KEY LEARNINGS FROM THE SPIRIT PROJECT – AN EVALUATION REPORT

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ENGSO

SP]RIT

Sport & Psycho-social Initiative for Inclusive
Training with an aim to develop a framework
for humane, inclusive and empowering coaching
and sport clubs that nurture mental wellbeing.

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www.engso-education.eu/spirit

Special thanks to the project partners and beneficiaries who provided their feedback.

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1. INTRODUCTION

1.1 Vision for the MEL dimension of the SPIRIT project

The SPIRIT Project seeks to protect and promote mental wellbeing in sport at all levels. Building on experience and expertise of the partners involved, the plan is to develop a framework for humane, inclusive and empowering coaching and sport clubs that nurture mental wellbeing.

The Project is funded by the European Commission under Erasmus+ from 1st January 2020 until 31st December 2022.

As anticipated in the application, the SPIRIT IO 6, i.e. the Monitoring, Evaluation, and Learning (MEL) Report have two core functions. First, it offered a quality control measure for the project during the preparation and implementation phase. Secondly, the report is used to evaluate the project activities and identify key learnings from the implementation phase. By specifically evaluating the implementation of the coaching tools testing during Multiplier Events, the MEL manager together with the SPIRIT partners identified the most important and transferable learnings that should be further disseminated to influence the wider sports sector in Europe.

1.2 Evaluation Purpose

The purpose of the evaluation has been to provide a formative and summative assessment of how well the SPIRIT Project has met its intended objectives and how they can be further sustained.

Indeed, this summative evaluation report for the SPIRIT Project seeks to capture its main achievements, learning lessons and likely sustainability post December 2021 when European Commission funding ceases for this 36-month partnership Project led by the European Non-Governmental Sport Organisation (ENGSO).

It involved in particular obtaining the Partners' views on the activities, quality of the management and the relevance and sustainability of the final products. The evaluator addressed these key evaluation questions (KEQs):

KEQ1	How effective was the management of the SPIRIT Project?
KEQ2	How relevant are the SPIRIT Project products?
KEQ3	How confident can we be that the SPIRIT Project will delivered its intended objectives by end of December 2022?
KEQ4	How sustainable is the SPIRIT Project?
KEQ5	What improvements can be made to increase the conditions for success of the SPIRIT Project?

The Monitoring, Evaluation, and Learning (MEL) report focuses therefore on sharing the learnings from the monitoring and evaluation activities conducted as regards the quality of the project

delivery. In particular, it articulates the aim of gaining insight into the process-related activities, inputs, and outputs while also shedding light on the internal project management activities and challenges (taking the form of a Partnership Evaluation report of the project monitoring system).

1.3 Evaluation scope and limitations

Since the launch of the project, different methods were used to first define, construct and verify the monitoring, evaluation, and learning framework and then when in place, various methods to collect the data at different points in the project. The framework includes the indicators of success and progress for each IO and in relation to the communication objectives surrounding the visibility of the project, deliverables, and partners.

The sources used for this evaluation include:

- A review of the SPIRIT Project guidance material provided made available to all Partners by ENGSO to assist the successful administration and management of the Project
- A review of the dedicated SPIRIT Project website, shared file system/drive and promotional tools
- The results from an independent mid-term online survey of ENGSO and representatives from all Partners completed in May 2021
- Active participation by the evaluator and ethnographic assessment of Partner behaviours at the Kick-off meeting (March 2021) and online Full Partner Meetings.
- An analysis of the submitted Evaluation Report of each national Multiplier Event (May 2021 till Nov 2022).
- A Focus Group (Summer 2022)
- A final survey among the partners supplied in October 2022
- A survey among the participants to the final event

The evaluation has some limitations. For example, it has not sought to complete a wider stakeholder survey of organisations or individuals engaged directly by the Project Partners for their feedback on the SPIRIT Project, but it does instead seek to summarise the type and range of engagement that has been achieved through the different national approaches.

1.4 Evaluation methodology

The project theory

Coaches and instructors working in sports clubs and other sports organisations have diverse

qualifications and experiences related to sport. Their job is to plan and execute trainings of a great variety: from building teams of fun-seeking beginners to refining the performance of serious elite athletes; they train people of all backgrounds and abilities. However, they are not necessarily given adequate education on the social and psychological needs that they may encounter amongst the people they are coaching.

Building on findings from previous ENGSO led projects a clear need was identified, that of training coaches, in order to create an inclusive environment. This proved even more crucial as mental health issues are prevalent across Europe, touching individuals of all backgrounds.

A programme theory for the SPIRIT project was therefore developed during its early stages and introduced in details in the application. A programme's theory is intended to represent a conception of what must be done to attain the desired results (Rossi et al 2004). It does so by expressing in simple terms the way in which a programme is structured, which resources it will use (and how it will use them) to enact change, and how those changes are coherent with programme goals.

The SPIRIT programme's theory can be captured as such:

IMPACT

Sports clubs more accessible and welcoming to everyone, with refugees in focus

Outcomes

Increase knowledge or understanding on inclusion through sport and about mental well-being

Increased capacity in improving coach/athletes relationship, talking about mental well-being, setting up an inclusive coaching environment

Outputs

Number of actions: Number of campaigns created, number of training events

Number of educational module

Number of beneficiaries: number of coaches trained and empowered (at multiplier events and through the e-learning)

Number of countries and organisations involved

Activities

Awareness raising campaign

Capacity Building events

Inputs

Intellectual Resources: Data collection and literature review, best practices in coaching, evidence-based curriculum, framework for humane, inclusive and empowering coaching

Human Resources: Coaches, the SPIRIT partnership (10 organisations)

Financial Resources: Erasmus+, European Lotteries

What was captured?

Once the logic of the programme was expressed, specific measures were devised to measure whether or not the SPIRIT project achieved its goals, and otherwise what its impact was overall according to several variables.

These were in particular - but not only - related to the production of each of the 5 Intellectual Outputs, in the project, as follows:

Intellectual Output ref & title	Specific Measures / KPIs

IO1 Sport coaching for mental Well-being: A Systematic Literature Review	- Diversity in the number of countries and studies identified - Delivery of state of the art report - Discussion and mobilisation of findings (including number of downloads); stakeholders (partners in particular) consider the findings relevant and useful. - Publication of a scientific article
IO2 – Sport Coaching for Mental Well-being: Mapping of Good Practices	- Diversity in the number of countries and practices identified - Delivery of good practices report - Discussion and mobilisation of findings (including number of downloads); stakeholders (partners in particular) consider the findings relevant and useful.
IO3 – Sport Coaching for Mental Well-being: Recommendations for Coach Education and Club Management	- Diversity in the number of sport and mental well-being experts taking part in consultative round - Delivery of the recommendation report - Discussion and mobilisation of findings (including number of downloads); stakeholders (partners in particular) consider the findings relevant and useful.
IO4 – Mental well-being coaching toolkit	- Design and production of toolkit including curriculum and training sessions outline - Delivery of toolkit, to which feedback from participants and stakeholders is positive in general - Number of downloads
IO5 – Online learning tool	Design and production of the online learning tool.

	● Learner experiences, adherence and attrition rates is generally positive (in particular increased capacity & confidence)

When and how were those elements captured?

Each of these variables was captured using a mixture of survey, interview and written feedback formats according to the timeline presented overleaf. The results relating to key selected learning outcomes will be presented thereafter.

Timeline of the main MEL activities conducted through the SPIRIT project

- Initial discussion at Kick-off – Feb 2019

- Development of KPI and logic model: June 2020

- Mid-term survey: April 2021

- Monitoring & Evaluation of the different multiplier events (June 2021 till Nov 2022)

- Focus group discussion with sample of partners: July 2022

- Final survey to partners: Sept 2022

- Evaluation session/Focus group with all partners: Oct 2022

In order for the reader to have a better view on the process, below are some explanation elements regarding each of the key MEL activities highlighted in the above timeline.

- **Evaluation of multiplier events.** Mid-way through the project, the evaluator developed a template for partners to conduct a multi-faceted evaluation (self-assessment and reporting combined with observation and testimonials from participants/beneficiaries) of their own multiplier event. Partners were asked to submit those reports within two weeks after the running of their event.

- **Focus Groups with Partners, meeting minutes and other data relevant to partner experiences**: Partners were also asked to reflect upon their experiences of the programme and the extent to which they found intellectual Outcomes useful at strategic time points. Two additional focus groups (both conducted online) were completed towards the end of the project, together with completion of an online survey focused upon sustainability and the legacy of the programme. Such reflections were supported by Administrative Data relating to partner timesheets, minutes of meetings and other data relating to programme operations, such as timelines and documented changes.

- **Final Survey and interviews**: Finally, multiple methods were utilised to collect summative information from participants, associates and project partners. These methods included 1) use of a survey designed to capture key information related to the assessment of the Final Conference, and the extent to which it helped participants to gained new

knowledge and feel better equipped, and 2) group interviews which utilised data obtained in the first phase to structure an interview schedule designed to facilitate discussion of programme sustainability, personal and organisational plans for the future (including the extent to which the resources could be utilised), shared learning outcomes (positive and negative) and the extent to which the programme had achieved its goals.

About the selection of key learnings

In the following pages, a sample of key learnings from the monitoring and evaluation activities are introduced. They were deemed the most relevant to the purpose of the project's legacy. In order to widen the outreach of the project and ensure usage beyond the partnership, they are highlighted whenever possible as actionable lessons and tips.

2. HOW SUCCESSFUL WAS THE SPIRIT PROJECT? - SELECTION OF KEY INSIGHTS

2.1 Recap of main wished for impacts and foreseen indicators

At application stage the following elements were highlighted as the foreseeable project impacts

"During the project lifetime, the participants and participating organisations may expect to be e.g. positioned as first movers establishing a forum for sharing ideas and best practices, and acquire an enhanced capacity and competencies for participating individuals as well as organisations. The project can be expected to strengthen the participating organisations' and individuals' networks of collaboration.

After the project lifetime, the partners and participants may expect to acquire a position as reference point in a field that will be more and more needed, and they may expect to be viewed as strategic influencers for new policy and strategy development. The trained organisations and coaches can be expected to have an increased capacity to tackle the current challenges of organised sport because of their potential to attract and retain new target groups as sport participants.

Furthermore, the SPIRIT project has the potential to make an impact also outside of the organisations and individuals directly participating in the project, at local, regional, national and European level - at a community and a societal level. The project can be expected to promote social inclusion and more inclusive communities at a local level by breaking down barriers to greater engagement of people in a vulnerable position. Better coaching can be expected to increase the citizens' participation in sports and physical activity, leading to benefits at a societal level, e.g. public health and more cohesive communities. The promotion of the concept of the positively humane coach can, at its best, initiate a systemic institutional change towards inclusion, participation and sport for all."

Some indicators were also foreseen and introduced as such:

Regarding short term evaluation (during the project):

- *Number of downloads or views of the outputs*
- *Number of website visits*
- *Number of participants at multiplier sport events*
- *Number of participants at the final conference*
- *Outreach and engagement of the project social media - hashtags and mentions, views, interaction, outreach, etc.*
- *Media interest and news coverage in terms of number of interviews / articles (i.e. measuring to what extent the project has contributed to the positioning of the project partners)*
- *Level of satisfaction from the participants of the multiplier sport events*
- *Number of local, national and European stakeholders reached by the dissemination activities*

Regarding the mid-term and long-term indicators, the following can be foreseen:

- *Number of users of the online learning tool and their level of engagement*
- *Number of stakeholders that commit to the principles laid down in the coaching recommendation*
- *Numbers of (new) licences and drop-outs in the clubs whose coaches have taken part in the educational activities (i.e. tracking of the evolution - can we observe a rise or evolution in the club membership)*
- *Club member's diversity (i.e. can be observe a more diverse membership resulting from the inclusive and humane coaching approach)*
- *Coaches' subjective experience of the development of e.g. their work environment (do they feel that the sports participants' overall wellbeing has been impacted)."*

2.2 What kind of assessment can we draw from some key performance indicators?

Number of participants to the capacity building events

- Through organised face-to-face capacity building events *(at time of report writing)* = 148 participants
- Through online training event (2 webinars organised on 28 April 2021 and 24 September 2021): 100 particpants
- At final conference: 88 participants from 24 different countries

Number of countries reached

- 7 countries represented in the partnership
- 24 nationalities involved at the final event
- 73 countries reached through consultation, dissemination or webpage view

Quantitative impact of the SPIRIT programme and training scheme:

- 100% of partners reported they gained new skills or knowledge –in different areas- as a result of taking part.
- 100% of partners reported feeling more *prepared ('Agree a Little Bit' to 'Strongly agree')* to promote positive mental well-being practices than 3 years ago.
- 100% of partners reported feeling more prepared *('Agree a Little Bit' to 'Strongly agree')* to use sport as a tool to positively impact the mental well-being of my participants than 3 years ago.
- 85% of participants to the final event reported they would likely use the SPIRIT coaching framework in the future – either for themselves directly or for their organisation or network.
- 100% of participants to SPIRIT Multipliers events reported they gained new knowledge or understanding on promoting wellbeing through sport.

- 83% of participants to SPIRIT Multipliers events reported they gained new knowledge or understanding on inclusion through sport.
- 87% of participants to SPIRIT Multipliers events reported they would recommend this type of training / awareness-raising session to a friend or a colleague

2.3 What are people telling us? Selection of mentioned impacts

Declared impact on individuals

The analysis of the answers by the respondent to the question "Please describe ONE main impact (if any) of the SPIRIT Project on yourself so far?" demonstrated 5 main trends with some of them being directly linked to the project topic (Trends 1, 2 & 3) and some others to the whole purpose of the Erasmus+ collaboration (Trends 4 & 5). Interestingly, Trend 2 emerged through the final survey, demonstrating the strength of the project in terms of behavioural change.

For each trend identified the evaluator has pulled together some quotes from partners to illustrate them

⇨ Trend 1: Better understanding of Mental Health

"Increased focus on well-being. As a project leader and coach I pay more attention to my own well-being and the well-being of the trainers and employees. I have read more on the ABC-principle."

"Complements my knowledge of mental health"

"Better knowledge of mental wellbeing"

⇨ Trend 2: Feeling empowered & equipped to take actions on well being

"I attach more importance to teambuilding and engaging people according to their competences."

"Paying more attention to a balanced life (Wheel of Wellbeing) both for myself and within my own sports club."

"I have more knowledge and info to be able to have a bigger impact related to this issue."

⇨ Trend 3: Better understanding of what sport coaching practices within the scope of mental health

"Learning more about how the coaches can help their athletes beyond the "normal" sport practices.".

"Increased knowledge about the recommended coaching framework"

"More knowledge about coaching competencies in sports for everyone."

⇨ Trend 4: Increased and improved cooperation

"It motivates me for more effective cooperation with the members of [my organisation]."

"Cooperation with organisations that are active in the field of mental health."

⇨ <u>Trend 5: Better understanding of the role of sport in society</u>

"I have gained better understanding of the sports NGO field in Europe."

"It has made me perceive sport as a useful tool for social welfare."

"Sport is more than you can see. We know this, but now we are making sense of it."

"Now I've learnt that there can be also another focus in my work as a coach - on emotional intelligence and on needs of sport practitioners in my club as human beings"

Observed impact on partners' organisations

Organisational change is a long process and it is a clear demonstration of the project success that some clear impact could be observed directly from taking part to the project.

We cannot speak of trends for this question, but we can highlight 4 distinct areas of impact. While the first 2 areas are kind of common for Erasmus+ project, the remaining two are less common and very promising. From the evaluator's point of view, they could be seen as indicators of the potential of the project.

⇨ <u>Area 1: Cooperation & networking</u>

"We have been able to develop new partnerships."

"The networking and sharing the information in the network has been very important for us."

"I cannot emphasize enough how important it was for [our organisation] to be part of a well-run partnership, as first time partner in an Erasmus+ project. I am sure that we will cooperate also in the future with some of the partners in the project.

⇨ <u>Area 2: Awareness</u>

"The topic of mental health is raised in meetings which was not the case before."

"More attention to the theme: through training about mental well-being among coaches and with adapted sports programmes (e.g. Mindful running) that focus on well-being instead of performance."

"The collection of good practices from the activities of sports clubs and sports federations [in our country] had an important and useful effect on their motivation and interest in the formation of mental health in daily organizational and training activities."

"A printed version of the Wheel of Well-being is in our office and is often the subject of conversation when someone indicates that they are experiencing difficulties (stress, insecurity, fear, ...)."

"The topic of using sports as a powerful tool for the formation of mental health has gained new relevance."

"The staff is now also aware of the recommendations when it comes to the subject of the project."

⇨ <u>Area 3: Empowerment & creativity</u>

"Autonomy. Employees and trainers have been given more autonomy to bring in ideas and carry their own projects. As a result, for example, one trainer now does the communication, someone else carries a sports project for women and yet someone else an initiative around second-hand sports clothing."

⇨ <u>Area 4: Evaluation & Capacity building</u>

"Training coaches in a new way."

"Evaluating [our sport related work]: how do we cope with mental health in our teams? What are the actions we already do, and what can we do in the future?"

"Adding a sport for mental health component within all capacity building efforts."

2.4 Challenges faced or anticipated

The following elements are shared with the reader in a view to highlight elements that should be taken into consideration when developing and running transnational projects. They indeed point out to some interesting learnings.

Ensuring the legacy of the project

This is a challenge that many EU funded projects are facing. Many partners mentioned that ensuring access to the tools after the funding period is the minimum standard that shall be aimed for. Many discussions also took place as regard the constant improvement of the tools both during and after the project.
The quote below is one example of the reflections that aroused:

"I think rather than one time improvements, it would be better to ensure that each IO is looked at regularly from the point of view of adding iterative improvements and updates."

Dealing with cascading delivery model

Another specific challenge faced through the project was brought by the project logic itself where each activities or deliverable built on each other. This was fuelled by elements shared by many transnational projects:

⇨ Time management tension
⇨ Different level of involvement and understanding of partners

And resulted in difficult decision making: when is good, good enough?
The quote below is one example of the frustration that could be noticed:

"Best practices: we should have had more best practices, more from each country."

3. SELECTION OF KEY INSIGHTS REGARDING PROJECT MANAGEMENT

3.1 Recap of main elements from Mid-term & agreed actions

A Mid-term survey was conducted in May 2021 with all partners taking part with at least one staff member. A report was produced in June/July and shared on 20 July 2021. Overall feel is very positive, but some small warnings and ideas were expressed by partners and highlighted in the report by the evaluator together with some recommendations for future actions. The SPIRIT Steering Committee met at the end of July 2021 to discuss the report findings and agree on next steps to be implemented.

The Steering then openly shared to all partners the agreed course of actions to be taken going forward to improve the delivery and management of SPIRIT. In particular, they acknowledged the list of threats to partners and when needed required some more details to be able to respond with effective action.

The mid-term report clearly highlighted the impact of COVID. This has had an impact not only on the running of the project, but also on the internal activities of the partners and on the use of resources. Most partners had to adjust and be flexible regarding all of their activities which had an impact on the involvement in the project too.

3.2 Views from partners as regard adjustment in the second phase of the project

As part of the final survey, partners were asked about the corrective action taken since July 2021 and to reflect about the shared commitment following midterm report.

> ► Overall partners expressed a positive feeling and satisfaction *(each of the 5 items evaluated received a minimum of 71% of positive ratings, i.e "Agree" or "Strongly Agree")* as regard the way the threats and challenges pinpointed through mid-term report were overcome in the second phase of the project.

> ► Yet, one partner consistently expressed dissatisfaction as regards those corrective actions and few pointed out that they still noticed some level of discrepancy of involvement between partners and members of steering committee.

3.3 What they will take on board for upcoming projects? Good practices and main learnings on project management

Project management methods, practices and ethos were highly appreciated by SPIRIT partners both at mid-term and final stage. In fact, the only two items out of the 11 which were tested at final stage, that received one "OK" were "the project management ability to cope with delays" and "the way in which the valorisation was conducted". All over expressed opinions were "Excellent" or "Good".

The quality and efficacy of the SPIRIT Project management was extremely high in the view of both the Partners and the independent evaluator. It has been rigorous, forward-thinking, reliable, fair and equitable in its approach.

Interestingly the aspects scoring the most prevalent 'Excellent' ratings at mid-term were for "adaptability and decision making" (i.e. *"Project management ability to respond positively to change and make clear decisions when needed"*). This ability would prove to be a key asset in any project lasting 36 months involving so many countries and Pan-European organisations, but stands out as even more important in the context of the first 18 months of the project which were impacted by an unpredictable pandemic.

When asked what they would take on board for future project as they consider it good practices, partners pointed out the following elements:

Project online folders organisation
Using the free version of Google Drive, the project manager developed a clear organisation tree using different folders – mindfully named. Another key element of success was the time devoted at kick-off to on-board all partners in the use of this tool. The structure of the drive was timely reminded every time email were sent to partners.

Project informal moments
This has been the case in every human experience and further more in transnational project, yet the COVID crisis and the impossibility to meet physically for a while and in particular at the beginning of the project – when it is crucial to create the group dynamic) made it even more accurate. In surveys and interviews, partners highlighted one of the main lessons in terms of project management from the SPIRIT project would be the will to put human connection at the core of every meeting and interaction.

The steering committee discussions and roles
 The steering committee was made of IO leaders: ICSSPE, MIELI, ITTFF, UFEC, ENGSO.
Meetings were held once a month (last Tuesday of the month). This was sometimes cancelled when not necessary or when too many were unavailable. Due to COVID, the SC never met in person (beside partners meetings).

"I found the fact it was a regular date in the diary helpful, because it meant that there was accountability, we could set goals/tasks for the next time and as we are all busy with other project/responsibilities it meant the SPIRIT Project was kept on partners' minds."

In terms of project management, the SC was helpful to track progress of IO delivery, to share concerns or issues, to discuss the project conceptually and strategically and to come up with solutions with others.

"The SPIRIT steering committee has been a very effective tool to decipher the important points and create quick answers."

The meetings have been effective, have not dragged on, have always lasted the set time and have been consistent over time, once every month or so.
The SC, being made up of different types of organisations, has enabled decisions to be taken across different disciplines. Working with 5 people is always more effective than working with 15.

The diversity within the consortium

The analysis of the answers by the respondents to the question "Please describe ONE main impact (if any) of the SPIRIT Project on your organisation so far?" clearly highlights the **advantage of having a diverse consortium that offers different and interesting perspectives.**

Indeed, it should be noted that organisational change does often take more than 18 months to be identified. And yet, 9 out of 12 respondents expressed some level of organisational change brought by participation in the project already at mid-term level.

4. SELECTION OF KEY INSIGHTS REGARDING ACTIONNABILITY OF SPIRIT TOOLS

4.1 How to best use the SPIRIT tools? Advises based on case studies and testimonials by partners

IO	Title of the resource & quick snapshot	How to use it?	Direct Target group	Where to find it
1	**Research review and translation review** A research review on the existing research on the connections between mental health and Sport. The translation review ensures accessibility of the research review, translating the terms and findings so that they may be used by professionals and volunteers working with coaching.	➢ As a cornerstone of evidence and primary data to inform the direction of travel for decision making and supporting funding grants on inclusion and well-being. ➢ As an example of how to make a quality literature review on a given research topic ➢ As a scientific tool for training students and researchers.	➢ Primary: undergraduates, postgraduates, administrators, executive leaders ➢ Secondary: coaches & youth leaders	➢ Systematic review ➢ Key findings
2	**Mapping study on best practices** A mapping of best practices and examples of sport and coaching projects, programmes and activities with a focus on mental health.	➢ As the starting point to understand the SPIRIT concept. ➢ As a tool to be used to have an overview on practical cases and linkage between sport and mental health. ➢ As an example of how to conduct a Desk Research for Good Practice and develop solid template for collection (cf. Good Practice Questionnaire)	➢ Primary: undergraduates, postgraduates, administrators and project managers, executive leaders ➢ Secondary: coaches & youth leaders	➢ Mapping of good practices
3	**Recommendations for Coach Education and Club Management**	➢ As an instrument for advocacy for strategic changes understanding better why mental well-	➢ Primary: people and organisations involved in the education of	➢ Recommendations

	Based on the review and mapping study, key recommendations for coaches' education were constructed to generally create a more inclusive and humane coaching environment for anyone participating in organised sport.	being matters and why it matters to sport ➢ ➢ As a framework for reshaping coach education	grassroots sports coaches ➢ Secondary: executive leaders and decision makers.	
4	**The SPIRIT inclusive coaching framework** This handbook gathers the framework and educational guidance developed to facilitate the process of inclusive coaching.	➢ As a solid starting point and instrument to establish an inclusive coaching development programme ➢ As a resources for those interested in conduction an inclusive sport activity and for training development: includes templates and canvas. ➢ As a theoretical introduction to inclusive coaching (based on the research review and translation review) ➢ As a self-assessment to break the stigma around mental well-being (burnout checklist material) and help coaches mainstream mental well-being in their practice.	➢ Primary: coaches & teachers + people and organisations involved in the education of grassroots sports coaches ➢ Secondary: executive leaders and decision makers.	➢ Coaching Toolkit
5	Online learning tool A free, , easy-to-use, accessible-to-all learning platform that utilizes multimedia to inform, educate and empower coaches to address the social and psychological needs of their sport participants.	➢ As an entry point into self-development ➢ As a "helping hand" and self-led journey in building up skills and knowledge to create an inclusive programme ➢ As a resource for developing or upgrading existing curriculum	➢ Primary: coaches ➢ Secondary: Sport club managers and people and organisations involved in the education of grassroots sports coaches	➢ SPIRIT course

4.2 How to support the use and spread of the SPIRIT tools? Advice   based on case studies and testimonials by partners

Throughout the project, Partners were asked about their current and future plans to promote and encourage the use of the SPIRIT Project products.

Should you be interested in the topic of inclusive coaching and mental wellbeing and would like to actively take part to further awareness raising and capacity building in the sector, you will find below some recommended activities by the SPIRIT partnership based on their three years' experience.

- Sharing of key elements to public authorities and the department in charge of coach education - for adaptation & integration where possible
- Potential translation of the outcomes in local languages
- Integration of the project outcomes into daily practices - Offering an adapted training program with more focus on well-being
- Bespoke dissemination events to promote the SPIRIT tools
- Advocating and speaking up for the topic of mental health to be "on the agenda" for COVID recovery

- Provide workshops for sport organisations or clubs to sensitize them on mental well-being
- Points out to the material (website and manual) as a reference and complementary tool
- Advocate for changes in the legislation for evaluating the work of the coach
- Use the experience and the training module to train new facilitators

In the next two sessions, we will provide a bit more elements and in-depths suggestions for two of these activities –which are identified as the ones with the strongest catalyst effect.

4.3 How to best present SPRIT tools for capacity building – 2 scenarios

Based on partner's experience, we are introducing in this section two distinct scenario for a SPIRIT oriented event. The purpose of any of this event would be to build the capacity of those in attendance as regard the creation of an environment that is supportive of good mental health.

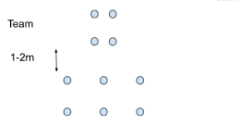### Scenario 1: A 4 hours' capacity-building event

- o Ideal objectives:

▪ Provide an experience where people can "Feel and Share"

- o Proposed agenda – items to be discussed/tested

▪ Opening and welcome *(10 min)*

▪ Warm up with "how do you feel" survey *(15 min)*

▪ Lightning SPIRIT presentation *(10 min)* + Highlight of few findings from the review – focusing on 1 topic *(10 min)*

▪ Keynote testimonials + Q&A (*40 min)*

▪ *BREAK (15 min)*

▪ Self Determination and inclusivity Practice session *(50 min)*

▪ Inclusion Hackathon *(70 min)*

▪ Event Evaluation + Call to Action *(10 min)*

▪ Closing *(5 min)*

- o Resources needed:

▪ Human resources:

- ✓ A time keeper
- ✓ Joyful and insightful facilitator for the warm up and the evaluation
- ✓ Solid facilitators for the hackathon
- ✓ Good story tellers for the opening – relating to chosen topic and the audience
- ✓ Variety of profile and level of experience for coaches
- ✓ Support team to arrange the place on the go
- ✓ Technician

- ▪ Material & Facilities:

  - ✓ Screen, Mics, Pointers

  - ✓ Online tool for the quiz *(Kahoot or Mentimeter)*

  - ✓ Space enough for people to easily navigate and have some exercise

  - ✓ Basic sport equipment *(not necessary though – you may use what you have)*

  - ✓ Guidance for 2 to 3 guided exercise practice –including the reflective questions from which participants shall be enabled to express in group those experiences learned during the session

  - ✓ Flipcharts, color pens, stickers *(to express creativity)*

  - ✓ Reflective homework page *(to provide time for note taking and reflective thinking)*

Example from the coaches' session plan:

REMINDER: ABC - Autonomy, Bonding, Competence

Time	Activity	Discussion Question	Equipment required
15:45	Introduce yourself		
10 mins + 5 mins (discussion)	**Exercise 1:** Communication problems **Instructions:** Divide the group in two (10 vs 10 if 20 participants). Everyone stands on his chair (make rows of 3 or 4 participants, between each row 1-2 meter). Goal is to reach the other side without touching the ground. **Rules:** ● no speaking ● no one can touch the ground ● no sliding with the object **If extra time**: do the exercise again	**Debrief/Discussion Question:** ● **How did you feel?** ● **What went well/what was difficult?** ● What would you do/change next time (communication wise)? **Link with SPIRIT/learning point:** ● Link with difficulties refugees face concerning communications. ● **How to deal with communication issues in sports activities?** ● Was it more difficult to form a team (*Bonding*) without language?	● 60 Rubber disks or small hula hoops Finish Start Team ○ ○ ○ ○ 1-2m ↑ ○ ○ ○ ○ ○ ○

  - ✓ Scenarios and Guidance for the Hackathon

Tips from the Hackathon organisers:

"To create the structure of the hackathon we first assessed the type of audience we had and what would be of interest to them. We wanted to combine the practical exercises with multiple choice so that the audience would feel part of the process and therefore be more easily involved and express their ideas.
We chose different situations that could be close to the audience, involving also other partners of the SPIRIT project. All the partners helped in each of the discussion tables, making them dynamic and helping to collect the information in a clear and orderly way."

Details from the Hackathon' session plan:

6. **Moderated Inclusion Hackathon**

    a. Present Project Aim or reflection question from IO5 to set the scene

    b. Partners present their own inclusion challenge as examples (Who was affected? Where in the org? How do you know there was an issue?) **10min**

    c. In small groups, audience discuss their own scenarios **10min**

    d. Each group to imagine they are running a sport organisation or programme together and choose one scenario to focus on **5min**

    e. Discuss problem and together come up with possible actions or interventions that you would take **20min**

    f. Present scenario and solution to the room **10min**

[One member of spirit team at each table to ensure inclusion of all participants]

Final advices and tips for a successful 4 hours capacity building event

- N°1: **Have the event defined and designed based on the needs of the target group**.
- Opening: Have stories to shift's people mind.
- Practicing: Help people minimize the moment when they feel uncomfortable by taking them into an "out of comfort zone exercise" and realize it's ok and can even be fun and educational. The reflective time during the Inclusive Practice session is a key element.
- Presentation of the SPIRIT tools: Don't make it too theoretical. Instead have people practice and reflect and then mentioned that the exercises were inspired by SPIRIT tools.

Scenario 2: A 2 hours' workshop

    o THE WHY - Ideal objectives:

- Provide participants with a different perspective on mental well-being

- Initiate a collaborative work on this topic

    o THE WHAT - Proposed agenda – items to be discussed/tested

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Scenario 2.1 – *Presentation & gap bridging oriented*

    Opening with testimonial stories *(25 min)*

    Highlight of few findings from the review – focusing on 1 topic *(15 min)*

    Sharing of views – Return of experiences by coaches *(20 min)*

    Discussion between the sport & the academic world *(50 min)*

Scenario 2.2 – *Coaching experience co-construction oriented*

    Opening with testimonial stories *(15 min)*

    Brainstorming & mind map on 1 topic *(30 min)*

    Test the developed ideas *(25 min)*

    Create a guide based on the created mind-map and the lived experience *(40 min)*

- ▪ Human resources:

  - ✓ Solid facilitators

  - ✓ Good story teller for the opening – relating to chosen topic and the audience

  - ✓ Variety of profile and level of experience for coaches

- ▪ Material & Facilities:

  - ✓ Space enough for people to easily navigate and have some exercise

  - ✓ Basic sport equipment *(not necessary though – you may use what you have)*

  - ✓ Flipcharts, color pens, stickers *(to express creativity)*

  - ✓ Reflective homework page *(to provide time for note taking and reflective thinking)*

Final advices and tips for a successful 2 hours capacity building event

- ▪ N°1: **Have the event defined and designed based on the needs of the target group**.
- ▪ Choose one tool to focus on based on your target audience
- ▪ Offer guidance on how to use each part of the tool based on your audience's needs.
- ▪ Ensure participants feel important and welcomed. At invitation stage, bee insistent and make calls to invite the participants to the event. Just spreading a message does not work. This is particularly important if the target group is hard to reach or socially disadvantaged group.

4.4 How to best communicate on mental wellbeing in and through sport – levering the power of social media

Based on partner's experience, we are introducing in this section few tips as regard campaigning for mental wellbeing in and through sport.

The purpose of any of this event would be to build the capacity of those in attendance as regard the creation of an environment that is supportive of good mental health.

Quick overview of the SPIRIT online campaigning

SPIRIT Campaign figures

=> What was achieved *(i.e outputs produced or conducted)*:

- ● Nb of videos: 4 for social media *+ 10 videos for online*
- ● Nb of coaches's interviews: 11
- ● Nb of SPIRIT post on social media: 216

=> What was the outreach level?

- ● Nb of countries reached:
    - ○ 73 countries reached through consultation, social media posts or webpage view
- ● Nb of view on website: 1999 users, 3355 pages viewed

Inspiring messages

During the three years of the projects, partners had a chance to test different kind of messaging and format. Below are a sample of those which captured the most attention online together with some element of context to inspire you.

"The key lesson is that there is a need to prioritise mental health without deprioritising competitive sport development, as otherwise coaches will not be too keen on integrating it within their approach."

"Mental Health issues do not discriminate"

Zoom on the Twitter message with best outreach:

- Number of interactions: 642 views + 2819 impressions

- Type: video

- Content: the video included athletes that spoke on the importance of mental well-being. The format of the post and stories of personal empowerment, made the post more interesting and engaging.

- Link: *https://twitter.com/ENGSOsport/status/1511955403604639744*
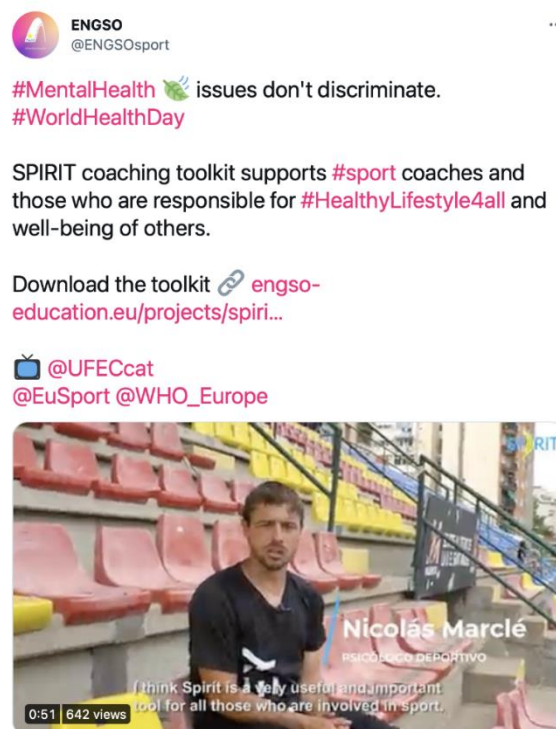
Tips and tricks on how to best communicate on mental wellbeing in and through sport – levering the power of social media

The SPIRIT Communication officer together with the partners provided the following recommendations based on the 3 years project experience:

- ○ Social media can be a hostile environment for people struggling with mental health, or those prone to mental health issues. Make sure all your communication is based on kindness, respect and understanding.

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- Connect and partner with organisations from the field of mental health. It is important to have a partner with knowledge and quality resources that will brief you on mental health research, statistics and definitions. This will help you draft content that will include correct info and thoughtful messages on mental health

- Do research on mental health trends online. Additionally, research the field of your particular content, including the target group.

- Emphasize; draft key messages that include a) correct, often research-based info, b) are not proving or controversial in any way, c) are tailored for your target group.

- If you are targeting a local demographic group, include key contacts and resources for followers to know or contact in urgent cases (if target group includes people who struggle with mental health).

- If possible, share personal stories of people who are comfortable enough to talk about their mental health and well-being. Showcase "real" examples of empowerment and management of mental health through sport.

5. CONCLUDING REMARKS

5.1 Summary of key findings

It's a marathon

▶ The sport sector and society in general need to acknowledge that mental health is a key component of health.

▶ It has to be a shared topic & interest by the whole organization! Talking about well-being is not a weakness but a strength.

▶ Recommendations 4 & 1 -culture of sports clubs- are more difficult because they require a culture change.

▶ Difficulties of connecting & working efficiently when mostly remote.

It requires you to be clear

▶ **Mental health vs Mental Well-being** => mental health cannot be addressed by sport organisations alone (it requires cross-sectoral collaboration) while well-being can be something they build on.

▶ There are multiple approaches to mental health and wellbeing, and **it needs to be contextualised** according to what type of partner you are working with.

▶ The decision to provide translation of the content has been a key shift in the project. Mental well-being is still a relatively new topic for many sport stakeholders and it therefore really need precise wording and capacity building.

It requires you to be proactive and creative

▶ **Demand a more intentional attention to the theme**

▶ Adding a sport for mental health component within all capacity building efforts.

▶ Offer training about mental wellbeing among coaches: with adapted sports programmes (e.g. Mindful running) that focus on well-being instead of performance.

▶ Use the mapping of good practice as an opportunity to expand network

▶ There is a real need for more education around mental wellbeing in training programs. Especially a need for practical recommendations/tools.

It is doable and timely!

▶ **Most coaches and participants actually have more than sufficient knowledge** to start implementing activities. What they need is some support to intentionally articulate this knowledge.

▶ **Questions from participants showed that clubs are increasingly confronted with the topic at training sessions and in contact with their coaches/managers.** There is a high demand for knowledge and practical support regarding mental well-being.

▶ There is a lot of interest in the online learning tool and how to integrate it into existing programs for trainers.

5.2 Final notes

The substantive amount of data collected mindfully through the project will allow the partnership to delve deeper into the overall programme assessment as time for reporting comes.

Nevertheless, it is important to note that the project was designed as a pilot and with transparency and transferability in mind and therefore it is our hope that readers will use the insights and learnings shared in this report as a way to fast-track their own journey in supporting women in achieving their goals.

Should you have any questions, the partnership will be delighted to answer them so feel free to be in touch.