimed at boosting volunteering in the world of school sport as a very effective approach for youngsters to be active, take actions, and develop key competences that can be re-invested in several other contexts.

The project will have a lasting impact on the ISF practices. Besides the tremendous experience offered to the youth, we really transformed our own representations by proposing specific training, and by directly involving the young generation. I believe this handbook will be an amazing tool to all school sport actors willing to develop and expand their volunteering policy. By doing so, we will create new opportunities for youth, and realise we can work together to make school sport evolve to match today's and tomorrow's world.

Laurent Petrynka



ERASMUS+ SPORT

Since 2014, the European Commission (DG Education and Culture) has created a new SPORT action in its ERASMUS + programme. It supports grassroots projects and cross-border partnerships to address several challenges in sports. Among them is the promotion of voluntary activities, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity, through increased participation in, and equal access to sport for all. This handbook comes from the first ERASMUS+ Sport project carried out by the ISF!



WHY THIS HANDBOOK AND WHAT FOR?



This handbook is one of the results of a collaborative project of the **International School Sport Federation (ISF)**. ISF – supported by the Erasmus+ Programme of the European Union – implemented this partnership project called “Volunteering with School Sport” (V2S) between January 2017 and March 2018. The main aim was to bring about sustainable changes in partner school sport organisations in terms of involving and engaging young volunteers in school sport activities. Six members of the Federation took part in the project: the national school sport organisations from **Croatia, France, Hungary, Latvia, Malta, and Turkey**. Six trainers experienced in the field of non-formal education, physical education and youth work trained 24 young volunteers (aged 14–16). Four young volunteers from each of the participating countries went through a demanding and rewarding learning experience that included three international training activities (4–5 days) and two national/local volunteering practices with their respective national school sport organisation.

The V2S project was a rich learning experience for the ISF and the participating school sport federations. First, it highlighted the importance to build a deeper common understanding of the concept of volunteering and how it is related to participation and citizenship in a school sport context.

Education through sport (ETS) was the key educational approach of the V2S project. By developing social and democratic competences of young people, ETS proved to be a very effective approach to further engage young citizens in the life of their school and give them the key to act as young leaders and peer educators on school sports events.

1 International training course to prepare the young volunteers in Budapest, Hungary.

2 National practice of volunteering in a national sport activity with the supervision of the national school sport organisation.

3 Volunteering and training activity during the European Badminton Championship in Clermont-Ferrand, France.

4 Second national practice in a local or national school sport activity supervised by the national school sport organisation.

5 Evaluation seminar for the young volunteers to reflect on lessons learnt in Zagreb, Croatia.

Throughout the project it also became obvious that volunteering in school sport was a fertile learning environment and a starting point for young people to be more active and take further responsibilities within their communities.

This handbook draws on the lessons learnt from the V2S project. Its contents were designed to support the staff of the ISF member organisations working directly or indirectly with young volunteers in designing and reshaping policies, programs and activities to further develop volunteering in a school sport context.

In the first part of this handbook, you will find some landmarks and definitions to help you develop your understanding of key concepts such as the values of sport, school sports, volunteering and youth participation. In the second part of the publication, you will learn more about Education through Sport and how to develop competencies that we deem useful in volunteering in school sport. Some

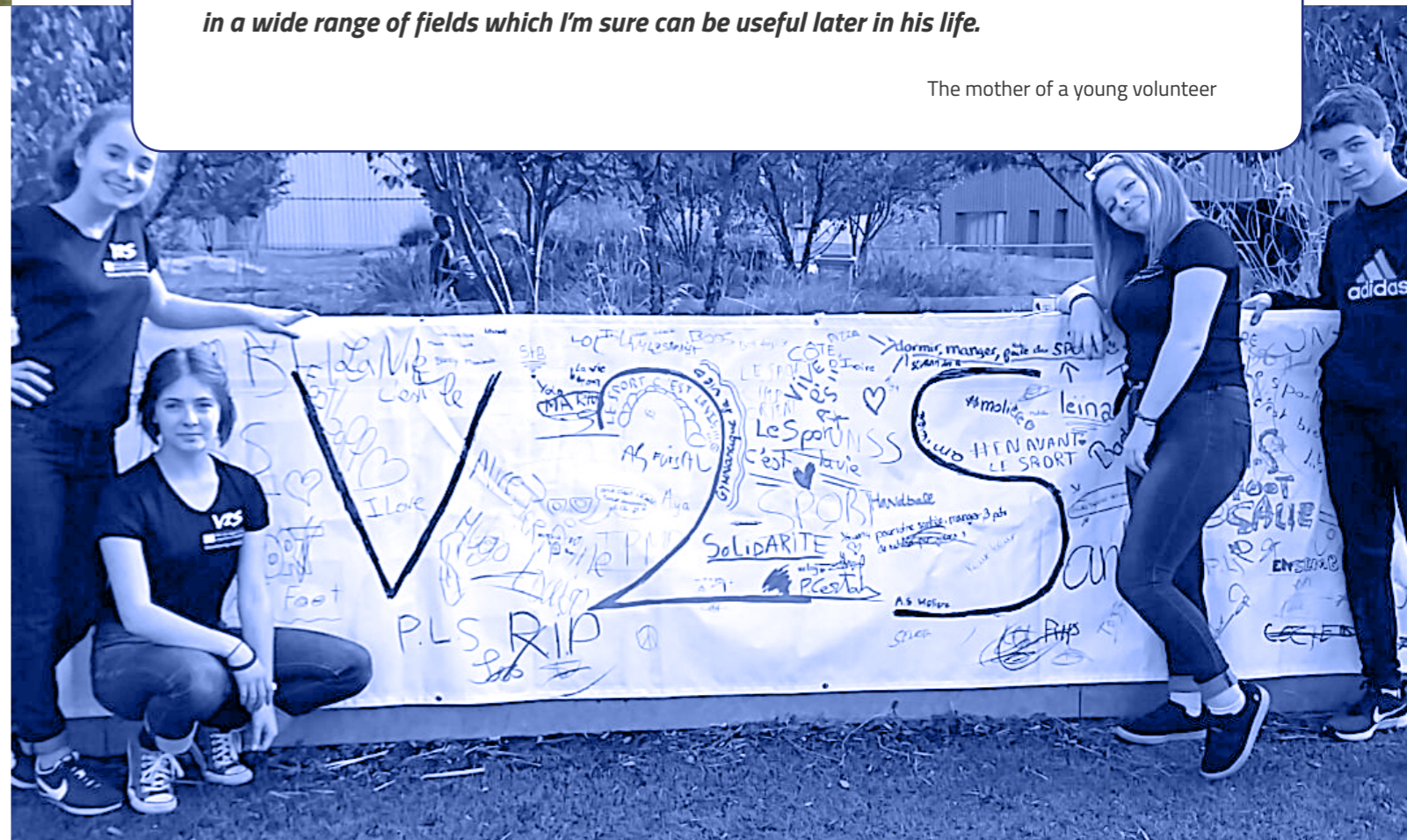
examples of educational activities from the V2S project illustrate this part. We invite you to adapt them to your own context.

At the end of every section in the first chapter, you will find a box including a few questions. They are to help you challenge your own views and practices. We hope that the experience gained throughout the V2S project and the combination of non-formal education, physical education and youth work can contribute to improving the quality of volunteering in school sport within the ISF and beyond. Don't hesitate to contact us should you have any question, suggestion or if you want to share your experience and practices. We wish you an inspiring and rewarding journey on the paths of Education through sport and volunteering in school sport.



He was usually on the «shy side», never wanted to be in the centre of attention. I have never imagined that he could be so extrovert. He learned not just how to cooperate with others, but he learned a lot of about himself too. He became more confident, more open. He learnt how to put ideas into action and that participating in international projects is a lot of work, but also a lot of fun. I'm sure he had a very good time, gained a lot of experience in a wide range of fields which I'm sure can be useful later in his life.

The mother of a young volunteer



UNDERSTANDING VOLUNTEERING IN SCHOOL SPORT

1

VALUES OF SPORT

When we think of sports, probably the first things that come to mind are “competition”, “winning”, “tournament”, “champions”, “Olympics games”, etc. However there are also underlying values that are as important as these. These values are inherent in sport and sport would not exist without them. These values make sport what it is and raise sport above cultures, nations, continents. We experience sport from different angles (doing it, watching it, working in it, etc.) but these values are visible through all and they have an immense impact on every aspect of our life in both short and long term. These values remain with us and are transferred to other fields of our lives. As a consequence, we should be thoughtful, deliberate, and proactive in actually referring to these values throughout sport as well as in broader social context. The saying “Sport can break down barriers, borders, etc.” shows the power of these values. It is obviously not the competition but the values and principles that connect people, cultures, countries. However we should also keep in mind that competition as a game of “winners and losers” can also feed nationalism, conflicts, racism, intolerance. Sport as a social activity can feed both peace as well as conflicts. But what values are we talking about?



If we look at sport literature, we find an endless list of values that are so called intrinsic in sport. Values that we all learn when participating in sport communities and sport activities. Values that are not always mentioned, some never pronounced but form part of the game. Values such as honesty, commitment, respecting working rules and ethics, pursuit of personal excellence, enjoying fun, respect of self and others, humility, teamwork, patience, perse-

verance, resilience, best effort, embracing failure, balanced life, physical health, celebration, etc. This list can be continued. *For the International School Sport Federation: “Sport can greatly contribute to the physical, social and intellectual development of youngsters. Sport is a prevailing tool for the promotion of mutual understanding, peace and tolerance. The power of sport can break down cultural, religious and ideological barriers, no matter how big.”*



- **WHAT VALUES DO YOU FIND THE MOST IMPORTANT IN YOUR WORK WITH YOUNG VOLUNTEERS AND WHY?**

2

THE SCHOOL SPORT CONTEXT

According to the International School Sport Federation: "School Sport as structured learning that takes place beyond the school curriculum sometimes referred to as out-of-hours learning. The teaching context for learning is physical activity." According to the Ontario Federation of School Athletics: "High school sport enhances the education of students. School athletics are a continuation of the classroom, and teach life lessons and values such as citizenship, sportsmanship, teamwork, and hard work. The emphasis on athletics in schools should be to prepare the young people of today with the necessary skills that will allow them to become future productive citizens of society. School sport should be a positive experience for everyone, with priorities placed on developing values."



School sport shall be considered a special grassroots sport. It is, on the one hand, connected to sport for all, aiming to involve young people into sport activities as means of social learning and provide sporting opportunities for as many people as possible through school structures. On the other hand, it can support elite sport (high performance) by creating opportunities for gifted young people to start an early sporting career, this way can also be considered as an early talent spotting structure. In this publication, we would like to put the emphasis on the grassroots sport dimension as school sport is an important social learning opportunity for all those involved in different ways.



- WHAT ARE THE OBJECTIVES OF SCHOOL SPORT IN YOUR ORGANISATION?
- WHAT IS THE ROLE OF COMPETITION IN YOUR SCHOOL SPORT CONTEXT?

3

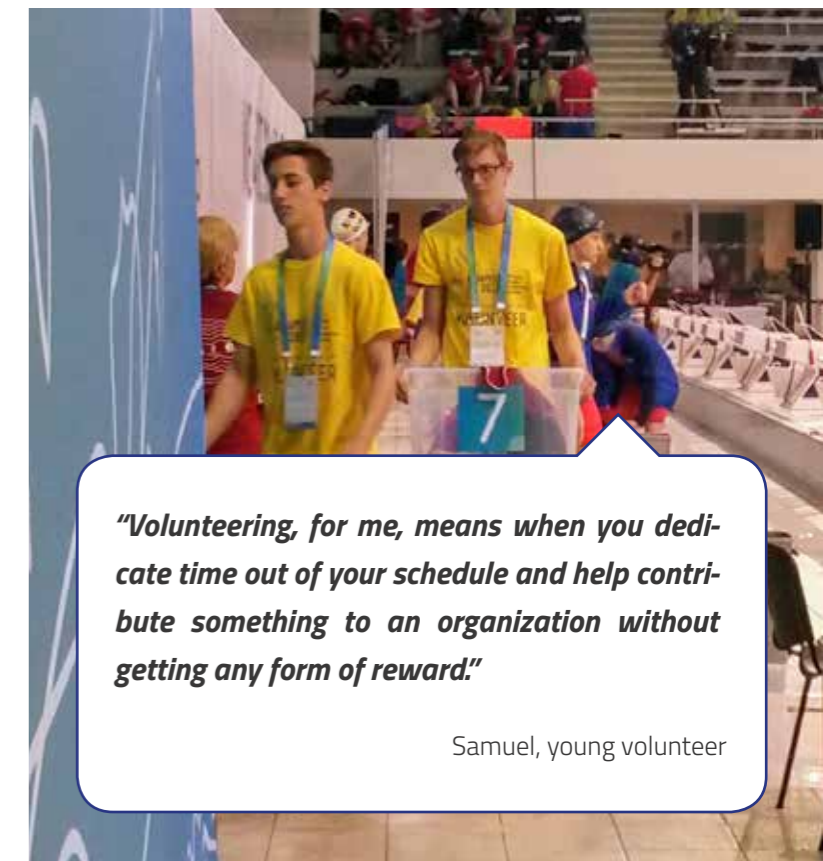
VOLUNTEERING AND VOLUNTEERING IN SCHOOL SPORT

Volunteering is another public weal (common good) that actually has values similar to sport. A volunteer according to the Cambridge Dictionary is a person who does something, especially helping other people, willingly and without being forced or paid to do it. The European Commission defined volunteering during the European Year of Volunteering in 2011 as all forms of voluntary activity, whether formal or informal. Volunteers act under their own free will, according to their own choices and motivations and do not seek financial gain. Volunteering is a journey of solidarity and a way for individuals and associations to identify and address human, social or environmental needs and concerns. Volunteering is often carried out in support of a non-profit organisation or community-based initiative.

It means, the volunteers offer to others their energy, time and talent, developing activities and tasks for the **greater good** in an **altruistic** and **solidary** way, **free of personal obligations**. International and European reports and studies reinforce the concept that volunteering is a matter of **individual choice**, is done **without thought of remuneration** or reward and **benefits others**. The Common Objectives for voluntary activities among young people outlined in the 2002 European Council Resolution define that voluntary activities are **open to all**,

unpaid, undertaken by the individual's own free will, educational (non-formal learning aspect) and offer added social value.

We can conclude that volunteering is a **way of participation in one's community by voluntarily contributing (as human resources) to its common good for the benefit of the others.**



"Volunteering, for me, means when you dedicate time out of your schedule and help contribute something to an organization without getting any form of reward!"

Samuel, young volunteer



- IS THERE ANY DEFINITION OF VOLUNTEERING IN YOUR ORGANISATION?
- IF SO, WHAT IS IT? DO YOU FIND IT HELPFUL?
- IS THERE ANY LAW THAT REGULATES VOLUNTEERING IN YOUR COUNTRY?
- IF SO WHAT DOES IT SAY?

Throughout the V2S project it was visible that different organisations and people within ISF used different “concepts” of “volunteering”. In order to further develop the quality of volunteering in sport we should develop a more coherent approach and agree on some basic principles of volunteering in school sport. Referring to the former chapters, we propose to conclude that volunteering in school sport means voluntarily working for **creating opportunities for peer youngsters to experience the benefits and the values of sport and develop social competences for citizenship through school sport activities.**



“Volunteering in school sport gives the opportunity to «work» in something that you really love doing and it’s like giving something back to the sport that has given you a lot in the first place.”

The mother of one of the young volunteers



What is the link between sport and citizenship? Citizenship in principle is social responsibility with rights and duties. It means doing your part for the common good, making your community and its institutions work well, serving the community, obeying the agreed laws but also thinking critically about them and questioning the established rules and habits. Participating in sport allows people to practise and learn many of those social competences for active citizenship (fair play, initiative, responsibility, solidarity, handling conflicts, cooperating, etc.), however, being an active citizen is not developed through pure participation in sports. Learning and fulfilling citizenship through sport participation happen both on and off the playing ground. Sport reflects the society and the community it is embedded in, and it conversely influences the way the com-

munity works and develops. Ensuring the development of active citizenship through sport it is important to define and develop the relationship between sports persons, between the sports persons and their team, the sports persons and the volunteers (in school sport context) and between the sports persons and their community. It is essential to see the whole picture and to see it as part of the greater social construction that the school sport activity takes place. Young people learn these relationships within the school sport environment and they transfer them fully or partly to their social roles in their peer groups and now and later in their professional life, a parent, a friend, a leader and as a member of the community, a citizen of a country.



The actual sport culture is, on the one hand, part of the greater socio-cultural context reflecting its values, its norms and ways of handling its challenges, and, on the other hand, it is a ground of testing and learning different values, norms and ways of solving problems. As described in chapter 1.1 sport has its inherent values, however, if not carefully managed, facilitated and evaluated it can also support the acquisition of (and spread) behaviour patterns that may be counterproductive and socially unwanted such as abuse, discrimination, oppression, aggression, violence, unfairness, etc. School sport may provide a safe learning environment for volunteering and developing the relevant and preferred social skills of young volunteers. However, in order to achieve this the system, the structure and the conditions of volunteering have to be carefully designed and implemented.



- **WHAT IS THE CITIZENSHIP CONCEPT THAT YOUR SPORT ACTIVITIES REFLECT?**
- **HOW DO YOU INVOLVE AND ENGAGE YOUNG VOLUNTEERS INTO SCHOOL SPORT AND WHAT KIND OF CITIZENSHIP CAN THEY LEARN THROUGH VOLUNTEERING IN SPORT?**
- **WHAT WOULD YOU CHANGE IN YOUR APPROACH? OR HOW WOULD YOU DESIGN IT?**

4 YOUTH PARTICIPATION AND ITS LINKS TO VOLUNTEERING IN SCHOOL SPORT



The concept of youth participation can be approached from different angles according to the context in which it is applied: a local organisation, a political party, a sports club, etc.¹ When it comes to volunteering in school sport, we understand participation as having the right, the means, the space and the opportunity and, where necessary, the support to participate in and influence decisions and engaging in actions and activities so as to contribute to the life of the organisation – whether it is a school, a sports club or a federation – and the sports activities it organises.

Participation, in political and cultural life, is a fundamental human

right that is recognised in the Universal Declaration of Human Rights or in the Convention on the Rights of the Child. The Convention recognises the right and the potential of children (all people below the age of eighteen years) to influence decision-making relevant to them, to share views and, thus, to participate as active citizens and actors of change². Participation is the keystone of the democratic life of any community or organisation.

'In a nutshell, participation means to be involved, to have tasks and to share and take over responsibility. It means to have access and to be included³.'

WHY FOSTER YOUTH PARTICIPATION?

To make the decision-making process more representative within your organisation.

To elicit new approaches and ideas.

To motivate young people to take responsibility for their own actions and decisions.

To stimulate young people to develop new skills, gain more confidence.

To create space for young people to use their talents and strengths for the benefit of the whole school or federation.

YOUNG PEOPLE AS KEY PLAYERS

Making youth participation a reality in your organisation may imply a shift in the way young people are considered. They should not be treated as objects of adults' intervention with the adults assuming that they know what is best for them, as children that need to be kept busy or entertained or as a docile workforce on sports

events. They should be rather considered as key players in your organisation, as partners with lots of potential, talents and strengths. Youth participation can indeed be seen as a form of a youth-adult partnership. "Partnership is about doing things together. It is about listening to everyone's voice and taking different ideas seriously⁴."

¹ COUNCIL OF EUROPE, Have Your Say! - Manual on the revised European Charter on the Participation of Young People in Local and Regional Life, Council of Europe Publishing, Strasbourg, 2008

² GOMES (R.) (Coord.), Compass - Manual for Human Rights Education with Young People, Council of Europe Publishing, Strasbourg, 2015, <https://www.coe.int/en/web/compass/citizenship-and-participation>

³ Lauritzen (P.), keynote speech on participation presented at the Training Course on the development and implementation of participation projects at local and regional level, the European Youth Centre, Strasbourg, June 2006.

⁴ STACEY (K.), "Theoretical underpinnings of youth partnership accountability", unpublished paper, Adelaide, 1998; quoted in Youth participation handbook for organizations. A guide for organizations seeking to involve young people on boards and committees, Government of South Australia Office for Youth, 2003, p. 15.

Keep in mind that youth participation should...



- *be based on the capacities of young people.*
- *offer diverse forms of involvement.*
- *be beneficial to all the actors involved.*
- *be inclusive.*
- *be based on a real partnership between adults and young people.*
- *be backed up with the resources needed.*
- *be recognised and valued.*
- *be transparent.*
- *be enjoyable.*

Various factors can impede youth participation. They can be related to the culture, to the organisation management and values, etc. The participants of the V2S project shared some examples of obstacles to youth participation that they met during their volunteering experiences.

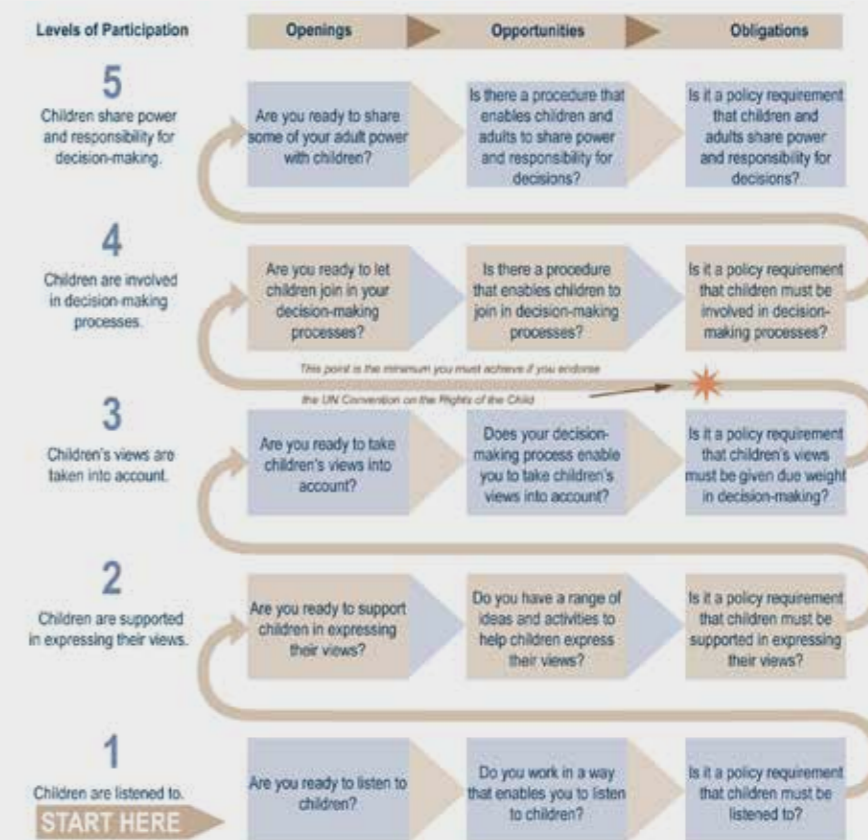
- *“It was boring”.*
- *“There was not enough information regarding what was expected from us.”*
- *“We did not have enough support and we were left alone.”*
- *“We were used as free workforce.”*
- *“Youth voice was not heard.”*
- *“There was a lack of decision-making by youth.”*
- *“The work we did was not recognised.”*

Other common obstacles could be added to this list:

- Different values and habits of young people and adults;
- Different communication styles;
- Lack of expertise on how to involve young people in a meaningful way;
- Patronising of youth by adults;
- Young people who participate are not representative of youth in general (lack of diversity in terms of social backgrounds, origins, etc.).

The following diagram features different levels of participation – from listening to children’s views to sharing power and responsibility with them for decision-making. At each level, three questions are asked: the first is about your readiness regarding this level of youth participation, the second and the third address the opportunities and obligations you may have to ensure youth participation in your context.

Making youth participation a reality in your organisation may not be an easy path but it is very rewarding for all the actors involved. We strongly encourage you to embrace youth participation as a guiding principle to develop your policies and activities involving young volunteers.



Harry Shier (2001): Pathways to participation: openings, opportunities and obligations. In: Children and Society Vol 15.



- **HOW IS “YOUTH PARTICIPATION” UNDERSTOOD IN YOUR ORGANISATION? WHAT ARE THE SIMILARITIES WITH THE DEFINITION ABOVE?**
- **HOW ARE YOUNG PEOPLE SEEN IN YOUR ORGANISATION (BENEFICIARIES, CONSUMER OF SERVICES, PARTNERS...)?**
- **HOW IS THE COOPERATION BETWEEN YOUNG PEOPLE AND ADULTS IN YOUR ORGANISATION?**

DEVELOPING COMPETENCIES TO VOLUNTEER IN SPORT

1

WHAT IS A COMPETENCE?

A competence is the ability to do something well⁵. The term is often used interchangeably with the term 'skill', although they are not the same⁶. In the field of Education Through Sport, a competence is more than a skill that is applied in a given context. **A competence is the capacity to adapt and respond successfully to different types of situations which present tasks, difficulties or challenges for the individual, either singly or together with others⁷.**

Example: Public speaking is a very useful competence in the context of volunteering in school sport. This competence is comprised of knowledge (on the topic to be discussed, on how to deliver a speech, etc.), of skills (having a good command of one's non-verbal communication, speaking clearly, etc.) and attitudes (confidence, readiness to engage with the public).

Sometimes, it may not be easy to tell whether something relates more to knowledge, skills or attitudes. Keep in mind that these three dimensions are interrelated and have porous borders. What matters the most is your understanding of your own learning needs and the needs of your audience.

KNOWLEDGE



Knowledge is the information and understanding you have or you need to have in a particular context to fulfil a specific task. Knowledge is the "cognitive dimension" of a competence and is often associated with the head

SKILL



A skill is the ability to use one's knowledge effectively to perform a task, the "know how". A skill is the "practical dimension" of a competence and is often associated with the hand.

ATTITUDE



An attitude is a mental position that exerts a specific influence on a person's response to a situation. Attitudes are influenced by beliefs and feelings. This third dimension of a competence is commonly associated with the heart.

⁵ See Cambridge Dictionary, <https://dictionary.cambridge.org/dictionary/english/competence>

⁶ See Council of Europe Youth Work Portfolio, <https://www.coe.int/en/web/youth-portfolio/home>

⁷ HUBER (J.), REYNOLDS (C.) (ed.) «Developing intercultural competence through education», Pestalozzi Series n° 3, Council of Europe Publishing, January 2014

2

WHAT COMPETENCIES ARE IMPORTANT FOR VOLUNTEERS IN A SPORT CONTEXT?

As volunteering in school sports encompasses a very large array of situations and challenges, the list of competencies in this section could spread over several pages. Hence we made a selection of a few competencies that we deem very useful for people volunteering in a school sport context. Some of them are illustrated by

the reflections of V2S participants on their own learning during the project. The competencies developed by young volunteers are used beyond the field of school sport. They are the basic skills one should possess in order to make oneself a better citizen and contribute to one's community.



"I believe he felt really comfortable working in a team and transmitting this even at home and during his football training. He seems to take more notice of other people's opinions. He has also started assisting the coach in delivering sessions to younger footballers." The mother of one of the young volunteers

The mother of one of the young volunteers



ORGANISATIONAL KNOWLEDGE

is the knowledge and understanding of the visions, missions and values of your organisation.



SPECIFIC KNOWLEDGE

is the knowledge and understanding related to the specific mission of a volunteer in a given context.



CRITICAL THINKING

(as knowledge) refers to the awareness and understanding of one's own and other people's assumptions, preconceptions, stereotypes, prejudices, and overt and covert discrimination.

I improved ability to listen to the others. I learned to listen and accept ideas and opinions using my own critical thinking.



COMMUNICATION

refers to the ability of understanding and making yourself understood by other people. It also involves the capability to convey information to others effectively and efficiently.

I learnt to better organise my ideas and express myself more clearly and with objectivity. I am more aware of what other people say. I am able to do interviews.



CONFLICT RESOLUTION

refers to the ability to face a conflict situation and use constructive approaches to overcome concerns, disagreements and conflict.

I learned to work better in a team and so this made me make new friends. If there was any conflict, we used a democratic way to solve the problem.



ATTENTION TO DETAIL

is about being able to accomplish a task thoroughly while keeping in sight all the aspects of the process.



PROBLEM SOLVING

is the capability to assess a problematic situation before exploring and proposing alternative solutions to this situation.

I improved my skills in solving problems. I had challenging teamwork situations that which I learnt to manage better.



TIME MANAGEMENT

is the capability to organise and plan how to divide one's time between specific activities.

I can integrate responsibility and planning into my daily routine. I can use managing time and organising for my actions.



COGNITIVE FLEXIBILITY

refers to the ability to change and adapt one's way of thinking according to the situation or context.

I improved my logical thinking while I organised my practices. I can adapt more to challenging situations.

INTEGRITY

is about earning others' trust by behaving in an honest, fair, and ethical manner and showing consistency in words and actions.

RELATIONSHIP BUILDING

involves working collaboratively with others to develop positive working relationships to achieve the shared goals of the organisation.

I developed skills for cooperation within teams. I learned to appreciate more and accept other people's opinions. I develop skills and values of giving space to the ideas and opinions of the others. I learned to value more working in teams.

CRITICAL THINKING

(as attitude) means being willing to question what is usually taken for granted as 'normal' according to one's previously acquired knowledge and experience.

OPENNESS TO CULTURAL DIVERSITY

means valuing cultural diversity and pluralism of views and practices.

I developed a better understanding of my own culture. I developed a better understanding of and learned to accept other cultures. I understood that every culture is different, but they all are equal.

EMPATHY

refers to the ability to understand and respond to other people's thoughts, beliefs, values and feelings.

I learnt how to understand other people's needs and expectations.

MULTIPERSPECTIVITY

is about being able to decentre from one's own perspective and to take other people's perspectives into consideration in addition to one's own.

My volunteering experiences and the V2S project did teach me much about learning to learn: learn from my failures and successes, from my experiences; to take some distance from our actions to enhance them; cast a critical look upon our own deeds. I believe I grew up and evolved. I became more mature whether regarding engagement and volunteering, or when it comes to my reactions in a multicultural group, my behaviours in a team comprised of adults and teenagers. Last but not least, I learnt a lot about myself. Now I know what I want to be or not to be, what I want to convey to people around me.

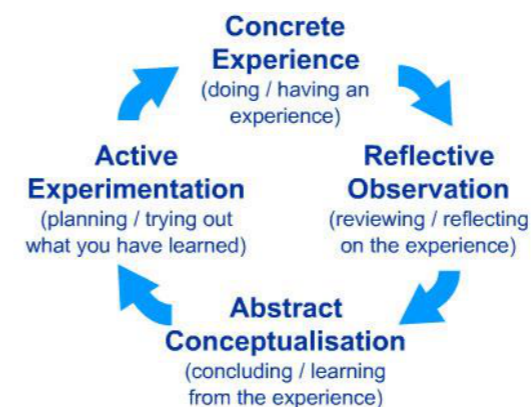
Alice, young volunteer

3

DEVELOPING CITIZENSHIP WITH EDUCATION THROUGH SPORT

Non-formal education and sport: Education through Sport

The simplest definition of sport (from Wikipedia) is any form of competitive physical activity or games which aim to **use, maintain or improve physical ability and skills** while providing enjoyment to participants. In parallel the main aim of education – in our context – is to provide learners with the fullest possible **development of competences required for living morally, creatively, and productively in a democratic society**. If we combine the two definitions, we get very close to what we mean by Education through Sport. Keeping the enjoyment of sport and using, maintaining and improving physical competences and broadening the scope toward the development of the individual as a social being, to become an active citizen of a democratic community can lead us to Education through Sport.



As school sport takes place in the less formalised context in the sense that it is not part of the education curriculum (not considering the compulsory PE lessons) its nature is close to non-formal education. In non-formal education the competence is in the focus of education thus experience provides the most adequate means of learning. This is why we refer to the Kolb's cycle⁸ of learning that provides a clear pedagogical ground on how to use sport and

⁸ David A. Kolb: *Experiential Learning, experience as the source of learning and development* (Englewood Cliffs, Prentice Hall, 1984)



physical activities as collective experience for learning. In this approach debriefing has a key role in supporting the learning and the transfer of new competences. After each collective sport or physical experience the group should be invited to reflect on what actually happened, how they felt, what they have learned and how they can bring these into their real life situations.



Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, take an active role in their learning process. Non-formal education gives young people the possibility to develop their competences (knowledge, skills, attitudes and values) that are different from and complementary to

the ones developed in the framework of formal education. What is special about non-formal education is that individuals, participants are the actors actively involved in their education/learning process. "Non-formal" does not mean "unstructured", the process of non-formal education is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.

HERE ARE THE KEY PRINCIPLES OF NON-FORMAL EDUCATION⁹:

Voluntary

Participatory and learner-centred

Based on involving both individual and group learning with a collective approach

Builds on the learning needs of the actual learners (participants)

Constructively and openly evaluated by all actors

Accessible to everyone (ideally)

Involves a facilitator who organises the learning process with clear learning objectives

Addressing life competences and preparing for active citizenship

Holistic and process-oriented

Based on experience and action



In order to understand what Education through Sport really means we should first understand three possible educational roles of sport. Many researchers in sociology define sport as a "global social factor" which carries and produces values. It is important to distinguish what "sport" is as a social factor and what "sport and physical activity" are as potential educational tools. It is needed first to have educational objectives, which the actors involved in the action share. The implementation of the educational function of sport means to pursue in priority an educational goal. In order to understand the educational potential of sport a clear distinction should be made between Education **FOR, BY and THROUGH Sport**¹⁰ as the three complementary approaches are implemented with different aims.

Most sports organisations and sport clubs are mobilised by sports performance goals as their priority. **Education FOR Sport** addresses the improvement of skills related to the sport itself. Thus, its main purpose is to serve the development of individual competences to improve physical performance related to the actual sport activity. Education for Sport is normally related to diverse disciplines of high performance, competitive sport. This concept therefore has limited interest in the context of non-formal education.



The concept of **Education BY Sport** has broader objectives and thus is a more complex process based on the implicit values of sport and objectives such as the aim to address health issues and wellbeing. The aim is therefore to reconcile the sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. Sport activities do have educational impact on social skills planned or unplanned. The development of social competences related to fair play, following rules, teamwork, cooperation toward common goals, etc. are automatically developed by the sport engagement. Grassroots sport engagement involves a lot of education by sport sometimes more and sometimes less consciously planned by the coaches, trainers and teachers.

⁹ COMPASS, A Manual on Human Rights Education for Young People, Council of Europe, 2002

¹⁰ Laszlo Foldi: Move and Learn, Manual for Non-Formal Education Through Sport and physical activities with young people (International Sport and Culture Association, 2013)



The **Education THROUGH Sport** (ETS) approach is the most complex and further away from the competitive nature of sport, deeper in terms of its aims and expected outcomes. The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social change. The whole non-formal education process is planned and prepared with clear, realistic and measurable learning outcomes. The definition: Education THROUGH Sport is a non-formal educational approach that works with sport and physical activities and refers to the development of key competences of individuals and groups in order to contribute to the development of transferable (from sport to real life situations) personal competencies and bring about sustainable social transformations.



Education through Sport
Education by Sport
Education for Sport

“Planning the activities ourselves and testing them on the other volunteers is a very good way to practice what we were learning. Younger children should be more exposed to teenage volunteers and encouraged to take part in these types of activities.”

Chloe, young volunteer

“V2S was useful because it gave me hands-on learning, new experiences and discipline through sport such as waking up early, playing on a team, not giving up when I am tired. This also gave me new friends and connections and exposure to other cultures. I learnt persistence and I learnt how to be more self-sufficiency. Thanks to the amazing games I learnt how to stand for ourselves and others. I learnt how to convince people by speaking in public.”

Krisztina, young volunteer

If you want to learn more about Education through Sport you can visit the online version of the Move and Learn manual: <http://moveandlearn.org>



- **CAN YOU FIND EXAMPLES OF EDUCATION FOR, BY AND THROUGH SPORT ACTIVITIES IN YOUR ORG ORGANISATION / SCHOOL?**
- **IN WHAT SPORT ACTIVITIES OR SPORT EVENTS CAN YOU IMPLEMENT OR INTEGRATE EDUCATION THROUGH SPORT APPROACH IN YOUR ORGANISATION?**

4

EXAMPLES OF EDUCATIONAL ACTIVITIES FOR YOUNG VOLUNTEERS IN SCHOOL SPORT

These are non-formal education activities that were used or developed during the V2S project. They can support the learning process of training young volunteers in school sport context. You can find here the description of 4 essential training sessions that can support four of the most important learning objectives explained in the former chapters (participation, volunteering, volunteering in school sport and designing sport activities for peers).

1) EXPLORING PARTICIPATION

Educational objectives

Get familiar with the concept of youth participation. Reflect on and share about their own experience of youth participation - including obstacles and coping strategies.

Competences addressed

Participants will learn about different forms of participation and approach the concepts of inclusion and exclusion. They will develop their self-reflection skills and the ability to reflect on their own environment and experiences; They will gain confidence about the role that young people can play - especially themselves - in society.

Technical requirements

Time: 80 minutes

Number of participants: between 8 and 30

Space: an indoor space in which you can create small working corners

Materials: Flip chart, markers, felt-tip pens

Flow of the activity

Introduction to participation

10 min.

Ask participant: “In your experience (think about a game/sport you played recently), what makes a game/activity successful? Note the answers on a flip chart and make the link between participation in an activity and the concept of youth participation. Make a short input on youth participation based on Chapter 1.4.

Work in small group

25 min.

Make sure that participants understood the input and clarify unclear points if need be. Start a discussion.

Guiding questions:

- Why is the participation of young people important?
- How do you participate in the life of your community (class, school, city...)? Give examples.
- What are the challenges to youth participation (the ones you faced or the one you observed)?

The outcomes of the discussions should be presented using a flip chart (keep it clear, simple and visual).

Presentation of the flip charts

20 min.

Power and responsibility sharing between youth and adults

25 min.

- Presentation of a part of the ladder of participation.
- Positioning of the sign in the room.
- Participants are invited to think about a project they took part in. Then they position themselves on the continuum on the point that reflects the most accurately their experience.

2) JOINS US AND VOLUNTEER!



Educational objectives

Explore the concept of volunteering and link it with volunteering experiences that participants had.
Develop participants creativity and their advocacy skills.

Competences addressed

The participants will understand that volunteering is related to active citizenship.
They will use their creative side to create a poster and a motto to attract volunteers

Technical requirements

Time: 75 minutes

Number of participants: between 12 and 30

Space: a big room for 30 people and indoor or outdoor sport spaces

Materials: Flip charts, markers, felt-tip pens, A4 paper

Flow of the activity

Ice-breaker

10 min.

In a circle, throw a tennis ball to a participant and ask him or her to say one word which comes to his/her mind when he/she hears the word VOLUNTEER. Then the participant sends the ball to someone else.

Acrostic

20 min.

1) Personal Reflection.

Bring participants to reflect on the last volunteering activity they took part in:

- What?
- Why did you do it?
- Difficulties?
- What would you do differently?

2) Write the word VOLUNTEER.

Now for each letter write a (word or phrase) benefit that volunteering gives you

For example:

V – values
O – opportunities
L – leadership
U – understanding oneself and others
N – Networking
T – tool for active citizenship and inclusion
E – ethics
E – experience
R – respect

Posters and mottos

45 min.

Participants shall group themselves in groups of 4 or 5 people.

Their mission is to design a poster on volunteering with a catchy slogan to encourage other young people to engage in volunteering activities.

3) SCHOOL SPORT IN ACTION (SIMULATION EXERCISE)

Educational objectives

The activity is a simulation of a school sport scenario in which school students are invited to organise a school sport event connected to an environmental campaign. It will bring participants...

- to understand the concept of volunteering in sport activities;
- to reflect on personal competences needed for volunteering in sport;
- to develop competences required for volunteering through sport activities;
- to improve organisational skills;
- to develop skills related to participation and involving peers.

Competences addressed

The participants will learn/understand, what volunteering through sport means, and how it is related to social participation.

They will be able to organise small activities with peer groups, to involve and engage other young people into learning experiences through sport activities.

They will have an open attitude towards volunteering in educational sport activities.

Technical requirements

Time: 180 minutes

Number of participants: 24

Space: a big room for 30 people and indoor or outdoor sport spaces

Equipments: different balls, bibs, cones, 12 badminton rackets and 6 shuttles, 2 buckets, 2 glasses



Flow of the activity

First off all check out the safety risks of all spaces and do the necessary preventive measures.

Explain the situation to the group. Give out the role cards and give the description of the situation to the head of the Student Council and to the Director of the school and silently observe the process.

Close the activity. Derole participants and sit down for comfortable debriefing.

Debriefing questions

- What happened during the preparations?
- What happened during the decision-making at the School Director?
- What happened during the preparation of the sport activity?
- What happened during the sport event?
- How did you feel in your role? How was it to be a student? A teacher? A Youth Council member?
- Was there any conflict? How was it resolved?
- How much were the students involved? How did the student participate?
- How was the decision made? Who made the decision? Were the students asked what they want?
- What did you learn? What would you do differently?

SITUATION

In the secondary school called SCHOOL XXI that is in the capital city Fairville in Earthland the student council would like to organise a school badminton action in order to support the local environmental project that aims to raise awareness about water waste and responsible consumption. The student council wants to cooperate with the local youth organisation called Green and Blue, that is the initiator of the project called H2O 2050. For this the student council sets up a team of volunteers and starts to plan and prepare the sporting action. The idea is to organise something that involves badminton, as the school is preparing for the

Earthland Badminton Championship so many students are interested anyway. Through such an action the student council hopes to involve students and somehow bring the environmental project in the attention as well. The idea is to organise a 30-minute activity in the school involving as many students and teachers as possible, using badminton and aiming to raise awareness about environmental issues connected to clean water in the local and the global context. The management of the schools is not particularly interested but they can be convinced.

FLOW OF ACTIONS

Activity	Time	Places
Preparation, planning and negotiations	First 45 min.	Big room
Meeting the School Director when the decision will take place (everybody can listen)	Next 15 min.	Director's Office 4 students and 4 teachers
Preparations for the sport action	Next 60 min.	Big room
The sport action	Next 30 min.	It should be announced during the preparations (activity 3)
Debriefing	Last 30 min.	Anywhere that is comfortable

SPACES

The open school space, the Director's and Teachers' Office (in one), the Student Council Office and the office of the Green and Blue NGO should be corners of the big room indicated by labels. The sport activity should take place in a different place preferably in indoor or outdoor sport facilities (sports hall, football ground, etc.).

ROLE CARDS



Chairperson of the Student Council

You are very motivated to organise this action. You are a devoted environmentalist and very interested in green issues. You are planning to study nature protection in university. Your main supporter is the Geography Teacher. You want to organise the 30-minute Sport in Action event in a creative way. You either find out how to organise the Sport in Action event or you look for ideas from other students.



Deputy Chair of the Student Council

You are also one of the badminton players who is preparing for the championship. You are not so much interested in environmental issues, you are more into competition and sport. You are not against the idea of the Sport in Action event but you are not particularly supportive either. However you are open to help a little. Your main ally is the PE Teacher responsible for the Championship.



Member A of the Student Council

You are a member of the student council and you are responsible for the inclusion strategy of the Council. You see a lot of potential in the Sport in Action event as it may mobilise some of the marginalised and minority students in the school. So you support the activity by trying to make sure that the less active students can also be involved in the school life through sport. Your main supporter is the Teacher supporting the Student Council.



Student A

You are a student of the School XXI. You are less active in social life, but you are interested and open to new things.



Student B

You are a student of School XXI. You are less active in social life, but you are interested and open to new things.



Member B of the Student Council

You are also responsible for the cooperation with other partners, but you are more interested in traditional cultural organisations. You think that sport is only for some people and cultural activities are much better for engaging your peers. You do not like the idea of the Sport in Action event and you do not like it. You are trying to argue against it. Your main ally is the Literature Teacher.



Director of School XXI

You are an ex-athlete and PE teacher. You love sports and you love your school. You do all you can to support the young people and their ideas. You are happy for the idea of the Sport in Action event proposed by the Student Council but you are very busy and you do not want to take risks. You arrange a meeting with 4 students (decided by the Student Council) and 3 teachers (you decide) to see if you can give green light to the event. You tell them the conditions of the event at the end of the meeting.

**PE Teacher X responsible for the Championship**

You are preparing a group of 4 students for the Badminton Championship in your school. The school is active in many school sport activities and you are very proud of the several achievements. You want to use all possible time to prepare for the championship so you are not very happy for the Sport in Action idea. However you are not sabotaging the idea either. You are now practising with the 4 players as much as you can.

**PE teacher Y**

You are one of the two PE teachers of the school. You are a tennis champion as well. You are only teaching PE to have a job but you are mostly interested in your own competitions. You do not like the idea of using sport as a tool because you think it is performance and winning that counts in sport. You are not supporting the Sport in Action event and you try to convince the School Director that it is a bad idea.

**Teacher supporting Student Council**

You are convinced that sport is only a tool for social integration and learning. You like the idea of the students very much and you give all your support. You are absolutely on the side of the Council and you do all you can to make the Sport in Action happen, but you allow the students to organise it.

**Geography Teacher**

You are a very motivated green activist, also active politically and you have heard about the H2O 2050 Project of the Green and Blue Association. You think it is very important to teach young people about environmental issues and make them responsible eco-citizens. You think the Sport in Action is a good idea but the event should focus on environmental issues rather than on sport. You are supporting the Chairperson of the Student Council and you know the President of Green and Blue.

**Literature Teacher**

You are not particularly happy with the idea of the Sport in Action event. You think cultural activities are much better for raising awareness about social and cultural issues. You think you have better ideas how to promote the protection of environment and you are in cooperation with the Member B of the Student Council.

**Badminton player student 1**

You are very seriously preparing for the Badminton Championship, you have a good chance to win in your age group. You are a very good player. You do not really understand why they want to mix sport with environmental issues.

**Badminton player student 2**

You are very seriously preparing for the Badminton Championship, you have a good chance to win in your age group. You are a very good player. You do not really understand why they want to mix sport with environmental issues.

**Badminton player student 3**

You love playing badminton and you are preparing for the championship. You like teaching badminton to others too. You see a lot of good possibilities in using badminton to teach others about social and environmental issues.

**President of Green and Blue**

You are the founder of the H2O 2050 Project that aims to raise awareness about the importance of water in Fairville in the 21st century. The project aims to reach young people so that they become more conscious consumers of water as it is very likely that Fairville will have water problems within a few decades.

**Badminton player student 4**

You love playing badminton and you are preparing for the championship. You like teaching badminton to others too. You see a lot of good possibilities in using badminton to teach others about social and environmental issues. You have an idea with Student F how to combine badminton and water consumption to support the H2O 2050 Project. You only say it if you are asked!

**Student E**

You are a student. Less active in social life.

**Student F**

You belong to the local minority. You are not particularly active as the minority students have fewer opportunities in the school. You hear about the idea of the Sport in Action event and You have an idea with Badminton Player student 4 how to combine badminton and water consumption to support the H2O 2050 Project. You only say it if you are asked!

**Member of Green and Blue**

You are a volunteer in the organisation. You have just started your first job at a bank. You are helping the President to manage the H2O 2050 Project. You used to play badminton when you were a secondary school student. Your younger brother/sister is Student C in School XXI.

**Student C**

You are a student. Less active in social life. You are very good friends with Student D.

**Student D**

You are a student. You are very motivated and ready to take part in social activities. You are also playing in the local junior wheelchair basketball team. You are physically disabled, you move in a wheelchair. (You have to sit on a chair that you can move with). You are very good friends with Student C.

**Student G**

You belong to the local minority. You are not particularly active as the minority students have fewer opportunities in the school. You mainly hang around with Student H.

**Student H**

You belong to the local minority. You are not particularly active as the minority students have fewer opportunities in the school. You mainly hang around with Student G.

IN CASE THERE IS NO IDEA: AN IDEA FOR THE SPORT IN ACTION EVENT RECORD OF WATER SAVING THROUGH BADMINTON

There are two circle lines drawn on the floor with one referee. Participants are asked to form two groups. In each circle two of the four badminton players start playing. Players cannot move away from the circle line, they must stay on the line. They start playing with one-one shuttlecock in both circles. The shuttlecock can be hit by any of the players. Anyone (new player) can join in the circle one by one. The idea is to bring as many students into the game as possible. When someone hits a shuttlecock must shout loudly one chance/way of reserving/saving water (for example during toothbrushing).

There is a big bucket of lemonade/cold water displayed for both groups. Each time the shuttlecock falls down, or each time a player cannot say a new (that has not been said yet) way to reserve water a glass of water is poured out of the bucket (by referee). After 15 minutes of playing the organisers measure how much water remained in each group. Each group can drink the lemonade that they reserved.

When we were in Budapest we had an activity where us volunteers were given a role to play in a role play that was basically a day in a school. Not all the volunteers had a lively role and some were just there to fill the seats. After evaluating the day we concluded that if there was a bit more communication and initiative there would not be volunteers just staring and doing nothing but the event could have been more flowing. This is to show that even if as citizens we improve these small competences we can go a long way in improving our community.

Samuel, young volunteer



4) SHAPING THE FUTURE OF VOLUNTEERING IN SCHOOL SPORTS

Educational objectives

The exercise is creating safe learning environment for the young volunteers to explore the potential of Education through Sport by planning, preparing, implementing and evaluating short sport activities for their peers with specific learning objectives. Participants will:

- develop initiative;
- Reflect on what competencies are needed to volunteer;
- Practice organisational skills;
- Involve and engage peers to volunteering in sport.

Competences addressed

The participants will improve their entrepreneurship skills

They will be able to organise small activities with peer groups, to involve and engage other young people into learning experiences through sport activities.

They be able to advocate for volunteering in school sport among their peers.

Technical requirements

Time: 240 minutes including breaks

Number of participants: 24

Space: a big room for 30 people and indoor or outdoor sport spaces

Equipments: different balls, bibs, cones, any sport equipment that participants can use

Flow of the activity

Divide the group in 6 teams of 4. Each team will represent a school class. Decorate the room to get a shoolish atmosphere with 6 different tables. Put the list of names, a copy of the Information Sheet and the Letter of the Headmaster on each table and make sure that there is a copy of the schoolmaster's letter and a copy of the workshop description on each table. Find a wall to place the "School Board" where all teams will publish their Information Sheet. School Board should provide the time frame of the activities.

Welcome the participants in and invite them to find their class. The teams have 90 minutes including a break to design and prepare their 30 minutes activity. Facilitators determine the activity order according to the requirements of each activity in two parallel venues (two sport rooms or outdoor spaces). Two teams will run their activities in parallel, so you will need three times 30 minutes in between 2 times 15 minutes breaks so a total of 2 hours. After the preparation time when all activities are in the program on the School Board ask all participants to sign up for 2 other activities as participants. Each activity is followed by short evaluation by participants run by participants supported by facilitators.

After each team implemented their sport activity promoting volunteering bring the whole group together for a debriefing with the questions below.

Debriefing questions

- What happened during the preparations?
- How did you work in teams?
- Who was the leader and why?
- How did you make decisions?
- How did you design the activity?
- How was the organisation of your activity?
- How could you involve the participants?
- How did you feel in front of the group when running the activity?
- How did your team work?
- To what extent did your activity promote volunteering and how what did it teach the participants about volunteering? What did you learn? What would you do differently?

INFORMATION SHEET

Title of the activity	
Names of the activity organisers	
Objectives of the activity	
Short description	
Material needed	
Space required	
Participants (8 students can sign up)	

LETTER FROM THE SCHOOL DIRECTOR

XY
HEADMASTER – VEETOOHESH HIGH SCHOOL
13 SOLIDARITY STREET
DATE

Preparation of the Week of the Volunteers

Dear Students,

It is my pleasure to announce that our international Veetoohesh high school will organise the Week of the Volunteers in 2 months, following the proposal of the student council. During that week, the Veetoohesh high school will organise activities to raise awareness on volunteering and youth participation for young people of our city.

As you are part of the student council, I invite you to organise sport activities for your fellow students. The aim is to prepare them for the Week of the volunteers.

Your mission - should you accept it - is to design an activity that will allow participants:

- to gain motivation for the Week of the volunteers;
- to better understand what volunteering is about;
- to experience some physical activity that could help them in their future volunteering.

The activity should not be longer than 30 minutes and involve 8 students from your class. You can organise one or more exercises. The activities will take place this afternoon.

At the end of your activity please run a short evaluation with the participants so that we collect their feedback and opinion. Throughout the preparation feel free to ask the facilitators (teachers) for any help. Please put out the description of your activity on the school board until X o'clock

I look forward to seeing many activities with many participants and wish you good luck.

Sincerely yours,

XY
Headmaster of the International Veetoohesh high school

TIPS TO ORGANISE A "VOLUNTEER-FRIENDLY" EVENT

GUIDING QUESTIONS TO ORGANISE A VOLUNTEER-FRIENDLY EVENT

The following questions can prove useful to create the conditions allowing volunteers participating in your event to give the best of themselves and have a fulfilling experience.

How are volunteers consulted and what role do they play in the design and planning of the event?

How are you going to recognise and valorise the work of volunteers throughout the event?

How are you going to make sure that the volunteer roles match volunteers' skills, interests and capabilities?

How are you going to provide training activities to volunteers - where necessary?

How are volunteers consulted and what role do they play in the design and planning of the event?

A specific policy on how to work with volunteers is a very useful guiding text to have in your organisation. Check whether there is such a policy in your organisation. Maybe it is time to develop one or update the existing one.

How are you going to ensure that volunteers are properly informed prior to the event – especially on the following question?

- where they are going;
- what is expected of them;
- what they expect of others;
- how they are going to do this;
- what kind of support they are getting and from where.

How are you going to keep volunteers informed during the event? What have you planned for volunteers needing assistance during the event?

How are you going to address potential disagreements, tensions and conflicts with volunteers?

RECOGNITION

Recognising and valorising the involvement of volunteers is very important. Understanding why people volunteer with your organisation is the first step in developing relevant forms of recognition.



- Acknowledge the time and efforts put in the event by the volunteers – both with them and publicly.
- Develop a form of recognition for the competences developed by the volunteers it can be a certificate or a "volunteering passport".
- Propose – when relevant and accessible to all volunteers – some rewards such as free tickets if you are working on a sport competition.
- Meeting new people and experience something new are often amongst the top motivation factors for volunteers. Organising get-together events or an appreciation party to celebrate the collective achievement of the team and give the chance to your volunteers and staff to reconnect or get to know other people can be very positive.
- Volunteer retention is a crucial part of every volunteer-based organisation. Give volunteers the opportunity to come back and invite the more senior to pass on their experience to newcomers.

While the suggestions above can work well, keep in mind that the energy and attitude you bring radiate through your volunteer base and spreads to everyone. Positively interacting with them is often the best way to show your appreciation.

The V2S project was a well-structured process regarding its concept and methodology. Besides the professional experiences, the greatest value was to work step by step together with the young volunteers in close co-operation. I think that the most important message is for anyone who are planning to work with young volunteers, to take time to know them well, to know what their motivations, needs and fears are. On that basis they can develop a supportive and safe community. I encourage others to trust young people. There is more in them than we think!

Mónika, National Coordinator (Hungarian National School Sport Federation)



EXPERTS WHO CONTRIBUTED TO THE V2S PROJECT

ROMAIN FERMON

(manager ISF)

LAETITIA ZAPPELLA

(consultant)

FLORIANE PONCET

(project manager ISF)

LÁSZLÓ FÖLDI

(consultant, educational coordinator)

EDOUARD PORTEFAIX

(trainer)

ANA ZNIDAREC CUČKOVIĆ

(trainer)

CHARLENE ATTARD

(trainer)

RENATA KALIVOD

(trainer)

OZGUR YAŞAR AKYAR

(trainer)

START YOUR OWN PROJECT

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START YOUR OWN PROJECT

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The **International School Sport Federation (ISF)** is an international non-profit sport organisation that sets up grassroots sport activities, events and competitions for young people aged between 13 to 18 years old. The ISF is recognised by the **International Olympic Committee (IOC)** and promotes the values and interests of education through sport. The ISF has developed a large network of school sport entities, which believe that sport can greatly contribute to the **physical, social and intellectual development of youngsters.**

International non-profit sport organisation based in Belgium

90 members

National school sport organisation on 5 continents

ISF VALUES

- Peace and non-discrimination
- Healthy lifestyle
- Gender equality
- Social Inclusion
- **Volunteering**
- **Education & life-long learning of the youth**

ISF EVENTS

▪ 34 Sports



▪ 12 World/European/Schools Championship/Year

▪ Summer & Winter School Games/Every 2 Years

▪ Average of 10.000 young participant/Every Year

"The ISF is an international platform with one of the biggest sport and school network, that strongly believes in sport as a prevailing tool for the promotion of mutual understanding, peace and tolerance."

