STARS

Shaping Talents and Achieving Vocational Excellence in Sports

Project 101143990_ERASMUS-EDU-2023-PEX-COVE

Open Sport School – Tool n°2

Design your Game Plan: Activities portfolio

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FLAGSHIP OPEN SCHOOLING ACTIVITIES

The Open Sport School model does not prescribe a single way of becoming more open. Every institution will develop its own Game Plan according to its context, priorities and partnerships. The flagship activities presented in this section are therefore intended as **implementation scenarios** that illustrate how the principles of the Open Sport School can be translated into concrete educational practice.

Each activity combines recognised innovative pedagogies, including project-based learning, experiential learning, work-based learning and community-engaged learning, with the use of sport as a catalyst for learning, inclusion and collaboration. They are designed to help schools strengthen connections with their local ecosystem while creating meaningful learning experiences for learners.

Learning objectives should be explicitly aligned with relevant European competence frameworks (such as EntreComp, DigComp, GreenComp and LifeComp) to ensure that learning outcomes are clearly defined, observable and transferable. This alignment enables activities to be seamlessly associated to the STARS Learning Pills and supports the recognition of competences acquired through formal, non-formal and informal learning via the STARS micro-credential framework[1], making learners' achievements visible and valued beyond the classroom.

These examples are intended to inspire adaptation rather than replication. Schools are encouraged to modify, combine and enrich them to reflect their own ambitions, partnerships and educational priorities.

[1] The STARS Project contains eight Building Blocks (BB1 to BB8) aimed at structuring the sport sector in Europe. Two of them, BB5 and BB6, are respectively about the creation of learning pills for upskilling and reskilling of sports professionals and educators and the validation of prior and informal learning. In addition, skills acquired through sports have been assessed through BB6, and a certification process for the identified skills is being developed. https://www.shapingsport.eu/

1 OPEN SCHOOLING ACTIVITY

JOB DATING THROUGH SPORT

A one-day learner-led recruitment and career exploration event where learners, employers, training providers and employment services first meet anonymously through cooperative sporting activities before taking part in informal recruitment and guidance discussions. By placing everyone on an equal footing, the activity enables employers to observe transversal competences in authentic situations while allowing learners to showcase their potential beyond their CV.

Activity Snapshot	
Target group	Learners aged 15+ from all educational pathways (not only sport-related programmes). The activity can also be adapted for young jobseekers, NEETs or adult learners.
Recommended participants	50–100 learners, 10–20 employers, training providers, employment services, school staff and community partners.
Duration	One full day, preceded by 8-12 weeks of preparation led by learners with the support of teachers and external partners.
Recruitment opportunities	Internships, apprenticeships, work placements, employment opportunities, civic service, volunteering and education or training pathways.
Organisation	The event is coordinated by the school but designed and delivered by learners, who are responsible for communication, registrations, logistics, sport facilitation, hospitality, event management and evaluation.
Core sequence	① Anonymous mixed-team sporting challenges → ② Shared lunch and networking → ③ Identity reveal and presentation of opportunities → ④ Informal recruitment and career discussions.
Key principle	Recruiters observe behaviours before seeing qualifications, allowing motivation, collaboration, leadership and other transversal competences to become visible through sport.
Recognition	Learning outcomes are aligned with relevant European competence frameworks and can be recognised through the STARS Learning Pills and micro-credential framework.

Is this activity right for your school?

Choose this activity if your Self-Reflection highlighted development needs (score ≤20) in one or more of the following pillars:

Pillar 1: Learner-centred approach and project-based learning

- Learners need more opportunities to develop and demonstrate employability skills through authentic experiences.
- Career pathways in sport and related sectors could be made more visible.
- Learning outcomes achieved through sport are not yet systematically recognised.
- Learners would benefit from greater self-confidence when interacting with employers and presenting their strengths.

Pillar 2: Community engagement through sport events

- Sport events could be used more effectively as learning laboratories.
- Employers and external organisations are not yet regularly involved in school activities.
- Learners could take a more active role in designing and delivering school events.

Pillar 4: Cooperation with employers and networks

- Partnerships with employers could be strengthened.
- Work-based learning, internships or apprenticeship opportunities could be expanded.
- Employers could contribute more actively to learner development and competence recognition.

Institutional outcomes

The activity also enables employers, employment services and school staff to:

- strengthen dialogue between education and the labour market;
- identify emerging skills needs and competence gaps;
- co-design authentic learning experiences aligned with local employment opportunities;
- contribute to the assessment and recognition of learners' competences through the STARS micro-credential framework;
- build sustainable partnerships that support employability, vocational excellence and lifelong learning.

This activity particularly strengthens:

Inclusive coaching	Health promotion	Community engagement	Learners employability	School partnerships

Educational purposes and learning objectives

Recruitment processes increasingly recognise that successful careers depend not only on technical knowledge, but also on personal and social competences such as communication, teamwork, adaptability, leadership, resilience and problem-solving. These competences are often difficult to demonstrate through traditional interviews alone.

Sport provides an authentic environment in which these behaviours naturally emerge. By bringing together learners, employers and educators through collaborative sporting activities, schools can create meaningful encounters that help learners gain confidence, employers identify potential talent and teachers better understand the competences developed through sport.

This activity transforms recruitment into a learning experience. Rather than evaluating learners solely through academic records or formal interviews, employers observe participants in real-life situations before engaging in structured discussions about career aspirations, professional opportunities and future pathways.

Learning outcome	**Relevant EU competence framework(s)**
Recognise, demonstrate and articulate the transversal competences developed through sport and authentic project-based learning.	LifeComp (Self-regulation, Communication, Collaboration); EntreComp (Self-awareness and self-efficacy)
Plan, organise and deliver a collaborative event in partnership with employers and community stakeholders.	EntreComp (Planning & Management, Mobilising Others, Working with Others); LifeComp (Collaboration)
Communicate their strengths, experiences and career aspirations with confidence in formal and informal settings.	LifeComp (Communication); EntreComp (Mobilising Resources); DigComp (Communication and Collaboration, where digital tools are used)
Demonstrate initiative, teamwork, leadership, adaptability and problem-solving in authentic situations.	LifeComp (Collaboration, Flexibility, Managing Learning); EntreComp (Taking the Initiative, Coping with Uncertainty, Working with Others)
Understand employers' expectations, recruitment practices and pathways into employment, apprenticeships and further learning.	EntreComp (Spotting Opportunities, Vision); LifeComp (Managing Learning)
Explore career opportunities within and beyond the sport sector through direct interaction with employers and employment services.	EntreComp (Vision, Spotting Opportunities, Valuing Ideas)
Reflect on personal strengths, receive feedback and identify areas for further development.	LifeComp (Self-regulation, Managing Learning); EntreComp (Learning through Experience)
Document and evidence competences acquired through the activity using the STARS micro-credential framework.	

Implementation Methodology

A distinctive feature of this activity is that it is **designed and delivered by learners.** They become project managers, event organisers and ambassadors for their school. This authentic responsibility transforms the event into a powerful learning experience that develops entrepreneurial, organisational and interpersonal competences before the recruitment activities even begin.

Working alongside teachers and external partners, learners may take responsibility for:

- designing and facilitating the sporting challenges;
- planning the event schedule and coordinating logistics;
- managing participant registrations and anonymous identification (e.g. bib numbers or colour codes);
- preparing communication materials and promoting the event within the school and local community;
- welcoming participants and facilitating the different stages of the event;
- organising catering and hospitality;
- coordinating volunteers and logistical arrangements;
- collecting feedback from participants, employers and partners;

Step 1
Co-design the event through stakeholder consultation

The activity begins with a structured consultation process involving the **Key Players** identified during the **Build Your Team** phase. This participatory approach ensures that the event reflects learners' aspirations while responding to local labour market needs and opportunities.

The consultation may be organised through workshops, questionnaires or project meetings over several weeks prior to the event.

1) Listen to learners

Possible discussion topics include:

- Which employment sectors or professions would you like to discover?
- What type of sporting activities would encourage participation and inclusion for everyone?
- How can the event be designed to ensure accessibility and meaningful participation for learners with different abilities, backgrounds and aspirations?

How can the event contribute to the green transition by reducing its environmental footprint and promoting sustainable behaviours (e.g. active mobility, waste reduction, responsible procurement, reusable equipment)?

- What responsibilities would you like to take in organising the event?
- How should the event be promoted to encourage participation from the whole school community?

2) Build a shared school vision

School leaders, teachers, career guidance staff and learner representatives review the learners' proposals and jointly define the educational framework of the activity.
Together, they agree on:

- the educational objectives and expected learning outcomes;
- measures to ensure the event is inclusive, accessible and environmentally sustainable;
- the responsibilities assigned to learners, teachers and school staff;
- the resources, timetable and logistical arrangements;
- the methods that will be used to document learning (STARS micro-credentials or other)

3) Co-design with employment and community partners

Employers, recruiters, employment services, training providers and other external partners are then invited to contribute their expertise and align the activity with local opportunities.

Step 2
Prepare the event

Preparation takes place over several weeks and is coordinated by the learner organising committee with the support of teachers and external partners.
Preparation would typically include:

- designing inclusive and cooperative sporting challenges;
- preparing communication and promotional materials;
- managing participant registrations and anonymous identification;
- organising logistics, hospitality and catering;
- preparing competence observation grids linked to the selected European competence frameworks;
- briefing employers and partners on the educational objectives and methodology of the event.

Employers are encouraged to participate with **young professionals or recently recruited employees**, creating more natural interactions with learners throughout the day.

Step 3
Deliver the event

The event follows four successive phases.

Phase 1 – Anonymous team challenges

Learners, employers, recruiters and training providers receive anonymous identifiers and are randomly assigned to mixed teams.
Participants complete a series of cooperative sporting challenges designed to reveal transversal competences rather than sporting performance. Throughout the activities, employers observe behaviours such as communication, teamwork, leadership, initiative, adaptability, creativity and problem-solving without knowing participants' identities or educational backgrounds.

The activity is open to the whole school community, encouraging participation from learners across different programmes and disciplines.

Phase 2 – Shared break or lunch

Participants share an informal meal while remaining anonymous.
This convivial moment encourages spontaneous conversations, reduces the formality associated with recruitment and helps establish trust before professional identities are revealed.

Phase 3 – Identity reveal

Anonymity is lifted and participating organisations introduce themselves, presenting available internships, apprenticeships, employment opportunities, volunteering opportunities and education or training pathways.

Phase 4 – Informal recruitment and career discussions

The final stage consists of informal discussions between learners, employers, training providers and employment services.
Depending on local opportunities, these conversations may lead to internships, apprenticeships, employment opportunities, mentoring relationships, civic service, volunteering experiences or enrolment in vocational or higher education programmes.
Rather than replacing traditional interviews, these exchanges build upon a shared experience and allow discussions to focus on potential, motivation and demonstrated competences.

Reflection, skills recognition and impact

The activity concludes with a collective debrief involving learners, teachers, employers and employment partners. Participants reflect on the competences demonstrated throughout the day, discuss strengths and areas for development, and identify opportunities for future collaboration.

Learning outcomes should be mapped against relevant European competence frameworks and recognised through the **STARS Learning Pills and micro-credential framework**, making visible the technical, entrepreneurial, digital and transversal competences developed through both the organisation of the event and participation in the recruitment activities.

Suggested indicators include:

- number and diversity of participating learners and organisations;
- internships, apprenticeships, employment opportunities and training pathways generated;
- learner confidence and perceived employability before and after the activity;
- employer satisfaction with the recruitment process;
- new partnerships established between the school and the local ecosystem;
- STARS micro-credentials awarded;
- follow-up six months after the event to monitor progression into employment, apprenticeships or further education.

Tip

Design sporting activities that minimise differences in physical ability and maximise opportunities for collaboration. The objective is not to identify the best athlete, but to create situations where every learner can demonstrate the personal, social and professional competences that matter in education and employment.

Stakeholder engagement

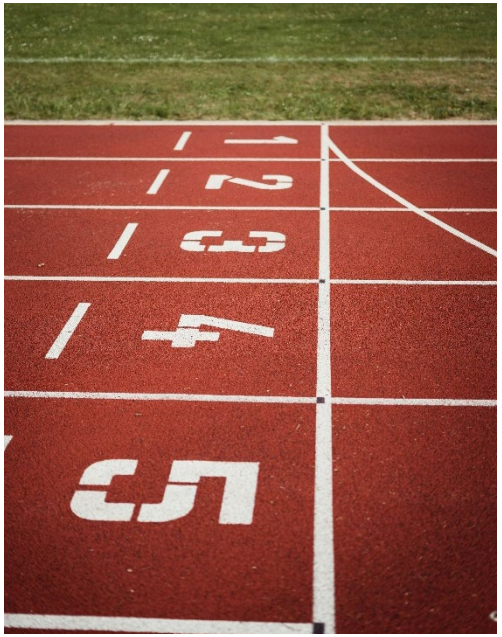
Key Players *(co-create)*	**School leadership**, teachers and trainers, learners (event organising committee), career guidance staff, **employers and recruiters**, public employment services, private employment agencies, vocational education and training providers, local youth employment services
Teammates (***collaborate)***	Sport clubs and federations, municipalities, chambers of commerce, employer associations, alumni, volunteers, sport coaches, hospitality and catering learners, communication learners
Technical Experts (*consult)*	Human resources specialists, recruitment professionals, researchers, career counsellors, competence assessment specialists, higher education institutions
Supporters ***(inform)***	Families, the wider school community, local media, public authorities

2 OPEN SCHOOLING ACTIVITY

RE-ENGAGEMENT THROUGH SPORT

An inclusive re-engagement pathway that uses sport to help young people rediscover their strengths, rebuild confidence and reconnect with learning, training or employment. It combines authentic sport experiences, personalised guidance, community engagement and competence recognition to support young people in defining their next educational or professional step.

One of the distinctive features of this activity is that it extends learning beyond the school population. By opening school facilities and activities to young people from the wider community, schools become local hubs for inclusion, guidance and lifelong learning while strengthening partnerships with public services, employers and community organisations.



Activity Snapshot	
Target group	Learners who are progressively disengaging from school; learners identified as being at risk of early school leaving; young people who have already left education and training and need support to reconnect with learning; NEETs (Not in Education, Employment or Training) and other vulnerable young people referred by employment or youth services.
Duration	One semester or one academic year.
Learning contexts	Sport practice, mentoring, volunteering in community projects, work-based learning, career guidance and workshops.
Organisation	The event is coordinated by the school but designed and delivered by learners, who are responsible for communication, registrations, logistics, sport facilitation, hospitality, event management and evaluation.
Core sequence	① Reach out → ② Build confidence → ③ Experience success → ④ Recognise competences → ⑤ Reconnect with education, training or employment.
Recognition	Learning outcomes are aligned with relevant European competence frameworks and can be recognised through the STARS Learning Pills and micro-credential framework.

Is this activity right for your school?

Choose this activity if your Self-Reflection highlighted development needs (score ≤20) in one or more of the following pillars:

Pillar 1: Learner-centred approach and project-based learning

- Some learners show signs of disengagement or are at risk of dropping out.
- Learners need greater confidence, autonomy and motivation.
- The school wishes to strengthen personalised learning pathways.
- Learning achieved through sport and community experiences are not sufficiently recognised yet.
- Learners with fewer opportunities could be better engaged through adapted sport-based approaches

Pillar 5: Open facilities and community impact

- Community partnerships could be strengthened to generate greater social impact.
- The school can develop inclusive and intergenerational activities that extend beyond its own learners.

Pillar 4: Cooperation with employers and networks

- Partnerships with employment services, youth organisations, social services or community partners could be strengthened to support vulnerable young people.
- Teachers are willing to work with external stakeholders to support educational and professional transitions.

Institutional outcomes

The activity enables schools to:

- Identify and support learners at risk of disengagement before they leave education;
- Reconnect young people who have already left the education system by opening school facilities;
- Strengthen cooperation with employment services, youth organisations, municipalities and social services;
- Embed competence recognition within personalized learning pathways
- Position itself as an inclusive community hub supporting lifelong learning, social inclusion and successful transitions.

This activity particularly strengthens:

Learners engagement	Community partnerships	Learners employability	Recognition of competences through sport

Educational purposes and learning objectives

The activity aims to create authentic learning experiences that reveal the potential of young people with fewer opportunities while supporting employers in identifying future talent beyond traditional recruitment channels. Through meaningful participation in sport events, learners strengthen their confidence, develop transferable competences and explore educational and professional opportunities within sectors experiencing recruitment and attractiveness challenges.

Learning outcome	Relevant EU competence framework(s)
Demonstrate teamwork, communication, leadership and adaptability in authentic professional situations.	LifeComp (self-regulation, communication, collaboration, managing learning); EntreComp (vision, spotting opportunities, valuing ideas, self-awareness and self-efficacy, learning through experience), DigComp (communication and collaboration, where digital tools are used)
Apply organisational, problem-solving and time-management skills during event delivery.	
Understand how transversal competences developed through sport are valued across different employment sectors.	
Collaborate with employers, professionals and community partners in real working environments.	
Reflect on personal strengths and identify future educational or professional pathways.	
Collect evidence of learning and communicate competences through a personal portfolio.	
Communicate their competences confidently to teachers, employers and guidance professionals.	

Implementation Methodology

Step 1
Reach out and (re)build trust

The activity begins by creating a safe, motivating environment where young people can reconnect with themselves, others and learning through sport. Participants may include learners who are progressively disengaging from school, young people who have already left education or training, or NEETs referred by schools, employment services or youth organisations.

The first sessions focus on rebuilding confidence, creating a sense of belonging and helping learners experience success through progressively challenging physical activities. Cooperative games, adapted sport activities and reflective discussions enable participants to rediscover their strengths while reducing anxiety and rebuilding motivation.

Each session follows a common "sport-transfer" structure:

- welcoming ritual and emotional check-in;
- physical activity designed around one targeted competence;
- guided reflective debrief;
- explicit transfer towards everyday life, education or employment.

Rather than considering sport as an objective in itself, every activity becomes a learning experience that helps young people understand how the attitudes they demonstrate on the field can support their future educational and professional journey

Step 2
Explore strengths and future pathways

Once learners begin to regain confidence, sport becomes a powerful tool for self-discovery and career exploration.

Through carefully designed sport situations, learners identify their interests, personal qualities and transferable competences. Rather than asking "What job do you want?", educators help participants discover:

- What situations motivate me?
- What am I good at?
- How do I react when facing challenges?
- Which environments help me succeed?

Sport events, clubs and community organisations are also used as gateways to discover a wide variety of professions, not only within the sport sector but across logistics, hospitality, communication, healthcare, security, education, event management and many other fields.

Professionals, employers, employment services and guidance practitioners are invited to share experiences and help learners connect their strengths with realistic educational and career opportunities.

Throughout this phase, learners progressively build a personal competence portfolio supported by reflective activities and evidence collected during the programme.

Step 3
Develop transferable competences through sport

Learners progressively participate in increasingly demanding sport situations specifically designed to develop psychosocial and transferable competences essential for education, training and employment. Activities intentionally focus on competences such as:

- Communication and teamwork
- emotional regulation and stress management;
- problem solving and decision-making;
- leadership and initiative;
- resilience and perseverance
- healthy lifestyles and self-management

Each session combines authentic sport experiences with structured reflection, allowing learners to identify how these competences can be transferred to school, vocational education, apprenticeships and the workplace.

Learning outcomes are explicitly linked to the relevant European competence frameworks (LifeComp, EntreComp, DigComp and, where appropriate, GreenComp) and progressively recognised through the STARS Learning Pills and Micro-Credential Framework

Step 4
Reconnect with learning, training and employment

As confidence and competences develop, the programme progressively reconnects learners with education and professional opportunities.

Schools work closely with employment services, vocational education providers, municipalities, employers and community organisations to organise:

- Workplace visits;
- Meetings with professionals;
- Short work-based learning experiences;
- Mentoring;
- Career guidance workshops;
- Visits to training centres;
- Participation in community sport initiatives.

Sport continues to act as the common learning environment while educators explicitly highlight the behaviours expected in education and employment, including punctuality, perseverance, responsibility, collaboration and respect.

The school therefore becomes an open community hub where internal learners and young people from the wider community can access guidance, learning opportunities and supportive networks together, helping create inclusive pathways back into education, training or employment.

Step 5
Reflect, recognize and support sustainable transitions

The final phase consolidates learning and prepares each participant's next step.

Using portfolios, self-assessment tools, educator observations and structured reflection, learners identify the competences they have developed throughout the programme and collect evidence demonstrating their progress.

These achievements are recognised through the STARS Learning Pills and Micro-Credential Frameork, while personalised transition plans are developed in collaboration with schools, families, employment services, VET providers and community partners.

The programme concludes by identifying concrete progression opportunities such as:

- return to school;
- enrolment in VET programmes;
- apprenticeships;
- volunteering;
- supported employment;
- continued participation in community sport initiatives.

Rather than marking the end of the intervention, this phase establishes the foundations for long-term educational participation, lifelong learning and social inclusion through an integrated local support network.

Reflection, skills recognition and impact

The activity concludes with a collective debrief involving learners, teachers, employers and employment partners. Participants reflect on the competences demonstrated throughout the day, discuss strengths and areas for development, and identify opportunities for future collaboration.

Learning outcomes should be mapped against relevant European competence frameworks and recognised through the **STARS Learning Pills and micro-credential framework**, making visible the technical, entrepreneurial, digital and transversal competences developed through both the organisation of the event and participation in the recruitment activities.

Suggested indicators include:

- learner engagement and attendance;
- reduction in school absenteeism;
- return to education or training;
- transition into apprenticeships or employment;
- increased confidence and wellbeing;
- participation in community life;
- STARS Learning Pills completed;
- Micro-Credentials awarded;
- sustained engagement six to twelve months after the programme.

Tip

Many young people at risk of disengagement have experienced repeated situations in which their strengths have gone unnoticed. Create regular opportunities to recognise progress, however small, and celebrate achievements with peers, families and community partners. Re-engagement begins when young people start believing in their own potential again.

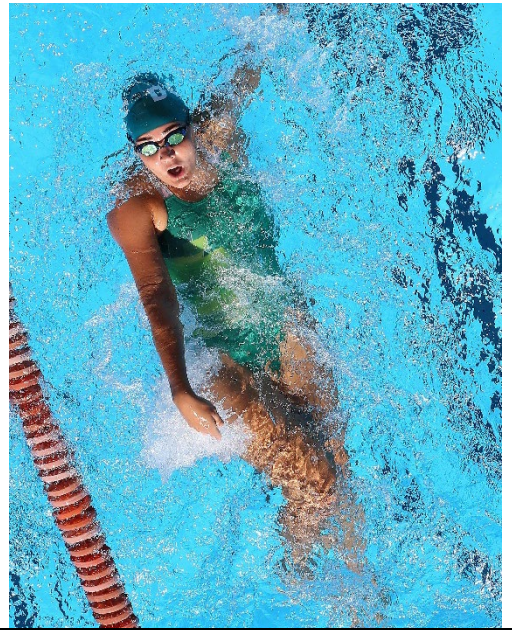
Stakeholder engagement	
Key Players *(co-create)*	Learners, young people from the community, teachers, school leadership, career guidance staff, youth workers, employment services, social services
Teammates (***collaborate)***	Sport clubs, municipalities, NGOs, community organisations, employers, training providers, alumni, volunteers
Technical Experts (*consult)*	Psychologists, health professionals
Supporters ***(inform)***	Families, local media, regional authorities and the wider community

3 OPEN SCHOOLING ACTIVITY

TALENT DISCOVERY THROUGH SPORT EVENTS

This activity transforms sport events into learning environments where young people with fewer opportunities can demonstrate their potential through meaningful responsibilities while contributing to the organisation of real events. By working alongside event organisers, employers and community partners, participants develop and reveal transversal competences that are often difficult to identify through traditional recruitment methods. It is particularly relevant for economic sectors experiencing recruitment difficulties or low attractiveness, where employers increasingly recognise the importance of transferable competences alongside technical expertise.

Through this approach, the Open Sport School positions the sport sector as an integrating sector for vocational excellence. Sport becomes a catalyst for learner engagement, allowing young people to reveal, strengthen and transfer the competences developed through sport to a broad range of vocational pathways, thereby creating new opportunities for education, apprenticeships and employment across multiple sectors.



Activity Snapshot

Target group	Young people aged 15+ with fewer opportunities, including learners at risk of disengagement, NEETs, migrants.
Duration	Four to eight weeks of preparation, participation in one or several sport events and a structured reflection and follow-up phase.
Learning contexts	Sport practice, mentoring, volunteering in community projects, work-based learning, career guidance and workshops.
Organisation	Delivered in partnership with sport event organisers, employers, VET providers, employment services, local authorities and regional or international Centres of Vocational Excellence (CoVEs) from sectors facing recruitment or attractiveness challenges.
Core sequence	① Identify sector needs → ② Connect sport with professional competences → ③ Prepare learners → ④ Deliver the event → ⑤ Reflect and connect talent with opportunity

Is this activity right for your school?

Choose this activity if your Self-Reflection highlighted development needs (score ≤20) in one or more of the following pillars:

Pillar 1: Learner-centred approach and project-based learning

- Learners need more authentic project-based learning experiences connected to the sport ecosystem.
- The school wishes to strengthen employability through real-life learning situations.
- Learning outcomes achieved through sport are not yet systematically recognised.
- Young people with fewer opportunities require alternative pathways to demonstrate their potential.

Pillar 2: Community engagement through sport events

- Community events could become learning laboratories rather than standalone celebrations.
- Community partners could be more actively involved in school activities.
- Learners could take greater responsibility in organising events.

Pillar 4: Cooperation with employers and networks

- Partnerships with employers and industry sectors could be strengthened.
- Work-based learning opportunities need to be expanded.
- The school wishes to contribute to regional skills ecosystems and sectors facing recruitment challenges.

Institutional outcomes

This activity enables schools and their partners to:

- develop innovative talent identification approaches for young people with fewer opportunities;
- strengthen collaboration between education, sport event organisers and employers facing recruitment and attractiveness challenges;
- create new talent pipelines towards vocational education, apprenticeships and employment;
- demonstrate how sport can reveal transversal competences that are often overlooked in traditional recruitment processes;
- strengthen cooperation with regional and international CoVEs from sectors experiencing skills shortages, enabling the transfer of innovative recruitment, guidance and talent attraction practices across economic sectors;
- position sport as an innovation laboratory for workforce development, supporting the attractiveness of strategic sectors through authentic, competence-based talent discovery

This activity particularly strengthens:

Learners engagement	Employer partnerships	Learners employability	Recognition of competences through sport

Educational purposes and learning objectives

This activity enables learners to reveal, demonstrate and make visible their transversal competences through sport experiences. Rather than assessing technical knowledge alone, it creates situations in which learners can naturally demonstrate behaviours that are highly valued across the labour market. Through competence observation, structured reflection and recognition, learners become more aware of their strengths and are better equipped to explore educational, apprenticeship and employment opportunities beyond the sport sector.

Learning outcome	**Relevant EU competence framework(s)**
Interact with employers, coaches and sector representatives while demonstrating professional behaviours and work readiness..	LifeComp (self-regulation, communication, collaboration, flexibility, managing learning); EntreComp (vision, spotting opportunities, valuing ideas, self-awareness and self-efficacy, learning through experience, working with others, mobilising others), DigComp (communication and collaboration, where digital tools are used)
Reflect on personal strengths and identify educational, apprenticeship or employment pathways aligned with their competence profile	
Communicate their strengths, experiences and career aspirations with confidence in formal and informal settings.	
Demonstrate initiative, teamwork, leadership, adaptability and problem-solving in authentic situations.	
Understand employers' expectations, recruitment practices and pathways into employment, apprenticeships and further learning.	
Explore career opportunities within and beyond the sport sector through direct interaction with employers and employment services.	
Collect and present evidence of competences demonstrated during the event using reflective portfolios and the STARS Learning Pills.	
Document and evidence competences acquired through the activity using the STARS micro-credential framework.	

Implementation Methodology

Step 1
Identify strategic sectors and connect with sport event partners

The activity begins with a joint consultation involving employers, VET providers, employment services, sport event organisers, local authorities and community partners. Using the STARS **Building Block 8 collaboration model**, schools and event organisers identify major or mega sport events that can become authentic learning environments while addressing local or regional workforce needs.

The objective is to identify:

- sectors experiencing recruitment or attractiveness challenges;
- occupations where transversal competences are essential;
- opportunities for internships, apprenticeships or employment;
- suitable sport events that can serve as authentic learning environments
- operational roles and learning opportunities offered by the event.

Examples may include construction, logistics, energy, hospitality, health, manufacturing, sport management or other strategic sectors identified within the local ecosystem.

Step 2
Co-design the learning experience and competence framework

Building on the collaboration established with event organisers, educators, employers and learners co-design the learning experience taking into account the specificities of the chosen sector. Using the BB8 collaboration tools, partners agree on:

- the learner roles during the event;
- the authentic situations in which competences can be observed;
- the transversal competences that will be recognised;
- the observation methods and evidence to be collected;
- inclusion, accessibility and sustainability measures.

Depending on the event, learners may contribute to operational delivery while also participating in carefully designed sport challenges. For example, relay races or other collaborative activities bringing together learners, professionals and employer representatives can create authentic opportunities to observe teamwork, communication, leadership, solidarity and perseverance in action.

The outcome of this phase is a shared competence observation framework that guides learner preparation, employer observation and competence recognition.

Step 3
Prepare learners and employer mentors

Learners prepare for the event through workshops combining technical preparation with personal development.

Preparation may include:

- understanding the event environment;
- teamwork and communication;
- event organisation and logistics;
- health, safety and accessibility;
- digital event tools;
- environmental sustainability;
- reflection and portfolio building.

Employers, event organisers and professionals also prepare for their role by becoming familiar with the competence observation framework and the educational objectives of the activity. This shared preparation ensures that sport becomes an intentional learning environment rather than simply an event experience.

Step 4
Reveal talent through authentic participation

During the event, learners engage in authentic situations designed jointly by educators, employers and organisers.

Depending on the event context, this may include:

- operational responsibilities supporting event delivery;
- collaborative sport challenges such as relay races involving learners, professionals or employer representatives;
- interactions with volunteers, spectators and event staff;
- networking opportunities with sector representatives.

Rather than evaluating technical expertise alone, employers observe behaviours demonstrated throughout these authentic situations, including initiative, communication, teamwork, resilience, leadership and problem-solving. Observation grids developed jointly during the preparation phase support structured feedback while ensuring consistency across different sectors and events.

Step 5
Connect talent with opportunity

Following the event, learners, teachers, employers, event organisers and training providers participate in structured reflection and networking sessions.

Together they:

- review the competences demonstrated during the event;
- compare observations with the competence framework established during the design phase;
- collect evidence through portfolios and reflective activities;
- recognise competences through the STARS Learning Pills and Micro-Credential Framework;
- identify personalised progression opportunities towards vocational education, apprenticeships, internships, volunteering or employment.

The activity concludes by strengthening long-term collaboration between schools, employers and sport event organisers. Through the BB8 collaboration model, one-off event participation becomes the starting point for sustainable partnerships in which major sport events evolve into recurring learning laboratories supporting talent attraction, workforce development and vocational excellence.

Reflection, skills recognition and impact

The activity concludes with a collective debrief involving learners, teachers, employers and employment partners. Participants reflect on the competences demonstrated throughout the day, discuss strengths and areas for development, and identify opportunities for future collaboration.

Learning outcomes should be mapped against relevant European competence frameworks and recognised through the **STARS Learning Pills and micro-credential framework**, making visible the technical, entrepreneurial, digital and transversal competences developed through both the organisation of the event and participation in the recruitment activities.

Suggested indicators include:

- participation of young people with fewer opportunities;
- diversity of employers and participating sectors;
- competence development observed by employers;
- internships, apprenticeships and employment opportunities generated;
- new partnerships established with regional economic actors;
- STARS Learning Pills completed and micro-credentials awarded;
- progression towards education, training or employment six to twelve months after participation;
- employer satisfaction with this alternative talent identification approach.

Tip

The success of this activity depends on the quality of the dialogue between education, sport and industry. Use the STARS Building Block 8 collaboration toolkit to co-design the learning experience with sport event organisers before defining learner tasks. When educational objectives, employer expectations and event operational needs are aligned from the outset, sport events become powerful learning environments that reveal talent while delivering tangible value for organisers, employers and learners alike.

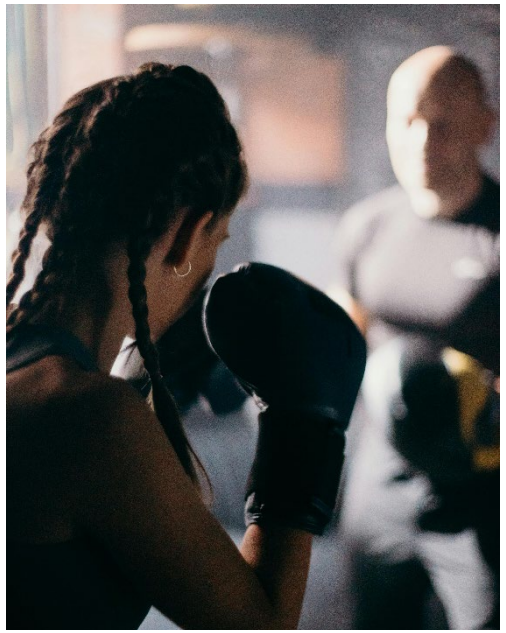
Stakeholder engagement	
Key Players *(co-create)*	Young people, teachers, school leadership, sport event organisers, employers, employment services, VET providers
Teammates (*collaborate)*	Sport clubs, municipalities, community organisations, universities, volunteers, alumni, regional and international CoVEs, sector skills alliances and European project partners
Technical Experts *(consult)*	Event managers, HR professionals, health and safety specialists, accessibility experts, sustainability specialists, researchers
Supporters *(inform)*	Families, public authorities, local media, regional development agencies

4 OPEN SCHOOLING ACTIVITY

COMMUNITY SPORT EVENTS

The Community Sport event is a student-led Open Schooling project in which learners preparing for careers in sport (coaching, sport management, physical activity, sport development or event management) design, deliver and evaluate an inclusive community sport event addressing a real local need.

Rather than organising a generic school sports day, learners become community facilitators. Working alongside local stakeholders, they identify groups who face barriers to participating in sport and co-create innovative sport experiences that promote inclusion, wellbeing, healthy lifestyles and lifelong participation in physical activity.



Activity Snapshot	
Target group	Learners preparing for careers in sport, together with local communities, families, people with disabilities, senior citizens, health organisations and community partners.
Duration	One academic term including consultation, design, implementation and evaluation.
Organisation	Student-led project delivered with municipalities, sport clubs, disability organisations, health services, community associations, local authorities and, where appropriate, universities, applied research centres and regional or international Centres of Vocational Excellence (CoVEs). These partners contribute to community needs assessment, learner mentoring, impact evaluation and the development of evidence-based practices promoting inclusion, health and lifelong participation in sport.
Core sequence	① Explore community needs → ② Co-design inclusive solutions → ③ Prepare learners → ④ Deliver the event → ⑤ Reflect, recognise and improve

Is this activity right for your school?

Choose this activity if your Self-Reflection highlighted development needs (score ≤20) in one or more of the following pillars:

Pillar 1: Learner-centred approach and project-based learning

- Learners Learners could take greater responsibility in designing authentic projects.
- The school wishes to strengthen inclusion through sport.
- Learners need more opportunities to develop coaching and leadership competences.
- Learning achieved through sport is not yet systematically recognised.

Pillar 2: Community engagement through sport events

- Sport events could become stronger drivers of community engagement.
- Families and community organisations could be more actively involved.
- Learners could use events as real learning laboratories.

Pillar 3: Promotion of sport values, health and ethics

- The school wishes to promote healthy lifestyles through authentic community experiences.
- Sport values such as fair play, respect and inclusion could become more visible.
- Partnerships with health promotion organisations could be strengthened.

Pillar 5: Open facilities and community impact

- The school wishes to strengthen community access to its facilities.
- The school wants to create measurable social impact through sport.
- New partnerships with health, disability and community organisations could be developed.

Institutional outcomes

This activity enables schools to:

- provide authentic professional practice for learners preparing for careers in coaching, sport management and sport development;
- strengthen partnerships with health services, disability organisations, municipalities and community associations;
- promote healthy lifestyles and lifelong participation in physical activity;
- develop innovative community sport programmes responding to local needs;
- strengthen learner leadership through authentic project management;
- embed STARS Learning Pills into real coaching and event management situations;
- position the school as an active community hub promoting inclusion, wellbeing and active citizenship.

This activity particularly strengthens:

Learners engagement	Community partnerships	Social cohesion	Project-based learning	School visibility

Educational purposes and learning objectives

This activity enables learners to develop professional, civic and transversal competences by designing, implementing and evaluating an authentic community sport event that responds to an identified local need. Learners engage in a complete project cycle—from analysing community needs to reflecting on the impact created—while taking meaningful responsibilities throughout the process. Working alongside teachers, community organisations, municipalities, sport clubs and other local partners, learners experience how project-based learning can connect vocational education with real societal challenges.

Learning outcome	Relevant EU competence framework(s)
Analyse community needs and identify how a sport event can contribute to educational, social, health or inclusion objectives within their local ecosystem.	LifeComp (critical thinking, communication, collaboration, flexibility, managing learning, empathy); EntreComp (ethical and sustainable thinking, spotting opportunities, creativity, planning and management, mobilising resources, coping with uncertainty, ambiguity and risk, learning through experience), DigComp (communication and collaboration, where digital tools are used, information and digital content)
Co-design an inclusive and sustainable sport event by defining objectives, roles, resources and success indicators in collaboration with peers and stakeholders.	
Plan, organise and manage the different stages of a real event project, applying project management, communication and organisational skills.	
Demonstrate responsibility, teamwork, adaptability and initiative while assuming authentic operational roles during the delivery of the event.	
Engage effectively with participants, volunteers and community partners, promoting inclusion, accessibility, health and the values of sport throughout the event.	
Reflect on the competences developed throughout the project and recognise how they can be transferred to future educational, civic and professional contexts.	
Evaluate the educational, social and community impact of the event using feedback, evidence and agreed indicators to identify opportunities for improvement.	
Document and evidence competences acquired through the activity using the STARS micro-credential framework.	

Implementation Methodology

Step 1
Explore community needs

The project begins with learners conducting a structured consultation involving community stakeholders. Learners act as facilitators, supported by teachers, to understand local priorities before designing the event.

The consultation should explore questions such as:

- Which groups currently participate least in sport or physical activity?
- What barriers prevent participation?
- Which health or wellbeing challenges could sport help address?
- How could we create more opportunities for families, carers or underrepresented groups to participate?
- How can the event promote healthy lifestyles across different generations?
- How can digital technologies improve participation, communication or accessibility?
- How can the event contribute to the green transition?
- Which community organisations, employers or public services should be involved?
- Which learner competences should be developed through this project?

Based on the consultation, learners select a priority theme and define the objectives of the event

Step 2
Co-design inclusive sport experiences

A student organising committee leads the design of the event.

Working alongside community partners, learners:

- define the target audience;
- identify participant needs;
- design adapted sport activities;
- develop coaching strategies for diverse groups;
- integrate accessibility measures;
- embed sustainability principles;
- plan digital communication and participant engagement;
- define roles and responsibilities;
- establish impact indicators
- identify opportunities to integrate applied research or innovation projects into the event design.

Step 3
Deliver the event

Learners take the lead in delivering the event by acting as:

- coaches;
- activity facilitators;
- event coordinators;
- volunteer managers;
- communication officers;
- accessibility ambassadors;
- sustainability coordinators;

Activities may include:

- adapted sport sessions;
- inclusive team challenges;
- intergenerational games;
- family sport activities;
- health and wellbeing workshops;
- active mobility initiatives;
- demonstrations by local clubs, research institutes, etc.
- awareness campaigns promoting inclusion and healthy lifestyles.

Throughout the event, learners document evidence of their professional practice while teachers and community partners observe the competences demonstrated.

Step 4
Celebrate and build long-term partnerships

Following the event, learners facilitate a collective impact evaluation and:

- identify successes, areas for improvement and opportunities to transform the event into a recurring community initiative.
- assess how effectively the event responded to the community need initially identified;
- evaluate inclusion, accessibility, sustainability and participant wellbeing.

Reflection, skills recognition and impact

Learning outcomes should be mapped against relevant European competence frameworks and recognised through the **STARS Learning Pills and micro-credential framework**, making visible the technical, entrepreneurial, digital and transversal competences developed through both the organisation of the event and participation in the recruitment activities.

Suggested indicators include:

- diversity and number of participants;
- participation of people with fewer opportunities;
- satisfaction of participants and community organisations;
- learner progression in coaching and event management competences;
- implementation of accessibility and sustainability measures;
- university or research partnerships established;
- applied research projects initiated or completed;
- learner and staff participation in national or international mobility activities.
- Number of new partnerships established;
- STARS Learning Pills completed and micro-credentials awarded;
- continuation of community initiatives beyond the event.

Tip

How could learners take greater ownership? How could this event respond to a real community need? How could universities, health organisations or local partners contribute? The STARS Building Block 4 Applied Research tools are here to help design and implement applied research projects.

Stakeholder engagement	
Key Players *(co-create)*	Young people, teachers, school leadership, sport clubs, universities
Teammates (*collaborate)*	Sport clubs, municipalities, community organisations, universities, volunteers, alumni, regional and international CoVEs, sector skills alliances and European project partners
Technical Experts *(consult)*	Event managers, HR professionals, health and safety specialists, accessibility experts, sustainability specialists, researchers
Supporters *(inform)*	Families, public authorities, local media, regional development agencies