



RUNNING AN ASPIRE TRAINING SESSION: A PRACTICAL GUIDE



IMPRESSUM

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ASPIRE Training Brochure

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ASPIRE Project Consortium
Coordinator ENGSO – European Non-Governmental Sports Organisation
House of Sport Sweden – Idrotten hus
Skansborgatan 7, 116 64 Stockholm, Sweden


Authors

Richard Bailey PhD FRSA

Contributing Organisations

ENGSO – European Non-Governmental Sports Organisation, ICSSPE – International Council of Sport Science and Physical Education, DOSB – German Olympic Sport Association, RF – Swedish Sports Confederation, Caritas Academy Styria

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Design

Laura Tubb - www.lauratubb.co.uk

Photography

Steven Wei

Contact to the ASPIRE Project

Project Manager Orsolya Tolnay

office@aspireport.eu

www.aspireport.eu



@ASPIREsportEU



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Activity, Sport and Play for the
Inclusion of Refugees in Europe

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INTRODUCTION

"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers."

Nelson Mandela

Sport seems to have a unique capacity to bring people together. At its best, sport offers a safe and satisfying space for learning, fun, and friendship. Barriers between people, such as language and cultural background, can be overcome as players work together in the pursuit of shared goals. The power of sport is increasingly being embraced by policy makers and practitioners from many domains, who recognise it as an invaluable tool realising their aims, too. So, sport now appears as a central feature of social, economic, and health policies across Europe.

One of the most exciting of these developments has been the use of sport in supporting the inclusion of migrants and refugees. The movement of large groups of people across European borders, whether escaping war, persecution and conflict, or in the face of extreme poverty, has become one of the most divisive current issues. Member states, advocacy groups, and aid agencies have searched for humane and effective strategies for supporting migrants and refugees as they settle into their new countries, as well as their host communities. This where sport enters the picture.

ASPIRE - Activity, Sport and Play for the Integration of Refugees in Europe - has been developed by a consortium of European partners to support the social inclusion of people at risk of exclusion - especially migrants and refugees. Following extensive research, development, and testing, ASPIRE has developed a practical framework for sports organisations and clubs. It focuses on creating opportunities to participate in sport activities and community life through sport that can support the inclusion of migrants and refugees.

In seeking to do this, it has developed a set of support materials, including:

- A specialized **TRAINING MODULE**, aimed at making sports clubs and programmes more welcoming to refugees
- The **ASPIRE** website (www.aspiresport.eu)
- **SCIENTIFIC REPORTS**, ensuring that all materials and guidance are based on scientific evidence
- **A TRAINING SESSIONS GUIDE**, which offers guidance to those aiming to organise a Training Session, and implementing the training module.



HOW TO USE THIS GUIDE

This Guide has been kept short and it tries to focus on some of the key aspects of the preparation and delivery of an ASPIRE Training Session. It also seeks to share some of the lessons that have been learned from earlier ASPIRE Training Session, which have taken place in 9 European Countries - Austria, Belgium, Bulgaria, Finland, Germany, Greece, Serbia, Spain, Sweden. Information about ASPIRE is supplemented by practical ideas for making the most of Training Session, and numerous lists are provided of additional sources of information.

The Guide is designed to be used alongside the other ASPIRE materials, and Training Session coordinators are strongly encouraged to use the Guide alongside the ASPIRE website and the Training Module. The Training Module, in particular, provides a rich source of accessible information about migrants and refugees, their support, and the different ways in which sport can play a valuable and effective role in promoting their inclusion. Ideally, the Training Module and this Guide should be used together in the planning of Training Sessions.



Figure 1.

ASPIRE TRAINING SESSIONS

ASPIRE has the main aim of offering suitable participation opportunities for refugees in and through sport by the provision of training and coaching for facilitators across Europe. ASPIRE will focus on social inclusion in relation to people who are in risk of exclusion, especially refugees.

The Training Sessions provide an opportunity to share the vision of ASPIRE with new stakeholders and extending its impact. It is important to remember, however, that these sessions form a part of the wider ASPIRE project and should be in line with its specific objectives:

- Increasing the knowledge and evidence-base of working with vulnerable people, especially refugees, the organisational challenges and needs, and identifying good practice examples
- Supporting sport organisations to offer suitable participation opportunities for refugees with the help of innovative educational approaches
- Enhancing skills and competences of facilitators especially in the area of psychosocial support and intercultural sensitiveness
- Enhancing intercultural dialogue between refugees and host communities
- Raising awareness of the added value of sport in promoting the social inclusion of refugees.

These are the objectives of the project as a whole, and early trials of Training Sessions have taught that it is wise to focus on one or two main topics. These topics, in turn, determine the key learning objectives of the sessions.

It is useful to become familiar with the [Training Module](#) as it contains a great deal of information about the ASPIRE topics and learning objectives. A summary of these is given in the box below.

ASPIRE Key Learning Objectives (see the [ASPIRE Training Module](#))

MIGRATION

- Understand standard uses of the words 'migrant', 'refugee', and 'asylum-seeker'
- Know about basic facts and patterns of migration into the EU and into specific countries
- Appreciate why people migrate, and the factors that influence their movement
- Confront some of the most common myths about migration and migrants

INTERCULTURAL DIALOGUE

- Deepen your cultural sensitivity and openness to diversity
- Learn more about individual cultural imprints and their role in intercultural communication and start to open up more towards other cultures
- Acquire an awareness of the societal aspects of sport and its inclusive potential and limits
- Understand and be able to use the potential benefits of intercultural sports organisations
- Be equipped with some practical tools to help manage issues of interculturalism in sport as well as in other areas.

CONSIDERING THE PERSONAL CHALLENGES OF REFUGEES

- Better understand what traumatised, depressed or just despondent people are going through
- Get an idea of some of the principles of psychosocial support and how they may be connected to physical activity and sport
- Acquire some knowledge of how to support the improvement of health and wellbeing of traumatised/depressed people and, therefore, help to facilitate their inclusion into society and sport

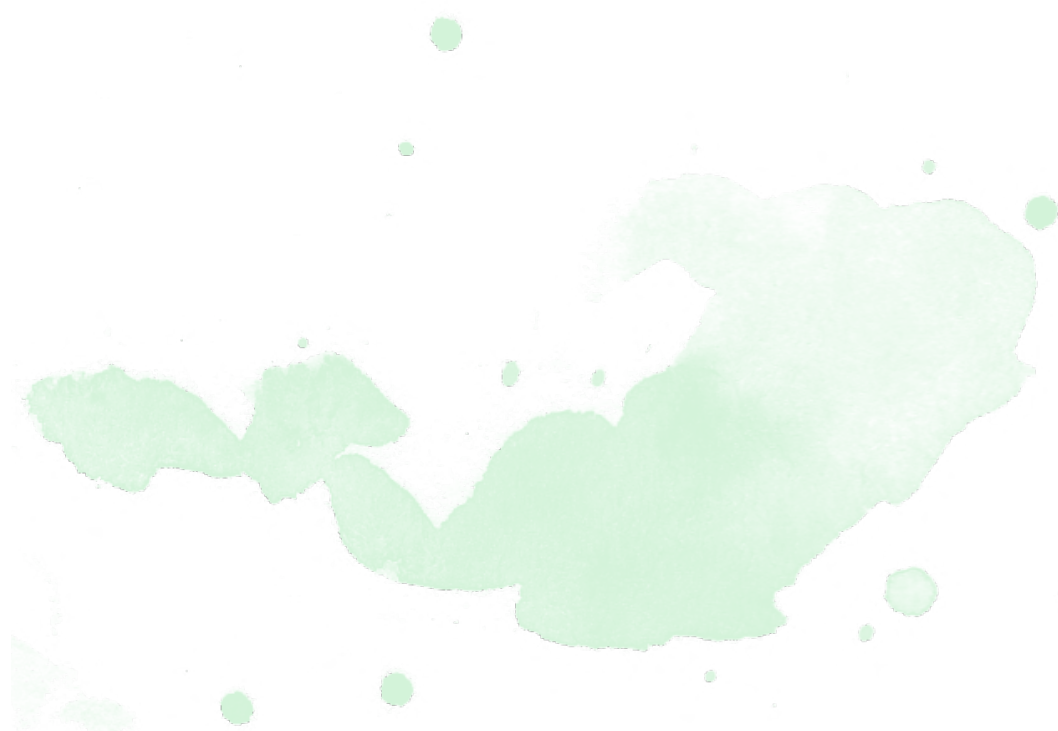
ACCESSIBLE SPORTS ORGANISATIONS

- Understand the background to accessible sports organisations
- Be aware of how diversity develops and enriches an organisation
- Gain an understanding of how to make sport more inclusive
- Be able to plan activities that will make sports more inclusive and accessible

Once topics have been identified, it becomes time to consider some questions about the details of delivering an ASPIRE Training Session, such as:

Where?	Where should the Training Session take place?
Who?	Who should be invited to attend?
Who (again)	Who can present in the programme?
What?	What sort of programme will best deliver the aims of ASPIRE?
When?	When should the Training Sessions take place?
How?	How can the Training Session maximise learning?

These will be discussed in detail later in this guide.



LESSONS LEARNT FROM PREVIOUS SESSIONS

Before moving on the process of planning Training Sessions, it is worthwhile to reflect on the lessons learned from the early workshops. The insights offered here come from the evaluations of those sessions.

What worked well?

Market segmentation: *"Flexibility to make the session the way countries need it, the selection of participants, transfer of knowledge to different settings."*

Great speakers and organisers: *"Diversity of speakers helped to internationalize the project. Number of people participating due to interest about the agenda."*

What were the positive outcomes?

Cross-national learning: *"Opportunity to look across borders."*

Local and regional partnerships: *"Connecting with new partners and networking at national level."*

Inspiration: *"Motivation to continue and go further."*

What did not work so well?

Difficulty finding a focus: *"Target group and main focus was not clear, which made it difficult to choose the right participants. However, making the content more specific or general can exclude some partners."*

Lack of engagement: *"Challenge to encourage sport federations to participate and to convince them that the educational programme is important."*

Poor timing: *"Lack of time during workshops and events."*

Mixed priorities: *"Balancing the demand of training course and political interest (content and speeches)."*

Lack of funding: *"Lack of sufficient budget to organise the Training Session."*

Sustainability: *"... challenge how to bring it to the level of the clubs", "...challenge how to ensure the continuation of future sessions", "How to make use of the content and experienced gathered during Training Sessions."*

New Opportunities

New audiences: *"Opening the session and topic to marginalized groups."*

Cross-border collaborations: *"Connecting activities between different countries and stakeholders."*

New learning platforms: *"Online webinar to train other organisations."*

These comments contain the lessons learned from people who have already run ASPIRE Training Sessions, and so they represent a valuable source of information. They also offer potential providers of future Training Sessions hints and suggestions for making the most of their own events.

The table below gives a simple, but effective way of learning from these experiences. It is called a 'risk

assessment', and is a process for identifying and addressing possible threats to a successful project. Learning from the experiences of others can be an extremely powerful way of avoiding problems and increasing the chances of a successful event. Risk assessment can help Training Session organisers do this.

RISK	How can I keep the risk to a minimum?	Who is responsible for managing this risk?

Risk assessment involves the identification of serious risks. These risks are typically those that are either most likely to happen, most serious if they do happen, or a mix of both. The comments listed above can be used as a starting-point for the risk assessment of a new event as they suggest risks that have really arisen in the past. Of course, additional risks can be added, based on the organisers' own experiences or knowledge of the local context.

There are no fixed rules on how a risk assessment should be carried out, but there are a few general principles that should be followed. A simple process can be followed to ensure that identified risks are adequately considered in the planning of a Training Session.

Risk

A risk is any uncertain event or condition that might affect your project. Not all risks are negative. Some events (like finding an easier way to do an activity) or conditions (like lower prices for materials) can help your project. When this happens, it is called an opportunity; but it's still handled just like a risk.

For example, one of the lessons learned from previous Training Sessions was that *"Lack of time during workshops and events"* can cause difficulties. Another was *"Challenge to encourage sport federations to participate and to convince them that the educational programme is important"*. These might be identified as risks, and a risk assessment can help event organisers deal with these challenges effectively.

How Can I Keep The Risk To A Minimum?

Once a risk has been identified, it is necessary to develop a plan of action to minimise the likelihood that it will actually happen, or to reduce the impact of on the event. This can be done in a number of ways. Here are two ideas:

- Risk avoidance - usually involves developing an alternative strategy that has a higher probability of success. For example, the risks associated with "Lack of time during workshops and events" might be addressed by thinking again about the programme and its timings, by mixing sessions with fixed timings and activities with greater flexibility.
- Risk sharing - involves partnering with others to share responsibility for the risky activities. One possible response to the "Challenge to encourage sport federations to participate and to convince them that the educational programme is important" might need to collaborate in the planning of the Training Session would an influential sports organisation or umbrella body (such as the National Olympic Committee), give them the role of liaising with sports bodies.

Of course, there are many other strategies for dealing with potential risks. Sometimes, one of the most effective ways to find them is by brainstorming with partners and others committed to the successful delivery of the Training Session.

Who Is Responsible For Managing This Risk?

The final task is to decide the person or people given the task of dealing with a specific risk. Here, the main principle is very simple: the risks should not be left to just one person! Experiences with the earlier ASPIRE Training Sessions highlight the great importance of sharing the workload, and this is equally important when managing potential risks.

PLANNING THE ASPIRE EVENT

WHERE?

The venue of a Training Session is one of the most important factors in the success of a Training Sessions, because it can affect so many different aspects of participants' experience of the event. Nobody enjoys or benefits from a workshop in which they are uncomfortable, too cold or too hot, and cannot see the presentations. And, of course, the event will have no value at all if none of the potential participants can get to it in the first place!

ASPIRE is a sports-based project, so an extra requirement of a venue might be access to a suitable space for physical activities and games. Other considerations are the potential number of learners, catering opportunities, and accessibility for both able and disabled people.

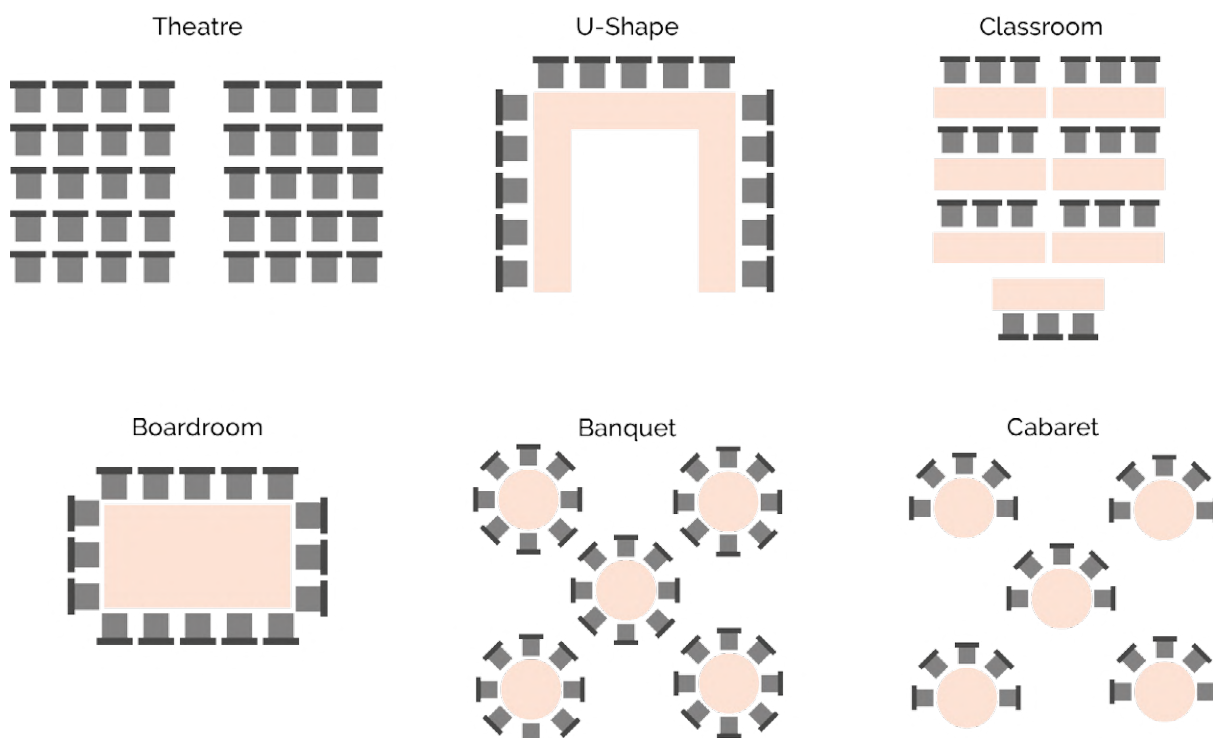
So, a good venue is the heart of a good event. It might need to be arranged quite a long time before the Training Session, and it can be one of the first decisions made in the preparation of the event.

What sorts of venues might be suitable for ASPIRE Training Sessions? Specific needs depend on the Training Session programme and its content, but possible venues include:

- Sports clubs
- Sports Federation offices
- Schools or universities
- Government buildings
- Hotels
- Specialist conference facilities or meeting rooms

Another important factor in the selection of a venue is the layout of the teaching areas. Some venues have fixed layout, such as rows of conference seating, which might be well suited to a lecture, but inappropriate for practical activities. Ideally, a venue layout should be flexible enough to be able to deal with all of the training requirements for the workshop.

The figures below shows some of the most common ways in which training venues are organised.



The box below offers a checklist of some of the key questions to ask when decide on the venue for a Training Session.

CHECKLIST: CHOOSING A VENUE FOR A TRAINING SESSION

- Is the venue convenient to the majority of the participants? Are there good transport links/facilities for parking?
- Are the facilities accessible for both able and disabled participants?
- Is the booking cost effective?
- Can the venue ensure an appropriate learning environment?
- Is there air-conditioning/ fans/ heating that is easily adjustable
- Does the venue have flexibility with room layout, with plenty of space to move around for activities?
- Do the rooms have good acoustics?
- Does the facility offer access to data projector, flip-charts (smart-board would be good!) & audio system?
- Is there strong wireless and Internet access?
- Are there adequate facilities for teas/coffees, lunch, and comfort breaks?

WHO? (PARTICIPANTS)

ASPIRE was planned with certain groups in mind, and these represent the most likely audiences for a Training Session. The groups are: facilitators, refugees, participating organisations, sporting organisations, decision-makers and the wider public.

Facilitators: In this project context, facilitators are people who have the role of empowering others to explore, learn and change. They could be sports coaches, Physical Education teachers, volunteers, project leaders, or social workers. And, of course, they might be refugees who are involved with coaching or teaching.

Refugees: Many of the early ASPIRE Training Sessions engaged with the refugees themselves, who shared their experiences of using sport for personal and social change.

Sports sector: Sports governing bodies, organisations, and clubs have an inherent interest in attracting and retaining new members, and so they may need to learn new types of knowledge, skills, and understandings.

Decision makers: Inviting politicians and policy makers can significantly increase the impact of a Training Session, and the implementation of political change fostering refugees' inclusion.

Wider public/society: Sport and refugees are two topics of general public concern, and there may well be people interested in finding out about ASPIRE and its ideas just for personal interest.

It is worthwhile thinking carefully about the potential audience at the Training Session. Different countries have different situations and challenges, and this could have a profound effect upon the Training Session. More generally, different groups have different needs and interests, and these should be reflected in the presentation and content of the event. Also, clearly identifying they target group is necessary in order to work out the most effective way to contact them and advertise the event. This is why many events focus on a specific target group, and trying to specifically address their needs.

Whichever audience is targeted for a Training Session, it is vitally important to understand their reasons for participating. The better an organiser understands the learning needs of this group, the more likely it is that they will support the event, and benefit from it.

One final point: advertising the event. An advertising strategy will help identify potential participants, and raise awareness of the Training Session. It is useful in any promotional strategies to be explicit about the benefits, learning, or impact that participants will gain from the event. Why do they need to attend this Training Session? How will it help them? What is special or distinctive about this particular Training Session? Answers to these sorts of questions should dominate any advertising campaign.

The box below offers a checklist of some of the key questions to ask when decide on the venue for a Training Session.

Additional guidance includes:

- What are the possible communication channels of target group to advertise the Training Session: (e.g. newsletter, email, website, etc.)?
- Can partner organisations and local sports clubs disseminate information about the event?
- Can a promotional flyer/invitation to potential participants be produced? Who would write information about the Training Session? Who would send out the invitation?

The advertisement should include details of the training event, an overview of the distinctive content and relevance of Training Sessions, details of venue, date, time, facilities, website links to make bookings if needed, and registration link to the Training Session, if necessary.

Also, ASPIRE Training Sessions need to use the ASPIRE and ENGSO logos (contact ENGSO for these), and an appropriate EU logo (https://eacea.ec.europa.eu/about-eacea/visual-identity_en). And, of course, the logos of the organising group, its partners, and sponsors should also be included.

CHECKLIST: ENGAGING RELEVANT PARTICIPANTS

- Has a target group or groups been clearly identified?
- Have the training needs of the target group or groups been researched and communicated with all members of the organising Group and the presenters?
- Can this Training Session be linked to an existing programme or event in the country?
- Could participation in the event be linked to a qualification or educational credits?
- What are the possible communication channels of the target group to advertise the Training Session: (e.g. newsletter, email, website, etc.)?
- If appropriate, has information about the event been made available to members of the general public?

WHO (AGAIN)? (PRESENTERS)

Since presenters are among the most visible aspects of any Training Session, their selection and preparation are of considerable importance. Generally speaking, the better a presenter is prepared for the specific requirements of a workshop, the better things will go on the day.

The suitability of presenters depends on the character of the event, the target group of participants, and the ambitions of the organisers. As the previous section of this document made clear, the list of potential participants in a Training Session is diverse, and to different types of presenters are likely to appeal to these different audiences:

- Policy guidance or practical activities?
- Scientific information or hands-on guidance?
- Influencing decision-makers or inspiring volunteers?
- Engaging individuals or changing organisations?

Answering questions like these will help the organisers to think clearly about the types of presenters needed for their event, and – importantly – to guide the presenters in their preparations.

Who are presenters?

The ASPIRE project works at the meeting point between sport and the support of refugees. So speakers could be invited from either of those two positions. One finding that emerged from the early workshops was the value of identifying success stories from the local area, and presenting them as role models as part of a Training Session. For example, coaches, teachers and volunteers eager to support the social inclusion of refugees in the local community can find an enormous value in listening to one of those refugees in real life. In the same way, people from a host community who have had a great success and satisfaction from working with immigrants groups can be a great source of inspiration for others just starting off down that path.

Representatives of specialist organisations can bring expertise and experience to a Training Session. On the one hand, refugee and aid agencies have an unparalleled understanding of the context of immigration, as well as the personal and social challenges facing migrants. They should be able to offer concrete guidance on effective inclusion strategies, and about the distinctive psychosocial needs and support of migrants and

refugees. On the other hand, Sport and educational organisations can advise on effective, positive pedagogy. They can also help to distinguish appropriate from inappropriate sporting activities for refugees.

There are other types of potential presenters, too. Experience suggests that a mixture of different backgrounds and types of expertise makes the best Training Session:

- Refugees
- Teachers
- Coaches
- Representatives of aid agencies
- Representatives of sports organisations
- Psychiatrists/Psychologists/ Counsellors
- Academic researchers
- Community leaders
- Volunteers
- Politicians
- Policymakers

Whatever the background of the presenters, it is wise to ensure that they are properly prepared their contribution at the workshop. One way of doing this is to use the simple List of questions employed throughout this document:

- Where? They will need to know about the venue for the Training Session, the size of the audience, the room in which they will be speaking and technical issues (presentation software? Use of a computer? Wi-Fi access? etc.)
- Who? It will be extremely important that the presenters know about the target audience, their backgrounds, and motivations for attending the Training Session.
- Who (again)? Who will be the other presenters? The better and individual presented knows about the other speakers at a workshop, the better able s/he will be to avoid duplicating or contradicting messages.
- What? Information about the programme, as a whole, will help communicate the vision and ambition of the training programme.
- When? In order to avoid individual sessions running too short or (much more commonly) too long, it is wise to communicate with presenters very clearly about the allotted time for their contribution.
- How? Finally, it will be worthwhile to invest some time talking to presenters about the what is in which they planned to engage the audience during their presentations.

CHECKLIST: WORKING WITH PRESENTERS

- Do presenters understand the distinctive nature of an ASPIRE Training Session?
- Have all presenters received copies of the ASPIRE Training Module?
- Do they understand the target audience and their learning needs?
- Have they received the full programme?
- Do they have a very clear understanding of their allotted time?
- Have they discussed their technical requirements?
- Do presenters know where the workshop is and how to get there?
- Do there transport and accommodation need to be arranged?

WHAT? (PROGRAMME)

The programme translates the [ASPIRE Training Module](#) into the specific, local learning needs of the Training Session. It represents some of the most fundamental questions for the event: what is the theme of the session? How will be communicated? Which activities will be used to promote learning? Will the workshop focus on lectures, practical activities, or a combination of both? You can find a Power Point presentation template for the presenters on the ASPIRE website section called [National Training Sessions](#).

One of the findings from the early Training Sessions was that, not surprisingly, sitting quietly, listening to talks for very long. They often enjoy the opportunities to move, talk to others, share experiences, being physically active, and learn new skills. This suggests that the programme needs to offer participants a variety of experiences. Activities in the Training Session could be timed and planned so that participants have opportunities for a rich variety of learning experiences, from the quiet reflection during a lecture to the fun and excitement of learning a new sport, and from benefiting from the learning of others to sharing one's own experiences.

There can also be variety within individual activities. For example, keynote presenters could be asked to break up their sessions with activities in which participants form into small groups to discuss the issues being raised. Strategies for increasing engagement of participants will be discussed a little later in this document.

Whichever way the programme is designed, it needs to reflect the theme taken from the ASPIRE Training Module. That document contains numerous activities that could be included in the Training Session, and could also be used as a point of shared reference by the participants, presenters, and organisers of the event.

CHECKLIST: PROGRAMME DESIGN

- Does the programme content reflect the ASPIRE Training Module theme(s)?
- Is the "story" told by the programme clear and coherent? Does it give and reinforce its messages consistently?
- Does the programme combine different forms of presentation?
- Is the time in which participants are expected to sit and listen kept to a minimum? Albeit plenty of opportunities for people to move, talk, and share?

WHEN? (TIMING)

The topic of timing has been discussed in a number of places elsewhere in this document, so this section will be quite brief. In fact, 'timing' can refer to a number of different concerns:

- The timing of the Training Session
- The timing of the session within the day
- The timing of the individual elements of the session

The timing of the Training Session refers to the importance of finding a suitable day, week, and month in which to hold the workshop. To take an extreme example, a session planned for Christmas Day is unlikely to draw a large crowd! Different countries and local areas have times that are known to be busy and less busy, and more likely to attract participants and less likely to. In a similar way, some days of the week are easier for certain groups of participants to attend events than others. Organisers need to use their local knowledge and contacts to find a time that works best for them.

The timing of the session within the day simply means when the Training Session begins and when it ends. It is difficult to generalise about this, as there are considerable variations across Europe regarding appropriate timings. In some countries, an early start to an event allows everyone to make maximum use of the day. In other areas, an early start is viewed as inhumane! In these countries, if people do make the early start, they will be resentful, and many may not turn up at all. Parents of young children may struggle to attend a session that clashes school hours. Some sports coaches may be unable to stay late, as the late afternoons and evenings are their core business. Once again, understanding the needs and wants of the local participants is fundamental.

Finally, the timing of the individual elements of the session refers to the need to give some thought to the length of individual presentations. Some people like numerous, short inputs (20-30 minutes?), whereas others prefer presenters to go into more depth, and therefore have more time (an hour?). Practical sport sessions may take even longer, and some of the early ASPIRE Training Sessions dedicated a whole afternoon to learning a new sport.

- Will the Training Session take place at a time that is convenient to the greatest number of people?
- Are the start and finish times convenient for potential participants?
- Is the timing of the programme supportive of learning and motivation?

HOW? (ACTIVITIES)

It is not the job of the Training Session organiser to instruct presenters in how to present. But it is reasonable to share expectations of the programme and the session, and to encourage them to offer the most engaging learning experience possible. Even more importantly, presenters can be selected precisely because they have outstanding communication skills.

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One way of thinking about different ways of presenting the [ASPIRE Training Module](#) is in terms of different styles:

Speech-giver: speech, in which someone reads a prepared text is one of the most common forms of presentation. Politicians are often inclined to deliver speeches, and the inclusion in a programme can often only be a condition of political support or sponsorship. As a media for communicating the principles of support for refugees, however, they are of limited value.

Instructor: in the instructor style, an expert presents information rather like a traditional schoolteacher. The style works well when there is a need to communicate a complex message, but it is not so effective at building rapport with the audience, or engaging in active participation.

Coach: in this context, 'coach' does not refer to the daily work of a sports coach, but the inspirational style of motivational talking sometimes seen during the US sports events. The idea is to be motivating, empowering and exciting, and it fits well with presentations designed to show the power of sport to transform lives.

Storyteller: some of the most memorable highlights of the early ASPIRE Training Sessions were opportunities to listen to the life stories of refugees who had travelled to and settled in Europe, and found that support and help on that journey. These speakers were using the storyteller style and it worked very effectively. The style would not be as effective, for example, communicating some of the more technical subject matter in the [Training Module](#).

Presentation styles are tools, and like every tool, there are strengths and weaknesses. The table below summarises some of these.

Style	Strengths	Weaknesses
Speech-giver	<ul style="list-style-type: none"> Can be inspiring 	<ul style="list-style-type: none"> Can be boring for the audience Typically unrelated to the ASPIRE Training Module
Instruction	<ul style="list-style-type: none"> Useful for communicating complex messages 	<ul style="list-style-type: none"> Limited audience participation and interaction
Coach	<ul style="list-style-type: none"> Inspiring Valuable for showing that challenges can be overcome 	<ul style="list-style-type: none"> There is a danger of trivialising complex issues North American style communication strategies sometimes alienate European audiences
Storyteller	<ul style="list-style-type: none"> Very effective when communicating extraordinary life experiences 	<ul style="list-style-type: none"> Unsuitable for more for more technical or scientific content

- Does the programme content reflect the ASPIRE Training Module theme(s)?
- Is the "story" told by the programme clear and coherent? Does it give and reinforce its messages consistently?
- Does the programme combine different forms of presentation?
- Is the time in which participants are expected to sit and listen kept to a minimum? Albeit plenty of opportunities for people to move, talk, and share?

ON-THE-DAY

Most of the preparation for a Training Session will be done before the event itself. However, there are plenty of challenges on the-the-day, too!

What follows is a simple guide to help Training Session organisers make the most of their event.

Allocate overall responsibility

Clearly define and agree who will have overall responsibility for making decisions and changing arrangements on-the-day.

Organise colleagues/volunteers

It will be important to organize colleagues and volunteers on the day to ensure they provide the most effective logistical assistance. They need to be thoroughly briefed on the programme, the venue and facilities, and should have easily identified name badges to identifying them to participants as people they can ask for assistance.

Tasks colleagues /volunteers can carry out include:

- check on refreshments and catering,
- setting up and testing equipment,
- making sure equipment is securely stored during breaks,
- setting up signs to the venue,
- setting up and provide assistance on the registration and sales desks,
- setting up room/s (e.g., is ventilation and room temperature comfortable,
- supporting presenters before, during and after the session,
- distributing and collecting evaluation forms.

Set up the venue

Setting up the venue can include:

- putting up signs to venue,
- organising room/s (e.g., arrange chairs/tables, distribute workshop materials),
- making sure Training Session materials are made available to participants,
- organising the registration desk (should have on hand a list of participants, registration packs/folders, participant name tags),
- organising information table for materials from the organizing group and its collaborators.

Present general announcements

Arrange for one person to gather and compile this information and to announce it at the beginning of each session (e.g., information on whereabouts of facilities, where coffee/tea and lunch will be served, whereabouts of telephones and internet/computers, evaluation forms, and other specific information).

Arrange for photos to be taken documenting the event

Photographs of the venue, presenters, participants and sessions can be used to promote ASPIRE, as well as the activities of the organizing agency.



EVALUATION

There is an expectation that all ASPIRE Training Sessions evaluated. An effective evaluation not only tell how a Training Session was received by the participants, but also gives valuable insight into the session's effectiveness. Ultimately, the feedback from participants that is gathered from evaluations is one of the most valuable measures of how successful it was. And one of the simplest, but most valuable methods for evaluating and invent is a post—training evaluation questionnaire.

An equally important evaluation strategy is simply to talk to people! Informal conversations, especially with the trusted colleagues and partners, can be of enormous value. However, the great thing about evaluation questionnaires is that they can be shared discussed, and used as the basis for future planning. An example framework for a post—training evaluation questionnaire is given below.

Possible questions to include on an evaluation form to be handed out at the end of the event include:

CONTENT

- What aspects of the workshop/seminar did you find most useful?
- What aspects were least useful or could have been improved?

PRESENTATIONS

- Which aspects of the presentations or activities did you find most effective and why?
- Which aspects of the presentations or activities did you find least effective and why?

VENUE

- Comment on the venue – rooms, facilities, ease of access etc.
- Comment on the organization of the event

ADDITIONAL COMMENTS

- Please provide any additional comments about any aspect of the seminar/workshop

RESOURCES

This final section that can help extend the scope and benefit of the ASPIRE materials. They are organised in the following sections:

- ASPIRE resources
- Building networks and partnerships
- Sports resources
- Information about refugees and migrants

ASPIRE resources

The best place to go for information about the ASPIRE project is, of course, the ASPIRE website: <https://www.aspiresport.eu>. It contains a wealth of information about the project, as well as downloadable versions of the training module.

Building networks and partnerships

One of the most positive and profitable outcomes of the ASPIRE project has been the opportunity to develop new networks and partnerships with colleagues and organisations that share values and complement each other's expertise. A good starting point for identifying potential partners in other sports or countries is the list of European Non-Governmental Sports Organisation (ENGSO) members: <https://www.engso.eu/members>. ENGSO's members are national and European sport umbrella organisations (National Confederations of Sport, National Olympic Committees, European Sport Federations and European organisations related to sport). Currently ENGSO has members from 33 European countries. So, their members represent much of the European sports movement.

Another useful, extremely useful website is the Enlarged Partial Agreement on Sport (EPAS): <https://www.coe.int/en/web/sport/epas>. EPAS provides a platform for intergovernmental sports co-operation between the public authorities of its member states. It also encourages dialogue between public authorities, sports federations and NGOs. This contributes to better governance, with the aim of making sport more ethical, more inclusive and safer.

And, finally, the International Council of Sport Science and Physical Education (ICSSPE) is the worldwide representative organisation for sport, science and education. It is also an ASPIRE project partner: <https://www.icsspe.org>. The ICSSPE site include a wide-range of information about sport and inclusion around the world, and links to projects in every continent.

Sport resources

There is a huge number of websites dedicated to sport. This shortlist suggest some that might be particularly relevant to those working with the ASPIRE materials:

The Inclusion Club – an excellent site for those working in sport and inclusion – <http://theinclusionclub.com>

sportanddev – an extremely comprehensive site dedicated to all things sport and development, in both English and French – <https://www.sportanddev.org/en>

Integration of Refugees through Sport – a collaborative project focused on the use of sport to help integrate refugees, and, therefore, similar in intent to ASPIRE – <https://irts.isca.org/implementation-guide/>

Resources about refugees

UNHCR – a very authoritative resource about refugees in Europe, and elsewhere – <https://www.unhcr.org/uk/europe-emergency.html>

BBC – the BBC has developed some clear and attractive charts to help explain the migration situation in Europe – <https://www.bbc.com/news/world-europe-44660699>

ICSSPE – Moving Together is a free handbook, produced by some of the leading sport development agencies, and focuses on psychosocial support through sport and physical activity – <https://www.icsspe.org/content/moving-together-pdf>



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Activity, Sport and Play for the
Inclusion of Refugees in Europe