



play volleyball
grow with it.

PLAY VOLLEYBALL GROW WITH IT PROJECT EVALUATION

December 2021

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I- PLAY VOLLEYBALL GROW WITH IT PROJECT (PVGW)

1) Introduction

MAKING YOUNG PEOPLE MORE ACTIVE THROUGH A NEW CONCEPT OF VOLLEYBALL

Funded by the European Commission under the Erasmus+ Sport programme, this 3-year initiative coordinated by the European Volleyball Confederation (CEV) provided an opportunity to bring together various stakeholders from Volleyball and beyond in an effort to promote Volleyball at the grassroots level and implement an innovative method to introduce Volleyball in schools with a focus on children between 8 to 12 years old.

The promotion of Volleyball at the grassroots level has become one of the priorities set by the CEV and the implementation of this school project initiative under the slogan 'Play Volleyball, grow with it' can be considered as pivotal to the achievement of this strategic goal.

The main objectives of PVGW can be summarised as follows:

- > To enhance physical activity among children in EU by introducing a new concept of the Volleyball game at school;
- > To support Physical Education teachers in facilitating the introduction of the Volleyball game at entry level;
- > To produce guidelines, training Handbooks, videos, etc. and dispatching these to Physical Education Teachers and Volleyball Coaches;
- > To expand Volleyball community by sharing best practices;
- > To extend the initiative to other national Volleyball federations.

Due to the exceptional health situation in Europe caused by the Covid-19 pandemic since March 2020, the PVGW project has made some adjustments in its work programme and working methodologies but it is very encouraging to highlight that the partnership has managed to deliver the full list of expected activities by the end of the funded period.

Further information about PVGW: <https://inside.cev.eu/development/projects/cev-school-project/>

2) The Partnership

The partnership, led by the European Volleyball Confederation (CEV), gathers four national Volleyball federations (*Estonia, Finland, North Macedonia and Slovakia*), two sport universities (the German Sport University of Cologne and the Faculty of Sport Sciences of the Hacettepe University in Turkey) and the European Observatoire of Sport and Employment (EOSE).



PVGW - Kick off full partner meeting in Luxembourg, February 2019

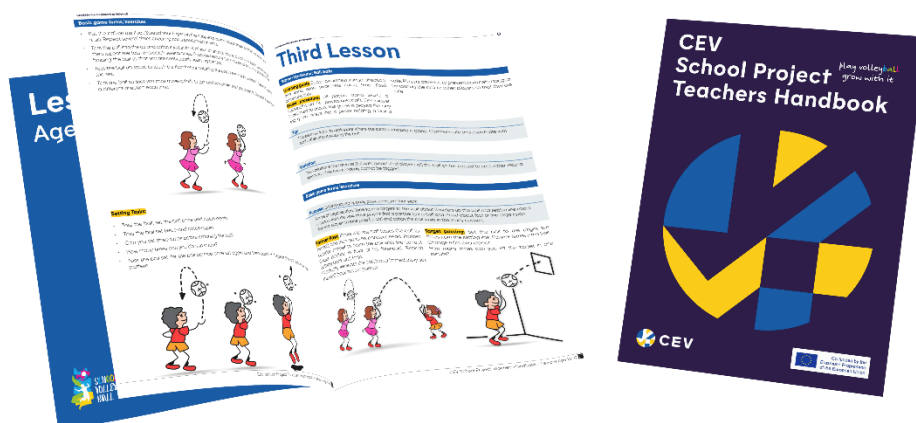
3) The Training Handbook

In early 2020, during the first phase of the project, the partnership of PVGW developed and published an innovative training Handbook providing a framework for any coach or teacher involved in physical education classes to successfully introduce and implement Volleyball practices with children aged between 8 and 12 years old. It was unanimously agreed that it is quite easy to teach Volleyball in a motivating way by using simple adaptations and this was the main ambition of the Training Handbook.

Indeed, Volleyball is an exciting team sport, which offers challenge to its performers whilst also ensuring fundamental skill development for all levels and abilities, however if you ask someone about their memories of Volleyball lessons at school, unfortunately, they will often mention their negative experiences. Painful or even bruised forearms and very short rallies can have a demotivating effect and leave people with bad memories of the sport. The reason for this is often that the teacher tried to teach Volleyball without any major changes, adaptations or modifications to the actual rules of the game and the audience.

One of the challenges was to define the rules and conditions so that children can play Volleyball with their existing set of skills. In the Training Handbook, the focus is on communicating the idea of the game. Teachers with and without a sport education background, as well as junior trainers, should be motivated and able to teach Volleyball in a playful and age-appropriate way when working with children.

To make the content attractive for both teachers and children, some pictograms and illustrations have been included in the Handbook to make the reading of the proposed exercises more visual (*see below an extract of the Training Handbook*).



The Training Handbook is available in six different languages and can be downloaded from [the PVGW webpage on the CEV website](https://inside.cev.eu):



<https://inside.cev.eu/media/wdnhyesv/cevschoolprojectteachershandbookmobil.pdf>



<https://inside.cev.eu/media/2cnpnboz/cev-school-project-teacher-s-handbook-svk-translation.pdf>



<https://inside.cev.eu/media/4h0nu0f3/cev-school-project-teacher-s-handbook-rus-translation.pdf>



<https://inside.cev.eu/media/gfghts11/cev-school-project-teacher-s-handbook-gre-translation.pdf>



<https://inside.cev.eu/media/s0ompaks/cev-school-project-teacher-s-handbook-cro-translation.pdf>



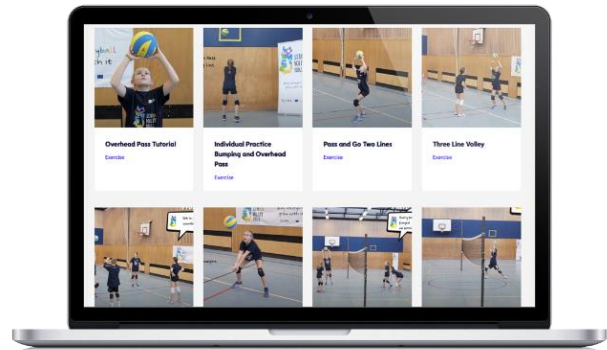
<https://inside.cev.eu/media/pkqpycc1/cev-school-project-teacher-s-handbook-mkd-translation.pdf>

Once the Training Handbook had been published, a series of short videos were produced by CEV and put online to illustrate and show concrete examples of the proposed lessons and games for introducing Volleyball to children at school.

This was an important step to show examples and put into practice the different lessons and games described in the Training Handbook.

Short videos can be viewed on the CEV website:

<https://inside.cev.eu/development/projects/cev-school-project/#Handbook-and-exercises>



4) The training of teachers and testing of the Handbook

Once this Training Handbook had been published the overall ambition was to organise a national workshop in each of the partner countries to present the innovative concept to PE Teachers and Volleyball Coaches, to test the content and collate feedback from both teachers and pupils, and then to encourage teachers to use it with children at school to introduce Volleyball to them.

A series of national workshops have been delivered with the strong support of the corresponding national Volleyball federations and you can find below a short illustration of the ones organised in the four PVGW partner countries: Estonia, North Macedonia, Slovakia and Finland.

Due to the health situation and unexpected restrictions caused by the pandemic since March 2020, some adjustments have been made to organise the expected training workshops (e.g., online learning) but all of them have been organised as expected.

a) National PVGW Workshop in Estonia – Jüri, March 2020

Around 100 participants attended the first national training workshop of the PVGW project organised by the Estonian Volleyball Federation in Jüri.

The workshop started with a theoretical session given by CEV Instructor Kristof De Loose, an internationally renowned coach when it comes to working with children at the entry level, which lasted for about two hours. This first session ended with a series of questions from the participants who wanted to understand how they could concretely implement the content of the innovative Training Handbook within their own lessons or coaching sessions with kids and young players.

The afternoon was dedicated to a practical session where Physical Education Teachers and Volleyball Coaches worked together in small groups to test some of the lessons and games/exercises included within the Training Handbook. A group of children was present and took part in the testing session.





Participants very satisfied with the opportunity to learn new exercises/games and techniques, while sharing their experiences and ideas with other colleagues working at the entry level of the game.

Full article: <https://inside.cev.eu/articles/development/inspiring-national-workshop-for-coaches-a-major-success-in-estonia/>

b) National PVGW Workshop in North Macedonia – Skopje, March 2021

The Erasmus+ Sport project provided the opportunity to bring together many smiles and curious looks among the children attending the second training workshop of the PVGW project organised in Skopje in North Macedonia. The clinic on the innovative Training Handbook was a truly special learning opportunity not only for the kids, but for many Macedonian Volleyball Coaches and Physical Education Teachers as well.

Kristof De Loose (CEV Instructor) held a lecture for 86 coaches and physical education teachers who had the opportunity to be introduced to new Volleyball exercises/games/lessons specifically designed for the younger age categories.

A group of 10 volunteer children tested a series of exercises under the guidance of the CEV Instructor during a two-hour session.



“I am extremely pleased with the high number of workshop participants and especially with the desire of those present to actively participate. If we take into account the health situation with the coronavirus pandemic, as well as the fact that many of the participants came to Skopje from other Macedonian cities, we can arguably say that they are willing to invest in their knowledge and education. It is a very important step and undoubtedly, it shows that Macedonian Volleyball has potential. From such events we expect to inspire and improve the education of coaches and physical education teachers, who are our main partners in the whole process,” said Vuk Karanovic, Head of the CEV Development Department and in charge of the PVGW project implementation.

Full article: <https://inside.cev.eu/articles/development/school-project-workshop-inspires-dozens-of-macedonian-coaches/>

c) National PVGW Workshop in Slovakia – Bratislava, June 2021

The third national workshop of the PVGW project was held in Bratislava, Slovakia, and was a major success with 67 coaches and physical education teachers attending.



A group picture with all the coaches, teachers and kids attending the workshop held in Bratislava

Kristof De Loose (CEV Instructor) delivered an inspirational theoretical session to introduce the Training Handbook, and he put an emphasis on getting the coaches to think outside the box and focus their trainings on fun, movement, and learning activities.

It was confirmed that coaches and teachers should use many materials in their sessions with the kids, such as bike tires, hula-hoops, reaction balls, tennis balls, buckets and even other household items, as there is no limit to someone’s creativity and having FUN is the most important!

A practical session followed in the afternoon, with a group of 16 volunteer children involved for demonstrations. Each exercise introduced began with a simple version and progressed into variations with more tasks for each player to think about and execute – there were individual exercises for the children and exercises with pairs as well. One could easily see that the kids were moving, sweating, laughing, and smiling!

Full article: <https://inside.cev.eu/articles/development/school-project-national-workshop-in-slovakia-a-major-success/>

d) **National PVGW Workshop in Finland – Lohja, November 2021**

The fourth and final national training workshop of the PVGW project was hosted by the Finnish Volleyball Association at the Kisakallio Sports Institute in Lohja at the end of November 2021.

In compliance with Covid-19 measures in place in Finland, the training workshop gathered a maximum of 40 participants ‘live’, whereas the other participants followed the live streaming.



CEV Instructor Kristof De Loose delivered the first session gathering a mix of Volleyball coaches, Physical Education Teachers and even some students, and emphasised the importance of being creative when preparing sessions for youngsters at the entry level of the game.

He introduced the Training Handbook and mentioned the importance for the children to have some fun when they practice Volleyball for the first time and learn main technical and tactical skills.

Kristof then organised two practical sessions gathering two groups of 25 participants to test the proposed exercises and games from the Handbook, and get comments and feedback.



“Organising this kind of event is very important for our Federation. With this sort of workshops, we can more easily engage with coaches and teachers. We also make Volleyball more accessible to a wider audience, and grow the game at the entry level. This will be for sure beneficial in the long term for our Federation, and we hope that thanks to this project we can attract more kids to Volleyball in the near future” said Hanna Kanasuo, CEV School Project Manager Finnish Volleyball Association.

Full article: <https://inside.cev.eu/articles/development/school-project-workshop-inspires-coaches-and-teachers-in-finland/>

II- EVALUATION OF THE TRAINING HANDBOOK

1) The purpose and approach

In order to assess the relevancy and quality of the innovative Training Handbook as well as to assess the potential for further use and implementation, it was decided by the group of partners to conduct a specific evaluation process as part of the PVGW project.

The main target group of such evaluation was discussed and it was unanimously agreed to target coaches or teachers involved in physical education classes and delivering Volleyball lessons with children aged between 8 to 12 years old in the countries represented in the PVGW partnership.

The online questionnaire for the evaluation was then designed with the main ambition to obtain transparent and honest views and opinions from Physical Education Teachers and Volleyball Coaches about the innovative Training Handbook.

One of the important criteria was to develop a questionnaire that should take no more than 10 minutes to complete and that all collated responses should be treated anonymously and in confidence.

The survey was structured and designed (Survey Monkey software) through the following 6 main sections to target individual Volleyball Coaches and/or Physical Education Teachers:

> **SECTION 1: ABOUT YOU**

Information about the respondent (e.g., gender, age, country, main occupation), how she/he has learnt about the innovative Handbook and if she/he has already implemented it in school.

> **SECTION 2: ABOUT YOUR OVERALL FEELING OF THE TRAINING HANDBOOK**

Overall rating of the Training Handbook and level of confidence of the respondent to deliver the innovative sessions and games to children from 8 to 12 years old in school.

> **SECTION 3: ABOUT THE IMPACT**

Feeling of the respondent about the level of development of a series of identified technical skills and abilities of the pupils through the use of the innovative Handbook.

> **SECTION 4: ABOUT POTENTIAL AREAS FOR IMPROVEMENT**

Potential areas for improvement or suggestions for change of the content of the Handbook identified by the respondent.

> **SECTION 5: ABOUT POTENTIAL DIFFICULTIES / CHALLENGES**

Potential difficulties/challenges identified by the respondent in implementing the delivery sessions of the Handbook.

> **SECTION 6: ABOUT THE FURTHER USE OF THE HANDBOOK**

Further information from the respondent about how likely she/he is planning to promote and use the Training Handbook to deliver Volleyball lessons during physical education or introductory sessions.

Once tested, revised and finalised in English, the questionnaire was then translated in 7 other languages (Albanian, Croatian, Estonian, Greek, Macedonian, Slovak, and Russian) thanks to the partners of PVGW project and CEV members (national Volleyball federations). This was extremely important to reduce the language barrier and enhance the chance to collate a higher number of contributions.

All translated versions of the questionnaire were then designed and put online through the Survey Monkey software and individual URL links were created for each language.

The online survey was then dispatched and promoted to the target group of teachers and coaches who have engaged with the Training Handbook. The timeline was flexible and adapted depending on the target countries to match with the organisation of the national training workshops, the holiday period, the availability of the translated material etc. Several reminders were dispatched, and the survey officially closed on 10th of November 2021 with a total of 231 eligible responses from 13 different countries.

We would like to thank all national partners of the project and all members from CEV who were actively involved and for being generous with their time in the translation, dissemination and promotion of the online survey to Volleyball Coaches and Physical Education Teachers. Indeed, even if the main target was the countries represented in the partnership, CEV made remarkable efforts to gather further responses from other countries officially part of the CEV School project and implementing the innovative concept and activities in their own country.

All responses have been treated anonymously which means that the evaluator (EOSE) never identifies who has given a particular comment, but on occasion useful quotations provided by respondents have been highlighted in this report to help to understand an opinion or useful observation.

This report presents the analysis of the main findings collated from all Volleyball Coaches and Physical Education Teachers who participated in the online evaluation process. We decided for the purpose to keep the same order as the one used through the questionnaire.

The full version of the online questionnaire in English is attached as an annex of this report.

2) Total number of responses

A total of **231 eligible responses from 13 different countries** have been collated and analysed through the evaluation process. 83% of these responses were fully completed, others were partially completed but were taken into consideration because they provided some inputs to the overall analysis.

In terms of languages, this is the breakdown of the 231 responses collated:

LANGUAGE		RESPONSES
	Albanian	1
	Croatian	28
	English	98
	Estonian	26
	Greek	0
	Macedonian	19
	Russian	37
	Slovak	21
		TOTAL: 231 responses

3) Responses collated per country

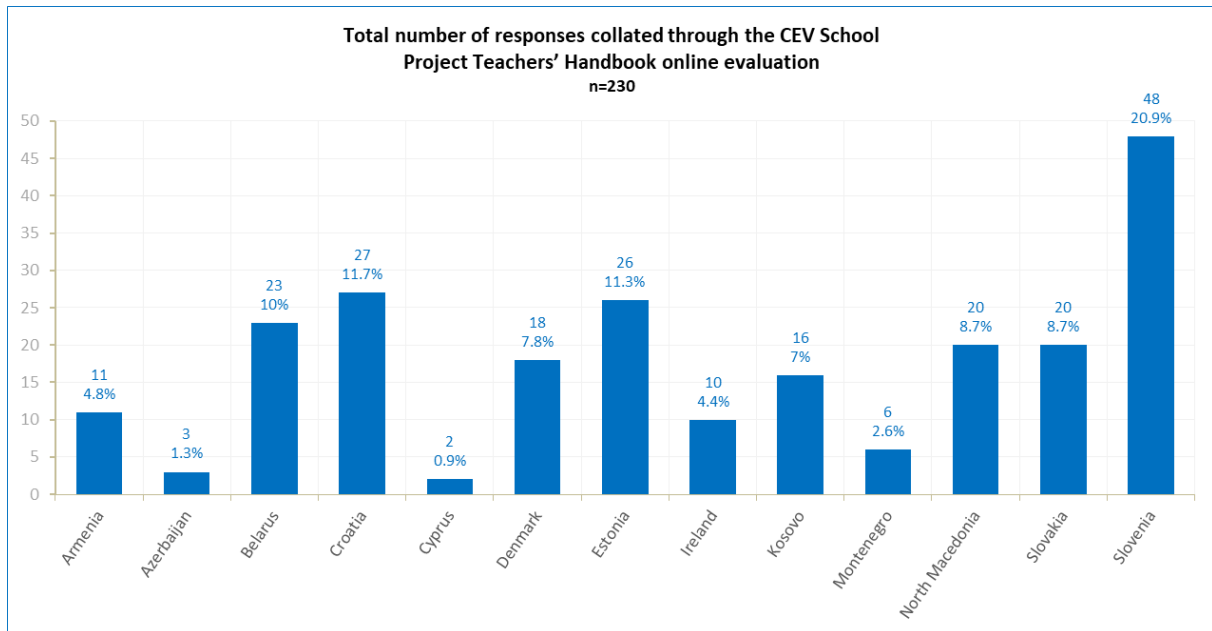


Figure 1: Total number of responses collated per country

A total of **13 different countries** were represented in the contributions to the online evaluation process and without listing each country the highest proportion of respondents (top 6 countries) were from:

- > Slovenia (20.9%)
- > Croatia (11.7%)
- > Estonia (11.3%)
- > Belarus (10%)
- > North Macedonia (8.7%)
- > Slovakia (8.7%).

III- SECTION 1 – ABOUT YOU

1) Profile of respondents

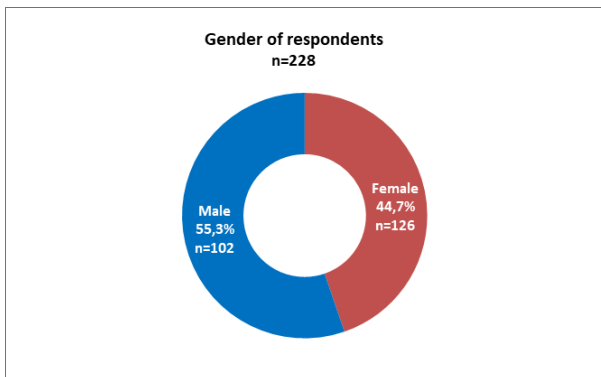


Figure 2: Gender of respondents

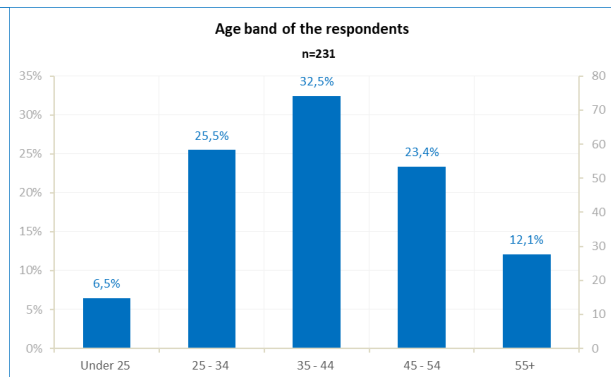


Figure 3: Age of respondents

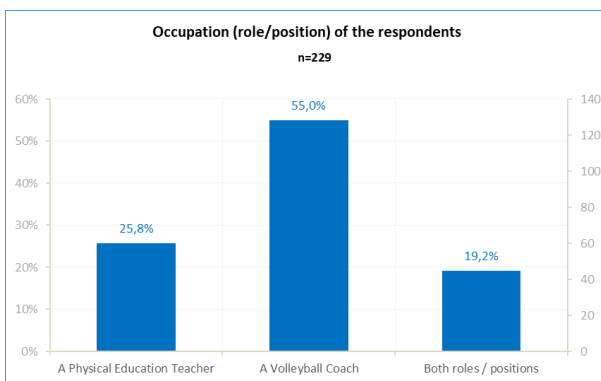


Figure 4: Occupation of respondents

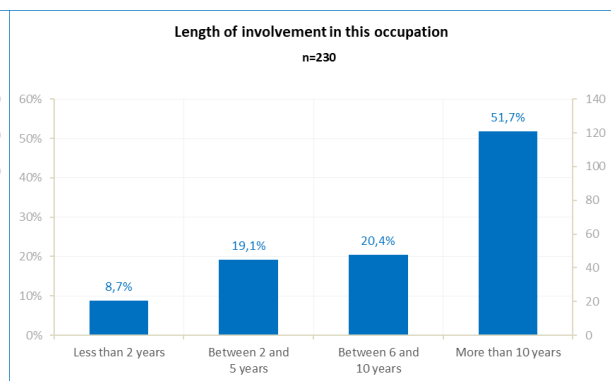


Figure 5: Length of involvement of respondents

PROFILE OF RESPONDENTS

> Gender and age of respondents

- 44.7% of respondents were female and 55.3% were men which can be seen as a reasonably good gender balance achieved by the evaluation survey
- 68% of respondents were over 35 years old
- The largest proportion (32.5%) were in the 35 – 44 years age band
- Only 6.5% of respondents were less than 25 years old and 12.5% over 55 years old

> Occupation of respondents

- 55% were Volleyball Coaches
- 25.8% were Physical Education Teachers
- 19.2% were both a Volleyball Coach and a Physical Education Teacher

> Years of involvement of respondents in this occupation

- 51.7% of respondents had more than 10 years of involvement in their occupation which is the largest proportion
- 27.8% of respondents has less than 5 years of involvement in their occupation with 8.7% with less than 2 years

2) Awareness and implementation/use of the innovative Training Handbook

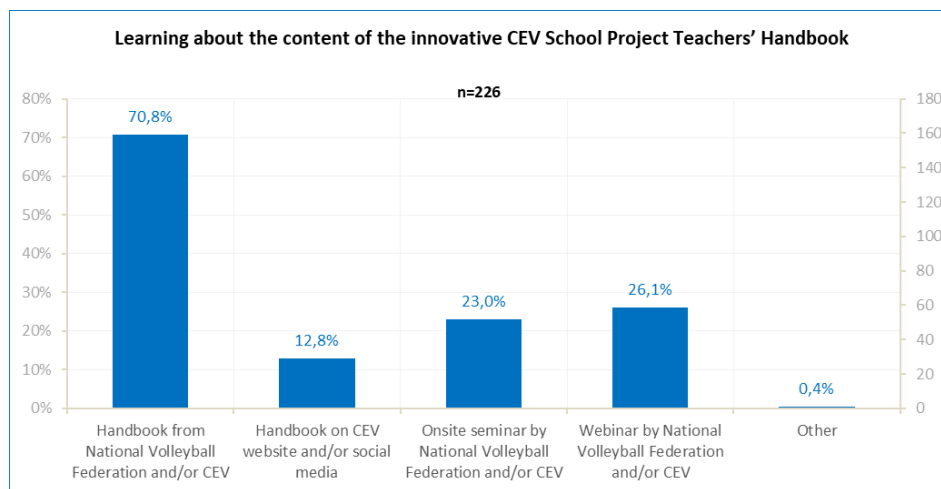


Figure 6: Awareness of the innovative Training Handbook

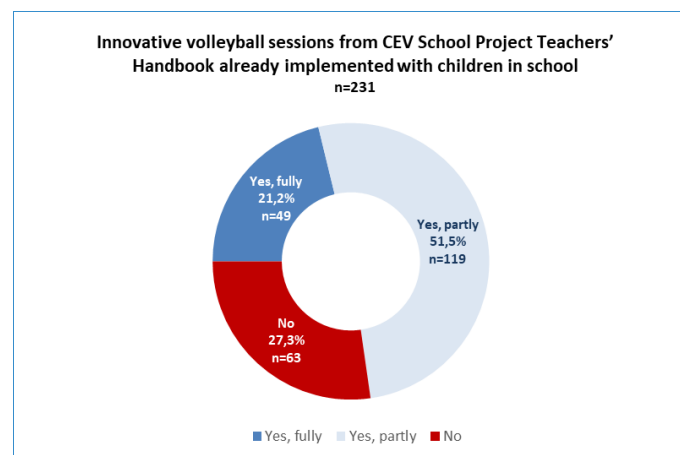


Figure 7: Previous implementation/use of the Training Handbook

AWARENESS AND IMPLEMENTATION OF THE TRAINING HANDBOOK

> Awareness about the innovative Training Handbook

- 70.8% of respondents were made aware of the innovative Training Handbook by receiving it from their National Volleyball Federation or from CEV directly.
- Around half of the respondents (49.1%) attended a specific training seminar organised by their National Volleyball Federation and/or by CEV – and from these, 23% attended a face-to-face seminar whereas 26.1% attended an online seminar.

Note: Due to the exceptional health situation with the pandemic, some adjustments have been made to organise the expected training seminars/workshops. Some were postponed or delivered using an hybrid process.

> Implementation of the innovative Training Handbook

- Over 72% of respondents have already implemented and tested with pupils the Volleyball introduction sessions included within the Training Handbook.
- 51.5% of respondents have implemented it partly and 21.2% fully.
- 27.3% of respondents indicated that they have never implemented any of the exercises and sessions proposed in the Training Handbook

IV- SECTION 2 – ABOUT YOUR OVERALL FEELING OF THE HANDBOOK

1) Overall rating of the Training Handbook

In this section of the online questionnaire, individual Volleyball Coaches and Physical Education Teachers were asked to give an overall rate to the innovative Training Handbook.

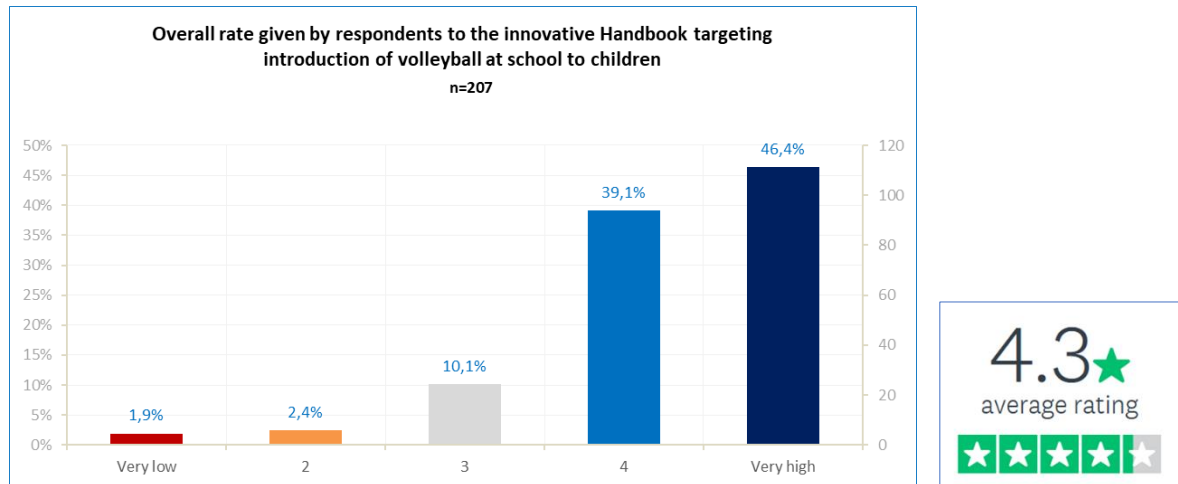


Figure 8: Overall rate given by respondent to the Training Handbook

OVERALL RATING OF THE TRAINING HANDBOOK

- > **85.5% of respondents were very satisfied** with the innovative Training Handbook and provided a rate of 4 (39.1%) or 5 (46.4%)
- > The highest proportion of participants gave the overall rate of 5/5 (highest possible rate)
- > 4.3% of respondents (9 individuals overall) gave a low mark of 1 or 2/5 to the Handbook
- > Overall, the average rating obtained by the Training Handbook was **4.3/5**.

Respondents were invited to provide further information to explain their rate:

- *An excellent and innovative methodology / very useful*
 - *Nicely crafted for children... video demonstrations would be nice to be produced...*
 - *I wish that the Handbook can be translated in my language (Danish)*
 - *It would be great if there was an accompanying video to 'show' the activities in action*
 - *I like the methodology because it is a funny way to develop sports skills, rather than Volleyball skills as such. It is so important for the children to have fun and smile and want to come back.*
 - *The graphics are excellent. The lesson progressions worked well for this age range, particularly well with girls who haven't played any sport before.*
 - *New methods of teaching, positive innovation*
 - *It is nice to have professional design and colour but for clarity images should not be cartoons.*
 - *Well focused and appropriate to the present age, innovative*
 - *The manual explains the elements of Volleyball in a simple way*
 - *Fantastic initiative! A good example for other organisations in other sports to do the same!*
 - *Innovative, dynamic, understandable*
 - *It helps us a lot in working with this age of children*
- > Unfortunately respondents who gave low rates to the Handbook did not provide any feedback.

2) Level of agreement with a series of statements about the Training Handbook

A series of statements related to the Training Handbook were proposed in the questionnaire and each respondent was asked to give her/his level of agreement with each of them (*from strongly disagree to strongly agree*).

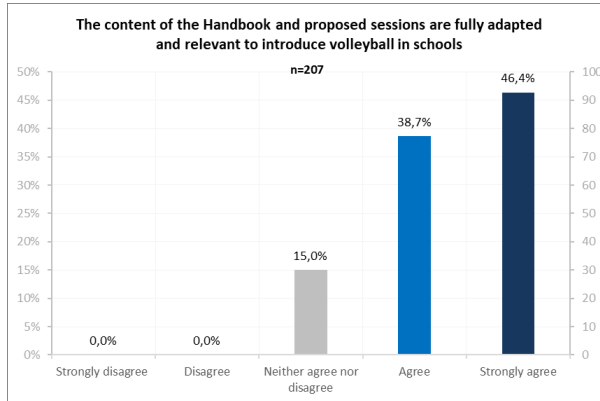


Figure 9: Relevance of content and proposed sessions

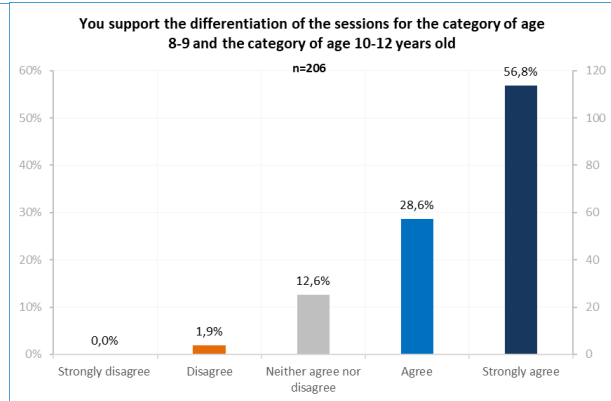


Figure 10: Differentiation of sessions 8-9 and 10-12 years old

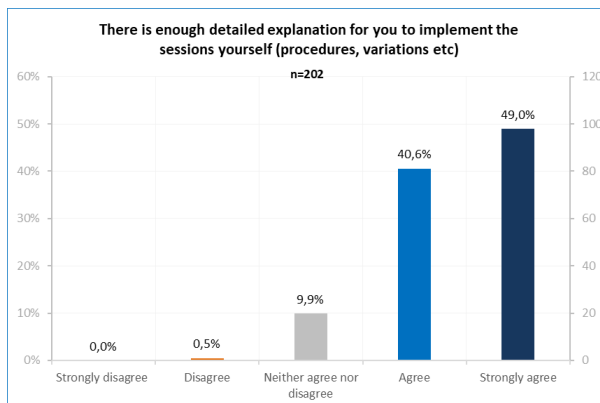


Figure 11: Detailed explanation provided to implement

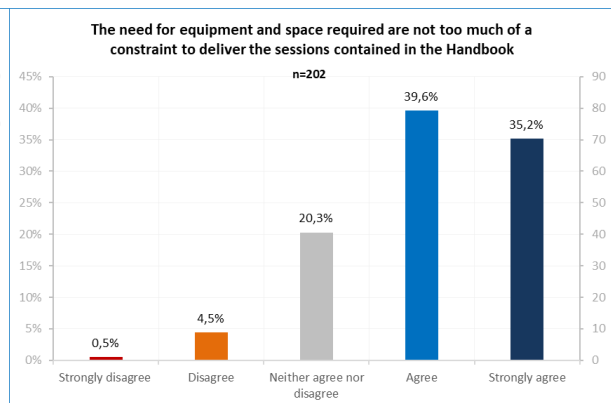


Figure 12: Constraint of the need for equipment and space

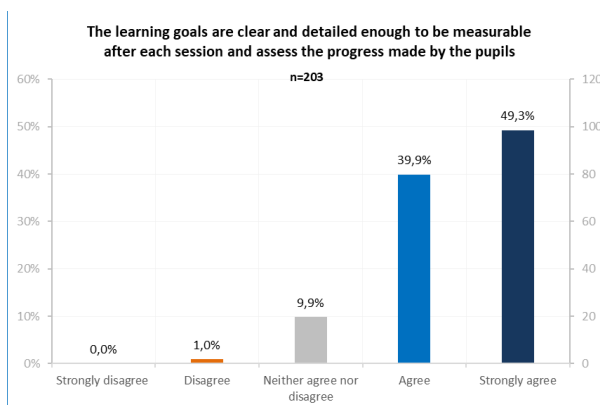


Figure 13: Relevance and clarity of learning goals

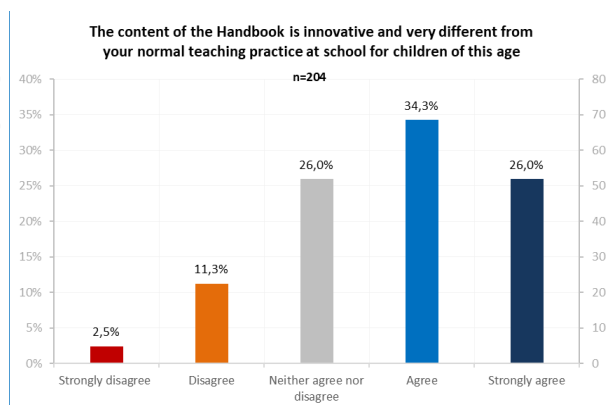


Figure 14: Innovative content of the Training Handbook

LEVEL OF AGREEMENT WITH THE ABOVE STATEMENT

> Relevance of content and proposed sessions

85.1% of respondents **“agreed”** or **“strongly agreed”** that the content of the Handbook and proposed sessions are fully adapted and relevant to introduce Volleyball in schools. None of the participant **“disagreed”** or **“strongly disagreed”** with that statement.

> **Differentiation of sessions depending of the age**

85.4% of respondents “**agreed**” or “**strongly agreed**” that there is a need for a differentiation of the sessions for the category of age 8-9 and the category of age 10-12 years old.

> **Detailed explanation provided in the Handbook to implement the sessions**

89.6% of respondents “**agreed**” or “**strongly agreed**” that there is enough detailed explanation for Volleyball Coaches and PE Teachers to implement the sessions themselves.

> **Constraint regarding the need for equipment and space**

74.8% of respondents “**agreed**” or “**strongly agreed**” that the need for equipment and space are not too much of a constraint to deliver the Training Handbook. Around 20% were unsure and 5% disagreed and felt the need for equipment and space can be a problem.

> **Relevance and clarity of the learning goals**

89.2% of respondents “**agreed**” or “**strongly agreed**” that the learning goals are clear and detailed enough to be measurable after each session and assess the progress made by the pupils.

> **Innovative content of the Training Handbook**

60.3% of respondents “**agreed**” or “**strongly agreed**” that the content of the Handbook is innovative and very different from their normal teaching practice at school. 26% were unsure and 13.8% disagreed or strongly disagreed with that statement.

3) Level of confidence to deliver the Training Handbook

Respondents were then asked to give their own opinion about their own level of confidence to deliver the innovative Volleyball sessions and games to children from 8 to 12 years old in school.

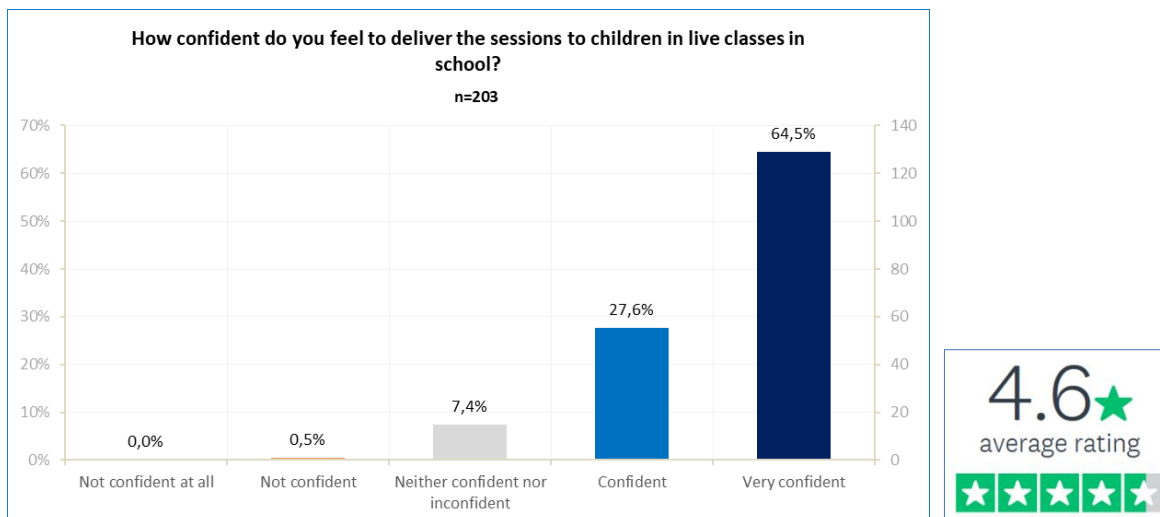


Figure 15: Level of confidence from respondents to implement the Training Handbook

LEVEL OF CONFIDENCE TO DELIVER/USE THE TRAINING HANDBOOK

- > **92.1%** of respondents were “**confident**” or “**very confident**” to be able to use and deliver the content of the Training Handbook during their Volleyball sessions at school
- > The highest proportion of respondents were “**very confident**” to deliver it (64.5%)
- > No respondent indicated “**not confident at all**” and only 0.5% were “**not confident**”

> Overall, the average level of confidence obtained was **4.6/5** which is very high and encouraging. Respondents were invited to provide further information to explain their response but very few comments were received:

- *There is a lack of experience, knowledge and practice. In time, I think I will adapt, which will allow me to be more confident to implement this Methodology.*
- *I will shortly meet with all our junior coaches to discuss how to implement this, but the key is splitting the age groups appropriately,*
- *There is no Volleyball lesson at school in which I am involved*
- *More consistently use newer drills that are more exciting for students, unobtrusively bringing them closer to the big game*

V- SECTION 3 – ABOUT THE IMPACT

Within this section of the evaluation process, targeted Volleyball Coaches and Physical Education Teachers were asked to give their own feeling about how successfully they believe the innovative Handbook can support the development of some identified technical skills and abilities of the pupils.

A specific scale was used for this question and respondents were asked to specify their view about the level of success of the innovative Handbook to support the development of a list of identified skills and abilities. The scale was based on 5 points from Very Low Success (1) to Very High Success (5).

1) Support to the development of technical skills

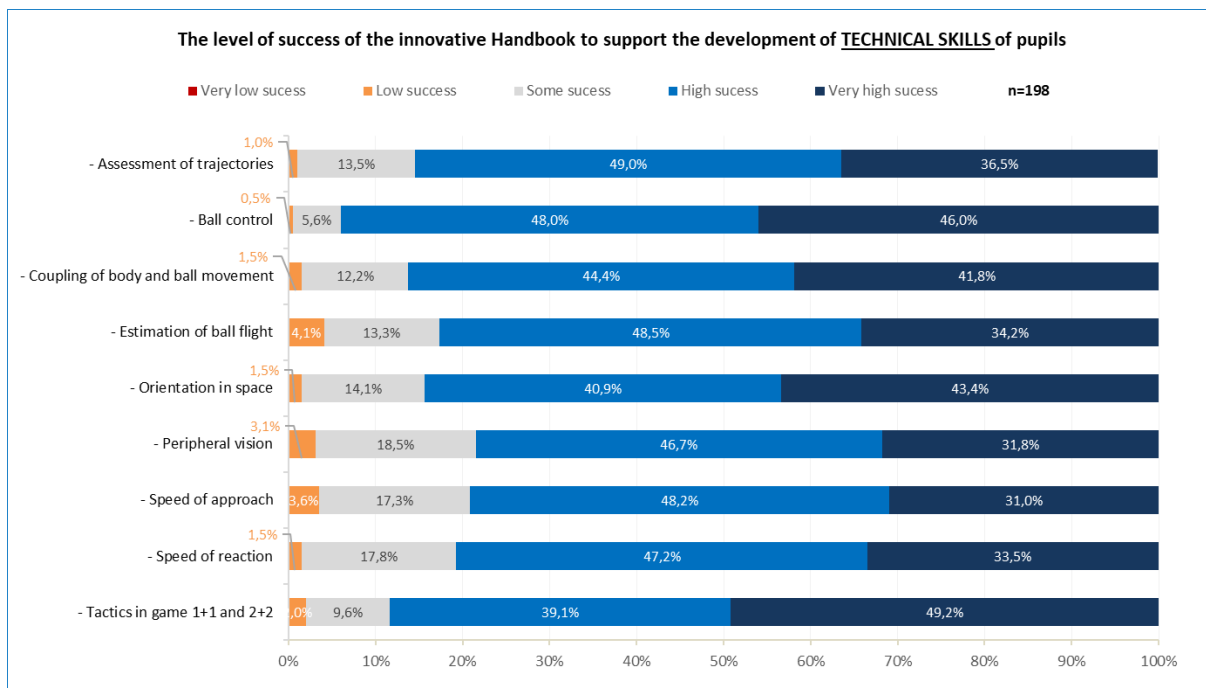


Figure 16: Perceived level of success of the Handbook to support the development of technical skills

SUPPORT TO THE DEVELOPMENT OF TECHNICAL SKILLS

- > For each of the above technical skills, the majority of respondents indicated a high level of success or even a very high level of success for the innovative Handbook to support their development (at least 78.5%)
- > Respondents to the online questionnaire underlined the following **3 technical skills** as being the most supported by the innovative Handbook for their development:
 - **Ball control** (94% indicated high or very high success)
 - **Tactics in game 1+1 and 2+2** (88.3% indicated high or very high success)
 - **Coupling of body and ball movement** (86.2% indicated high or very high success)
- > The level of success is perceived as very high for all technical skills but we can underline that the ones which received the highest proportion of “low success” was the **Estimation of ball flight** (4.1% of respondents indicated low success) and **Speed Approach** (3.6% of respondents indicated low success)

2) Support to the development of abilities

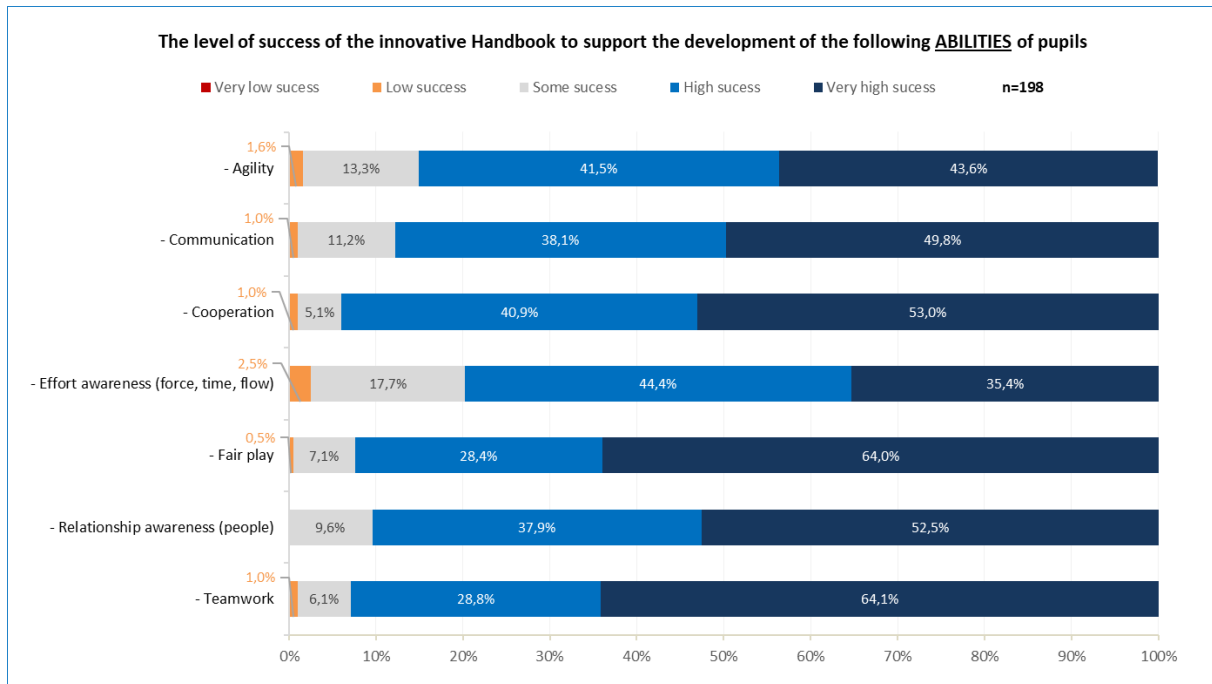


Figure 17: Perceived level of success of the Handbook to support the development of abilities

SUPPORT TO THE DEVELOPMENT OF ABILITIES

- > For each of the above abilities, a large majority of respondents indicated a high level of success or even a very high level of success for the innovative Handbook to support their development (at least 79.8%)
- > Respondents to the online questionnaire underlined the following **3 abilities** as being the most supported by the innovative Handbook for their development:
 - **Teamwork** (95.9% indicated high or very high success)
 - **Cooperation** (93.9% indicated high or very high success)
 - **Fair play** (92.4% indicated high or very high success)
- > The level of success is perceived as very high for all abilities but we can underline that the one which received the highest proportion of “low success” was the **Effort awareness** (2.5% of respondents indicated low success)

VI- SECTION 4 – ABOUT POTENTIAL AREAS FOR IMPROVEMENT

In this section of the online questionnaire, Volleyball Coaches and Physical Education Teachers taking part in the assessment process were asked to indicate any identified areas for improvement or suggestions for change of the Training Handbook.

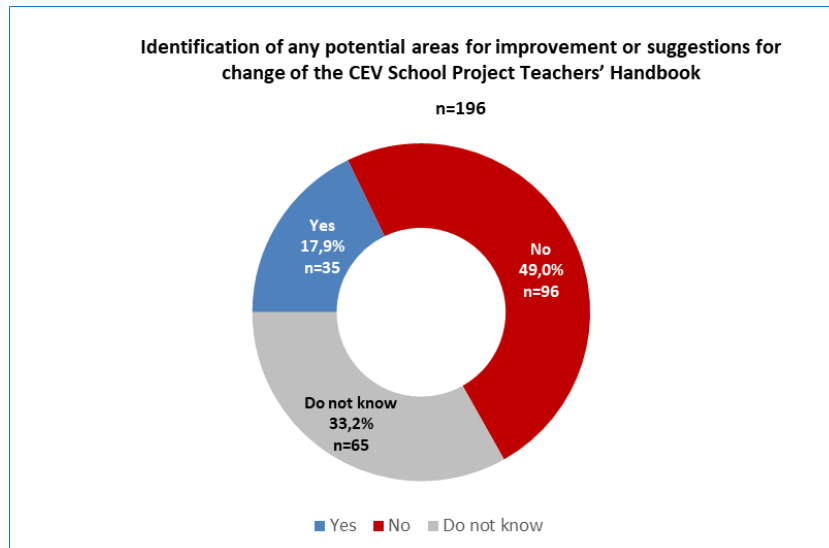


Figure 18: Potential areas for improvement or change

Only 17.9% of respondents indicated that they have identified potential areas for improvement or suggestions for change. Around half of the sample of respondents had no suggestion at all to propose to improve the Handbook (49%) and the remaining 33.2% indicated that they do not know.

Those respondents who identified areas for improvement were asked to provide further information and to describe their ideas and suggestions:

- *It would be great if the Training Handbook could be accompanied by videos in Russian to make it easier to absorb the information.*
- *It can be good to have some further exercises for more advanced children*
- *Video manual - Mini Volleyball playfully, Entry to big Volleyball*
- *Lesson plans with more students and fewer balls and courts/space*
- *I suggest adding videos*
- *Maybe it would be easier for coaches' "beginners" if the content would be on a DVD with some videos to illustrate*
- *More frequent seminars to be organised*

The main suggestion made by those respondents was **to produce and add some videos** to illustrate each of the session and exercise included within the Training Handbook. It seems that these videos have already been produced by CEV and are available on their website but perhaps not all Volleyball Coaches and Physical Education Teachers have been made aware.

Another suggestion was the **development of some further exercises** to be used and implemented for more advanced children.

Last but not least, a respondent suggested the **potential organisation of further training workshops and seminars** to strengthen the network between schools and federations, but also to meet other coaches and teachers, and exchange on innovative exercise to introduce Volleyball to pupils at school.

VII- SECTION 5 – ABOUT POTENTIAL DIFFICULTIES AND CHALLENGES

In this section, individual Volleyball Coaches and Physical Education Teachers taking part in the assessment process were requested to think and indicate any potential difficulties/challenges they could encounter in implementing the delivery sessions of the Handbook.

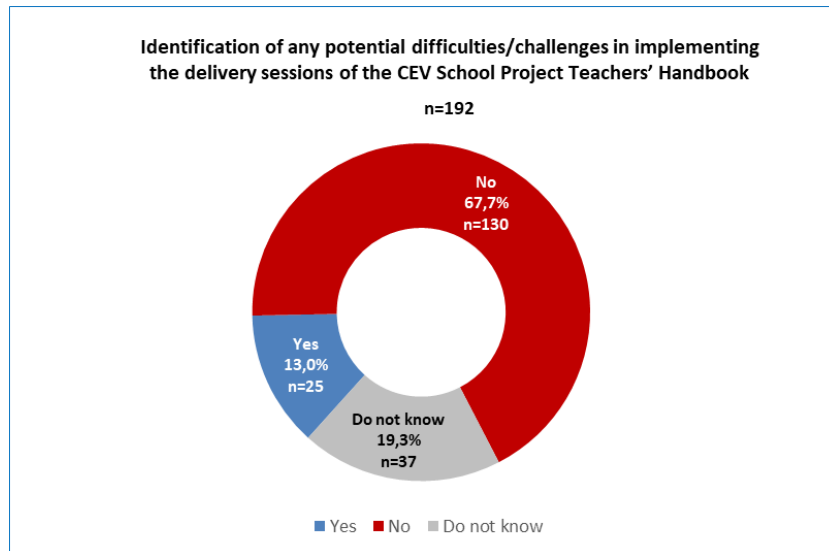


Figure 19: Potential difficulties/challenges in the implementation

Only 13% of respondents indicated that they have identified potential difficulties/challenges in the implementation of the delivery sessions from the Handbook. More than two-thirds of the sample of respondents did not see any potential difficulties and challenges, and the remaining 19.3% were uncertain and indicated that they did not know.

Those respondents who identified potential difficulties were then asked to provide further information to describe these difficulties:

- We often lack the necessary equipment and, unfortunately, our halls are not big enough
- The school curriculum is designed for children aged between 12 and 13 years old. At this age, it is acceptable to use other tools to teach technique and tactics.
- It is difficult for us as teachers - that it is in English and not in Danish
- Equipment might be missing
- Lack of equipment
- Sometimes the number of balls and space/courts make it more difficult
- Translation of exercises and content (some content is more difficult to understand).
- Possible space issues if sharing sport hall.

The main identified potential difficulties and challenges were the **necessary equipment and space** needed to implement the innovative sessions/exercises/games, and also the fact that the Training Handbook should be made **available in further languages** to reduce the barrier with English.

VIII- SECTION 6 – ABOUT FURTHER USE OF THE HANDBOOK

One of the most important dimensions of such transnational initiative is to raise the level of awareness and to create the conditions for the final outputs to be used and implemented by the end users and beneficiaries. In the case of the PVGW project, the main output is the Training Handbook which includes a new concept to introduce Volleyball at school to pupils aged between 8 and 12 years old, and so to convince Volleyball Coaches and Physical Education Teachers of the added value and relevance of the Handbook.

In this section of the evaluation questionnaire, respondents were asked to give their opinion on the future use of the Training Handbook and more particularly to indicate:

- > how likely they were going to recommend and promote the innovative Handbook
- > to what extent they were planning to use or continue to use the Handbook
- > their feeling about the potential of the Handbook to enhance the interest of young people to play Volleyball outside school.

The main findings from the above questions are presented below.

1) Probability for the respondents to recommend and/or promote the Handbook

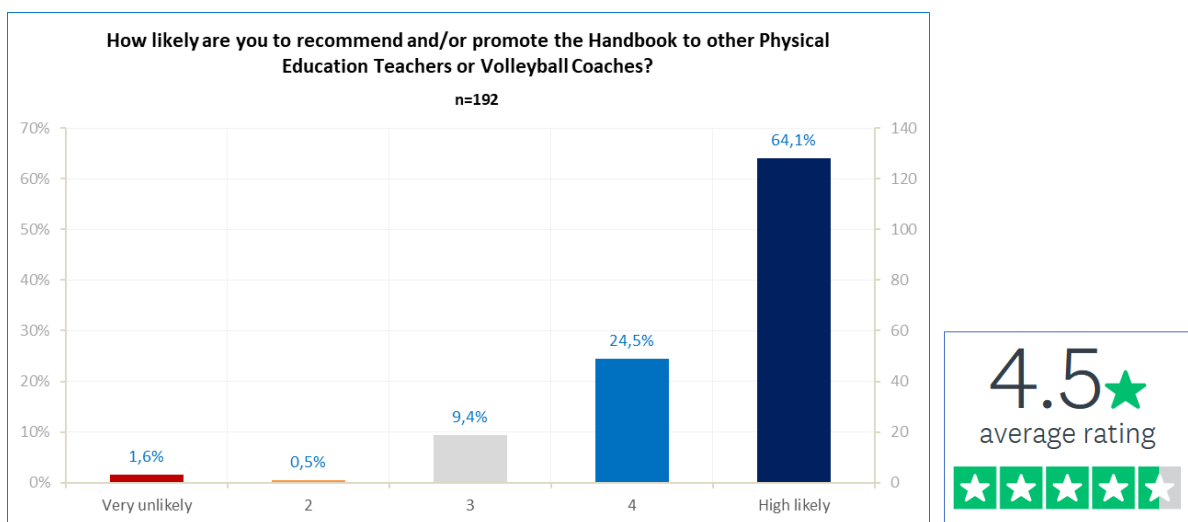


Figure 20: Probability to recommend and promote the Handbook

It is very encouraging to underline that **a large majority of respondents confirmed that it is likely or very likely (88.6%) that they will recommend and promote the Handbook** to other PE Teachers and Volleyball Coaches. Only 2.1% of the respondents were not keen to promote the initiative.

Respondents were invited to provide further information to explain their response:

- *Of course, I will, there is always something to learn and share!*
- *A problem with the language as you have to be good in English to use the Handbook*
- *It is a fantastic material - but it is a challenge that it is only in English. Every school material in the primary and second school are in the national language*
- *It is good to use different and new games where the children can play Volleyball in fun way*
- *I think it is basic, so maybe for a teacher who has no idea what to do with kids during Volleyball lesson*

2) Probability to use or continue to use the Handbook to deliver Volleyball lessons

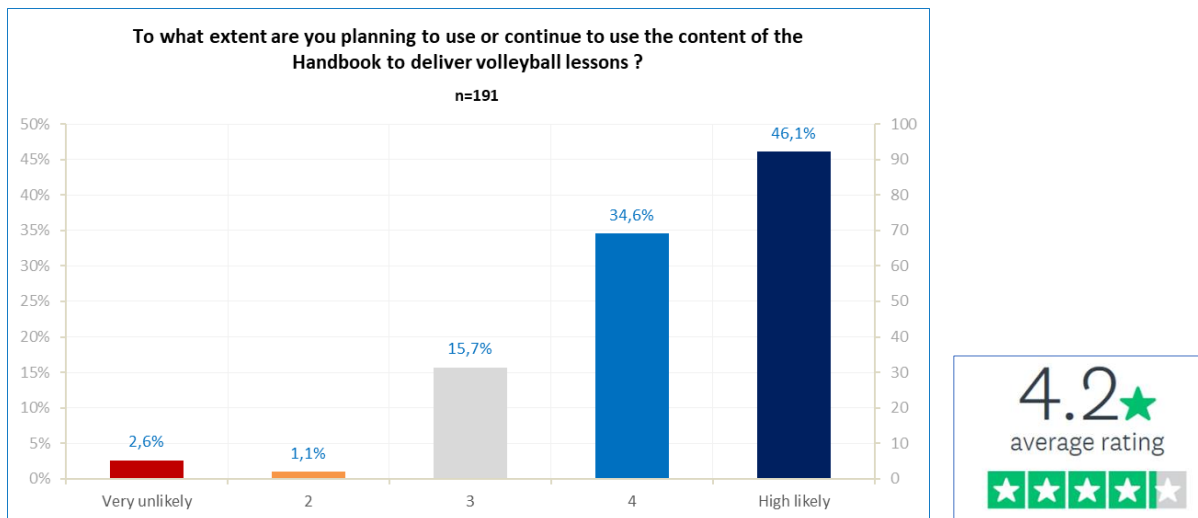


Figure 21: Probability to use the Handbook to deliver Volleyball sessions

Concerning the **future use of the Training Handbook to deliver Volleyball lessons to children at school**, **80.7% of respondents indicated that it is likely or highly likely** that they will do it. Only 3.7% of the full sample of respondents did not seem to be willing to use or continue to use the Handbook.

Respondents were invited to provide further information to explain their response:

- I will use the Training Handbook to increase children's interest in Volleyball
- I would like to use some part of it but the language barrier presents a main challenge
- I will continue to use it because the children are interested and have a lot of fun

Unfortunately, and as it was the case for the previous questions, the small sample of Volleyball Coaches and Physical Education Teachers who were negative with the Handbook and were not willing to use it did not provide any comments, suggestions or remarks to explain their choice. This would have been very useful to better understand how things could be amended and improved.

3) Probability to enhance the interest of young people to continue playing Volleyball outside school

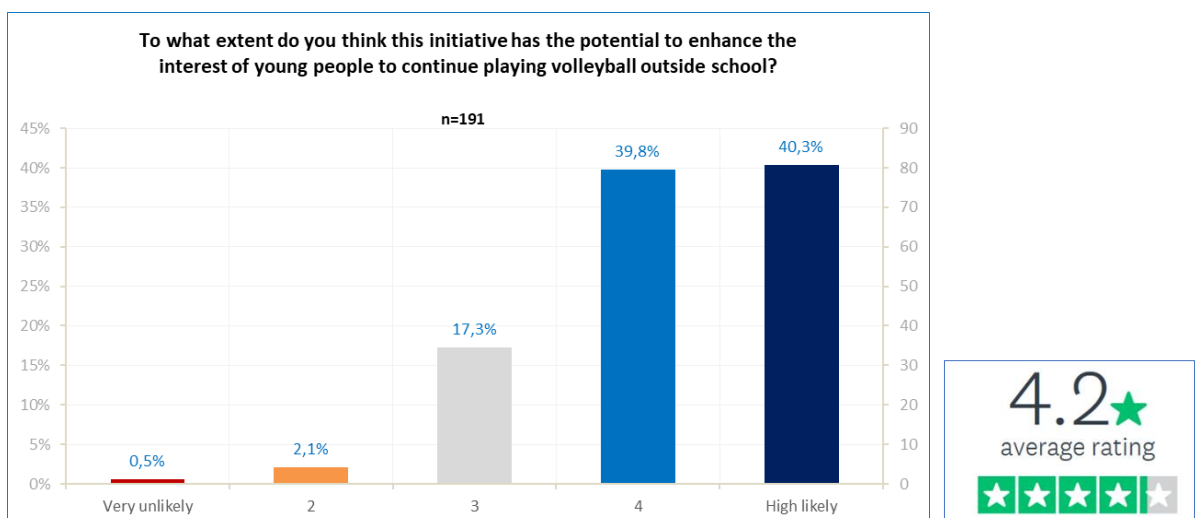


Figure 22: Probability to enhance the interest of pupils to continue playing Volleyball

Around **80% of respondents were convinced** that the innovative Training Handbook had the potential to enhance the level of interest of the children (8-12) to **continue playing Volleyball outside school**.

Only 2.6% of respondents were very negative and did not think that the innovative Handbook will have any impact on the practice of Volleyball by pupils outside school.

A significant proportion of around 17% of respondents were unsure and perhaps it concerned those Volleyball Coaches and PE Teachers who had not yet tested the implementation of the Training Handbook and so will need to test it first to evaluate its potential impact.

Respondents were invited to provide further information to explain their response:

- *I don't know how much it will help, but I think that at least at school they will be interested in attending Physical Education lessons and playing Volleyball*
- *There is a need for a link between schools and clubs*
- *Under the right leadership and by setting up interesting activities, the interest in Volleyball is evident*
- *Certainly, because the more you learn the more you want to play*
- *The better they get at playing, the more they might want to try it outside school*
- *There are high interest and motivation from pupils*
- *Any introduction to a sport by a good coach or PE Teacher can stimulate strong interest in that sport.*

SUMMARY OF MAIN FINDINGS ABOUT FURTHER USE OF THE TRAINING HANDBOOK

- > **88.6%** of respondents indicated it is likely or very likely that that they will recommend and promote the Handbook to other PE Teachers and Volleyball Coaches. Only 2.1% of the respondents were not keen to promote the initiative.
- > **80.7%** of respondents indicated it is likely or highly likely that they will use the Training Handbook to deliver their Volleyball lessons at school. Only 3.7% of the full sample of respondents did not seem to be willing to use or continue to use the Handbook.
- > **Around 80%** of respondents were convinced that the Handbook have the potential to enhance the level of interest of the children (8-12) to continue playing Volleyball outside school. Only 2.6% were very negative and thought the Handbook will have no impact.
- > A proportion of around 17% of respondents were unsure and perhaps it concerned those Volleyball Coaches and PE Teachers who had not yet tested the implementation of the Training Handbook and so will need to test it first to evaluate its potential impact.

IX- ANY FURTHER FEEDBACK OR COMMENTS FROM RESPONDENTS

The table below gathers all further feedback, comments and testimonials collated from respondents through the online evaluation questionnaire:

Table 1: Any further feedback and comments from respondents

Thank you very much for your initiative, we hope to continue to learn!
Excellent tutorial
Thank you for the manual! Very useful, informative and easy to understand.
Thanks for the work done
Good program, thanks to the developers
In general, children like to play Volleyball, and 60% of school children want to play Volleyball more than other sports. In my country it is a bit difficult because there are no sport material/equipments (balls, nets, etc.)
I like all ideas, Volleyball is nice for kids
The training workshop I attended was very interesting
I'm glad I have received this Training Handbook
The project is well done and it is just a matter of making teachers and parents understand that this is a great thing for their children...
Really a good Handbook, but the explanations are so detailed that it is difficult to pass them on to children and to explain them to children themselves.
Well done guide, will help both young and older colleagues
The Handbook really had every information a coach needs to train a group of kids, everything was explained very simply!
Thanks to the great project of the CEV and the Croatian Volleyball Association, I support more and more such Volleyball introduction, so that the development of Volleyball in elementary schools can be enhanced.
The most important is to have a competent coach who invests a lot of effort and personal energy.
I love the Handbook; it is very similar to the way I work in schools. In my particular case, I am a professional Coach since 2016 and I sell programs in primary schools on how to learn Volleyball in 6 weeks.
The main problem is that in my school there are only a few sessions (one a week) and each session is no longer than 50 minutes. In clubs, the situation is also very similar, so the evolution/progression of the child is very slow and little competition also doesn't help to stimulate children's interest in Volleyball...
Please share all available Handbooks / pdf files / videos / exercises on CEV web sites!
Only compliments
As a Volleyball player myself, the Handbook will help me a lot to overcome my shortcomings as a Volleyball coach and setter so that I can be a leader in the future.
The manuals are welcome as an additional tool to ensure pupils will have a good motivation for the sport.
Thank you for your guidelines and I look forward to working with you again. The children have enjoyed and enjoyed it.
Many variations or combinations of exercises with the same or even improved goals are possible on the described topic.
Whenever you try hard and like to succeed, success is guaranteed!
In our country we do not have teachers qualified for teaching kids Volleyball skills, so we first have to improve their knowledge than they can pass it on children.
It is great to see new Volleyball coaching resources, so very happy to try it out.
It is good to look more often at different ways of combining the technique and the development of vocational workshops.
I believe that translating the Handbook into other languages would greatly increase its usability, especially for older teachers. Consequently, the teaching of Volleyball in schools would also be improved....

X- CONCLUSION AND RECOMMENDATIONS FROM THE EVALUATOR

1) Recap of main findings from the evaluation process

>> Overall rating of the Training Handbook

- > **85.5% of respondents were very satisfied** with the innovative Training Handbook and provided a rate of 4 (39.1%) or 5 (46.4%) out of 5
- > The highest proportion of participants gave the overall rate of 5/5 (highest possible rate)
- > 4.3% of respondents (9 individuals overall) gave a low mark of 1 or 2/5 to the Handbook
- > Overall, the average rating obtained by the Training Handbook was **4.3/5**.

>> Level of agreement with a series of statements about the Training Handbook

- > **Relevance of content and proposed sessions**
85.1% of respondents **“agreed”** or **“strongly agreed”** that the content of the Handbook and proposed sessions are fully adapted and relevant to introduce Volleyball in schools. None of the respondents **“disagreed”** or **“strongly disagreed”** with that statement.
- > **Differentiation of sessions depending of the age**
85.4% of respondents **“agreed”** or **“strongly agreed”** that there is a need for a differentiation of the sessions for the category of age 8-9 and the category of age 10-12 years old.
- > **Detailed explanation provided in the Handbook to implement the sessions**
89.6% of respondents **“agreed”** or **“strongly agreed”** that there is enough detailed explanation for Volleyball Coaches and PE Teachers to implement the sessions themselves.
- > **Constraint regarding the need for equipment and space**
74.8% of respondents **“agreed”** or **“strongly agreed”** that the need for equipment and space are not too much of a constraint to deliver the Training Handbook. Around 20% were unsure and 5% disagreed and felt the need for equipment and space can be a problem.
- > **Relevance and clarity of the learning goals**
89.2% of respondents **“agreed”** or **“strongly agreed”** that the learning goals are clear and detailed enough to be measurable after each session and assess the progress made by pupils.
- > **Innovative content of the Training Handbook**
60.3% of respondents **“agreed”** or **“strongly agreed”** that the content of the Handbook is innovative and very different from their normal teaching practice at school. 26% were unsure and 13.8% disagreed or strongly disagreed with that statement.

>> Level of confidence to deliver/use the Training Handbook

- > **92.1% of respondents were “confident” or “very confident”** to be able to use and deliver the content of the Training Handbook during their Volleyball sessions at school
- > The highest proportion of respondents were **“very confident”** to deliver it (64.5%)
- > No respondent indicated **“not confident at all”** and only 0.5% were **“not confident”**
- > Overall, the average level of confidence obtained was **4.6/5** which is very high and encouraging

>> Support of the Training Handbook to the development of Technical Skills of pupils

- > The majority of respondents indicated a high level of success or a very high level of success for the innovative Handbook to support the development of all proposed technical skills (78.5%)
- > The following **3 technical skills** were seen as the most supported by the innovative Handbook:
 - **Ball control** (94% indicated high or very high success)
 - **Tactics in game 1+1 and 2+2** (88.3% indicated high or very high success)
 - **Coupling of body and ball movement** (86.2% indicated high or very high success)
- > The ones which received the highest proportion of “low success” was the **Estimation of ball flight** (4.1% of respondents indicated low success) and **Speed Approach** (3.6% of respondents indicated low success)

>> Support of the Training Handbook to the development of ABILITIES of pupils

- > A large majority of respondents indicated a high level of success or even a very high level of success for the innovative Handbook to support the development of all suggested abilities (at least 79.8%)
- > Respondents underlined the following **3 abilities** as being the most supported by the innovative Handbook:
 - **Teamwork** (95.9% indicated high or very high success)
 - **Cooperation** (93.9% indicated high or very high success)
 - **Fair play** (92.4% indicated high or very high success)
- > The one which received the highest proportion of “low success” was the **Effort awareness** (2.5% of respondents indicated low success)

>> Potential areas for improvement or suggestions for change for the Training Handbook

- > 17.9% of respondents identified potential areas for improvement or suggestions for change
- > Main suggestions were:
 - **to produce and add some videos** to illustrate each of the session and exercise
 - **to develop some further exercises** to be used/implemented for more advanced pupils
 - **to organise further training workshops and seminars** with coaches and teachers.

>> Potential difficulties/challenges in the implementation of the sessions from the Handbook

- > 13% of respondents indicated that they have identified potential difficulties/challenges
- > Main difficulties/challenges were:
 - **the necessary equipment and space** needed to implement the sessions/exercises
 - **the lack of available languages** for the Handbook to reduce the barrier with English
 - **the fact that Volleyball is not proposed in certain schools.**

>> Further use of the Training Handbook

- > **88.6%** of respondents indicated it is likely or very likely that that they **will recommend and promote the Handbook** to other PE Teachers and Volleyball Coaches. Only 2.1% of the respondents were not keen to promote the initiative.
- > **80.7%** of respondents indicated it is likely or highly likely that they will **use the Training Handbook to deliver their Volleyball lessons at school**. Only 3.7% of the full sample of respondents did not seem to be willing to use or continue to use the Handbook.
- > **Around 80%** of respondents were convinced that the Handbook has the **potential to enhance the level of interest of the children (age 8-12) to continue playing Volleyball outside school**. Only 2.6% were very negative and thought the Handbook will have no impact.
- > A sizable minority of **around 17% of respondents were unsure** and perhaps it concerned those Volleyball Coaches and PE Teachers who had not yet tested the implementation of the Training Handbook and so will need to test it first to evaluate its potential impact.

2) Recommendations from the evaluator

From the contributions provided by the 231 Volleyball Coaches and Physical Education Teachers through the online evaluation process, we can confirm that the content of the innovative Training Handbook targeting to successfully introduce and implement Volleyball practices with children aged between 8 and 12 years old has been strongly appreciated and supported.

Respondents mainly highlighted the innovative method and concepts, the relevancy of the proposed games and lessons, the emphasis on fun games for kids, the professional design and nice illustrations/cartoons, the simplicity to use it, and the strong support provided to prepare introduction sessions.

Moreover, respondents strongly believe that the innovative methodology can support the development of main technical skills and abilities of children aged between 8 to 12 years old, and a large majority of Coaches and PE Teachers are willing to recommend and promote the Handbook, to use it to deliver their Volleyball lessons at school, and also they believe in the potential to enhance the level of interest of children (age 8-12) to continue playing Volleyball outside school.

In summary, all elements are present for a positive way forward and further dissemination and implementation of the innovative Training Handbook after the end of the funded period.

Suggested recommendations:

Looking at the high level of satisfaction, support and commitment demonstrated through the evaluation process, as well as the momentum created by the PVGW project, we strongly encourage the coordinator CEV with the support of all partners and its members to **identify and pursue a series of targeted activities of dissemination and promotion** to raise the level of awareness about the Training Handbook related educational video material, and encourage its use and implementation in the targeted countries as well as in further countries. The PVGW project was a pilot exercise targeting a limited number of countries (5) to test the overall working methodology as well as the content of the Training Handbook – the next step should be to contact each national Volleyball Federation from EU and beyond and explore the potential to implement the same process with the organisation of a training workshop with coaches and PE Teachers, and then provide support to test the implementation

of the innovative concept at school. Indeed, we have noticed through the process that those who have participated in a training seminar have indicated being more confident to deliver the content of the Handbook, were more likely to use the innovative delivery lessons, and were also more likely to disseminate and promote the Handbook to other Coaches and PE Teachers. Therefore, this element of a training workshop seems important to reach as many potential users as possible to create the conditions for sustainability and implementation at local levels.

We believe the **sharing of good practices and concrete examples** of delivery in school could help those who have never used the Handbook to illustrate how the content can be effectively implemented through the delivery of physical education sessions. Indeed, there are still around 17% of respondents who were uncertain about using the innovative methodology so that can be a nice way forward to convince them to at least test it during physical education sessions.

It might also be interesting to **collate some testimonials from pupils** to get their own impressions and opinions about the innovative sessions and games proposed as an introduction to Volleyball. This was not feasible because of the pandemic but a focus on the pupils and some simple questions about their perception of Volleyball before and after the sessions could be interesting to get the full picture.

Also, it could be an opportunity to ask teachers and coaches to check if the introduction sessions have created some interest and **willingness of pupils to continue playing Volleyball outside school**.

Short videos have been produced and are available from CEV website but several respondents mentioned the need to create some videos to illustrate the Training Handbook and demonstrate each lesson and exercise. It would be valuable to **communicate and promote those videos**, but also to make a direct link from the Handbook to the videos and vice-versa. Depending on GDPR and what was agreed from participants from the training workshops, it could be a nice opportunity to send an email to all participants to share the videos with them and perhaps provide them a short summary of the consultation/evaluation process. Moreover, 95 respondents agreed to be contacted again and provided their email address, so they could be reached as well.

We feel it can be beneficial to start **building a community of Volleyball Coaches and Physical Education Teachers** who are aware or who are using the innovative Training Handbook so a platform for them to exchange good practice, ideas, suggestions etc could be considered. That could also be a nice tool for collating further feedback and improving the content of the Handbook on a regular basis.

Good links between local Volleyball clubs and schools, as well as the Volleyball Coaches and Physical Education Teachers, are very often missing or not as efficient as they should be, so the approach proposed by CEV through the PVGW initiative is a concrete solution to create these synergies and relationships.

Through this initiative, it could be interesting to strengthen the link between local Volleyball clubs and schools, and for example to **encourage interested pupils and those with potential to connect and make an approach to the Volleyball club**.

Having such a high-quality product as the Handbook is crucial for sustainability and further implementation, but we would like to draw attention on the need for CEV and partners to already discuss and agree a process to **regularly update the content to keep the content up to date** and relevant to the needs, realities and challenges of children at school, but also to take on board feedback and ideas from users. Such updating process is very important to enhance the chance for the output to be used in the long term.

In order to increase the impact and potential use of the Training Handbook, we encourage the coordinator CEV to explore the possibility to **get the content translated in to other languages** to reduce the language barrier and reach a higher number of potential users (Volleyball Coaches and PE Teachers, as well as Volleyball Clubs, schools and national Volleyball Federations). This could be discussed with national partners and CEV members to identify the most relevant languages to be targeted and then find a way forward to get the content translated. This was initiated through the evaluation process with the Handbook being made available in Russian, Greek, Croatian and Slovak.

We strongly believe that **other sports could be interested to learn from the initiative** implemented by Volleyball and we encourage CEV to dispatch and communicate about the Training Handbook and focus on pupils from school with other European and International Sport Federations.

Last but not least, several respondents indicated their interest to take part in **further national/local training workshops** bringing together the national federation, the local clubs, as well as some Volleyball coaches, PE Teachers and sample of children from the targeted age (8-12). This could be explored to maintain the synergy and dynamism, but also to pursue the training and presentation of the content of the Training Handbook.

The PVGW project was extremely ambitious, and we have been impressed by the high level of motivation and commitment from all partners who saw from the start this project as a concrete opportunity to provide support and responses to some of their realities and needs in terms of introduction of Volleyball to children particularly at school.

The high-quality level of management from CEV has permitted a smooth implementation of the work programme which was challenged by the pandemic which impacted two of the three years of the project. It is extremely positive that the expected activities have been implemented and we can underline a sample of realities and challenges faced by the project because of the pandemic:

- > Since March 2020 and due to several national lockdowns, governmental decisions and travel restrictions all over Europe, full partner meetings have been organised online;
- > Several national training seminars have been postponed depending on the national situation and restrictions; and when organised the format might have been modified through an hybrid delivery or with only CEV attending to limit the number of participants and travel;
- > The project was targeting schools and PE Teachers so the national lockdowns together with the closing of schools and/or prohibition of physical education at school or in clubs in certain countries have made the implementation of the work programme a real challenge;
- > The situation and restrictions in each country were different, so the evaluation process was not a straight forward and we had to put in place a flexible methodology and adapt it depending on the country to reach coaches and PE Teachers and collate a reasonable number of contributions;

We would like to warmly thank CEV and all partners for their support in making the evaluation process possible and for the dissemination of the online questionnaire to Volleyball Coaches and PE Teachers, as well as all respondents who took some time to share their opinion and suggestions to improve the content of the Training Handbook.

EOSE, Evaluation Partner, December 2021

ANNEX

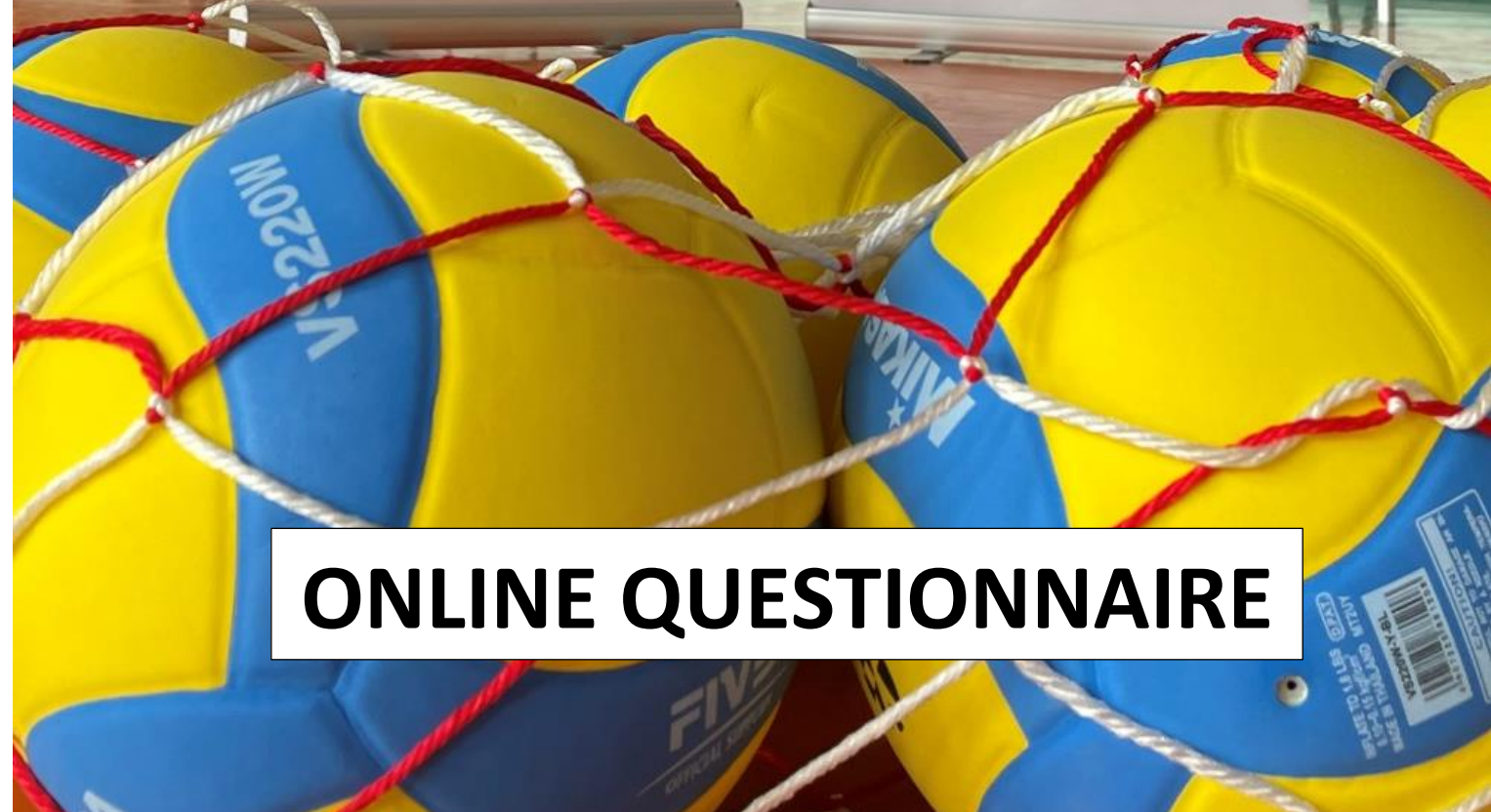


play volleyball grow with it



play volleyball grow with it

ONLINE QUESTIONNAIRE





“PLAY VOLLEYBALL GROW WITH IT” (PVGW) >> PROJECT EVALUATION

Dear colleague,

The purpose of this short online survey is to gather your personal feedback about the innovative [CEV School Project Teachers' Handbook](#) which has been developed to enable coaches or teachers involved in physical education classes to deliver volleyball lessons with children aged between 8 to 12 years old.

Funded by the European Commission under the Erasmus+ Sport programme, this 3-year initiative coordinated by the European Volleyball Confederation (CEV) has the ambition to facilitate the introduction of volleyball at entry level in schools and support the teaching of volleyball in a motivating way by using simple adaptations.

You are familiar with the content of this innovative handbook and you might have even tested its implementation in real situations with children, so we thank you in advance for sharing your opinion about the relevance of this method and to identify potential areas for improvement.

The questionnaire should take no more than 10 minutes to complete and your responses will be treated anonymously and in confidence. Data will be processed in compliance with Europe's General Data Protection Regulation (GDPR).

If you need any assistance with completing the questionnaire, please contact Mr Aurélien Favre from the *European Observatoire of Sport and Employment (EOSE)* – aurelien.favre@eose.org - who is leading this evaluation process as an active partner in the project.

Yours sincerely

For the Play Volleyball Grow With it project (PVGW)
The European Volleyball Confederation (CEV)



This evaluation survey has been funded with support from the European Commission. It reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



6. Please inform us how you have learnt about the content of the innovative CEV School Project Teachers' Handbook.

Please tick all that apply

- I have received the Handbook from the National Volleyball Federation and CEV
- I have discovered the Handbook on CEV website and/or social media
- I have attended an onsite seminar organised by the National Volleyball Federation and CEV
- I have attended a webinar organised by the National Volleyball Federation and CEV
- Other (please explain)

7. Have you already implemented the innovative volleyball session included within the CEV School Project Teachers' Handbook with children in school?

- Yes, fully
- Yes, partly
- No



SECTION 2: ABOUT YOUR OVERALL FEELING OF THE CEV SCHOOL PROJECT TEACHERS' HANDBOOK

8. Overall, how would you rate this innovative Handbook targeting the introduction of volleyball at school to children aged between 8 to 12 years old?

Very low *Very high*

★ ★ ★ ★ ★

Any comments to share:

**9. To what extent would you agree with the following statements...
(1 being very low level of agreement and 5 very high level of agreement)**

	1	2	3	4	5
The content of the Handbook and proposed sessions are fully adapted and relevant to introduce volleyball in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You support the differentiation of the sessions for the category of age 8-9 and the category of age 10-12 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is enough detailed explanation for you to implement the sessions yourself (procedures, variations etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The need for equipment and space required are not too much of a constraint to deliver the sessions contained in the Handbook successfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning goals are clear and detailed enough to be measurable after each session and assess the progress made by the pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the Handbook is innovative and very different from your normal teaching practice at school for children of this age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How confident do you feel to deliver the sessions to children in live classes in school?

Not confident at all *Very confident*

★ ★ ★ ★ ★

If not confident, please explain why and what can be done to enhance your level of confidence and capability to deliver these sessions:



SECTION 3: ABOUT THE IMPACT

11. How successfully do you think the innovative Handbook supports the development of the following skills and abilities of pupils...

(1 being very low success and 5 very high success)

	1	2	3	4	5
A) TECHNICAL SKILLS:					
- Assessment of trajectories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Ball control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Coupling of body and ball movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Estimation of ball flight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Orientation in space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Peripheral vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Speed of approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Speed of reaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Tactics in game 1+1 and 2+2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) ABILITIES:					
- Agility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Effort awareness (force, time, flow)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fair play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Relationship awareness (people)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Have you identified any existing or potential difficulties/challenges in implementing the delivery sessions of the Handbook?

- Yes
- No
- Do not know

If yes, please provide further information: (maximum of 500 characters)



SECTION 6: ABOUT THE FURTHER USE OF THE HANDBOOK

14. How likely are you to recommend and/or promote the Handbook to other Physical Education Teachers or Volleyball Coaches?

Very unlikely

High likely



Any comments to share:

15. To what extent are you planning to use or continue to use the content of the Handbook to deliver volleyball lessons during your physical education or introductory sessions?

Very low

Very high



Any comments to share:

16. To what extent do you think this initiative has the potential to enhance the interest of young people to continue playing volleyball outside school?

Very low

Very high



Any comments to share:



ANY FURTHER COMMENTS

17. Are there any final confidential comments you would like to make?





NEXT STEPS

18. Please tick here if you would accept to be contacted again for further analysis of your response

- Yes, I am happy to be contacted again for further analysis of my responses if needed
- No, thank you I do not want to be contacted again

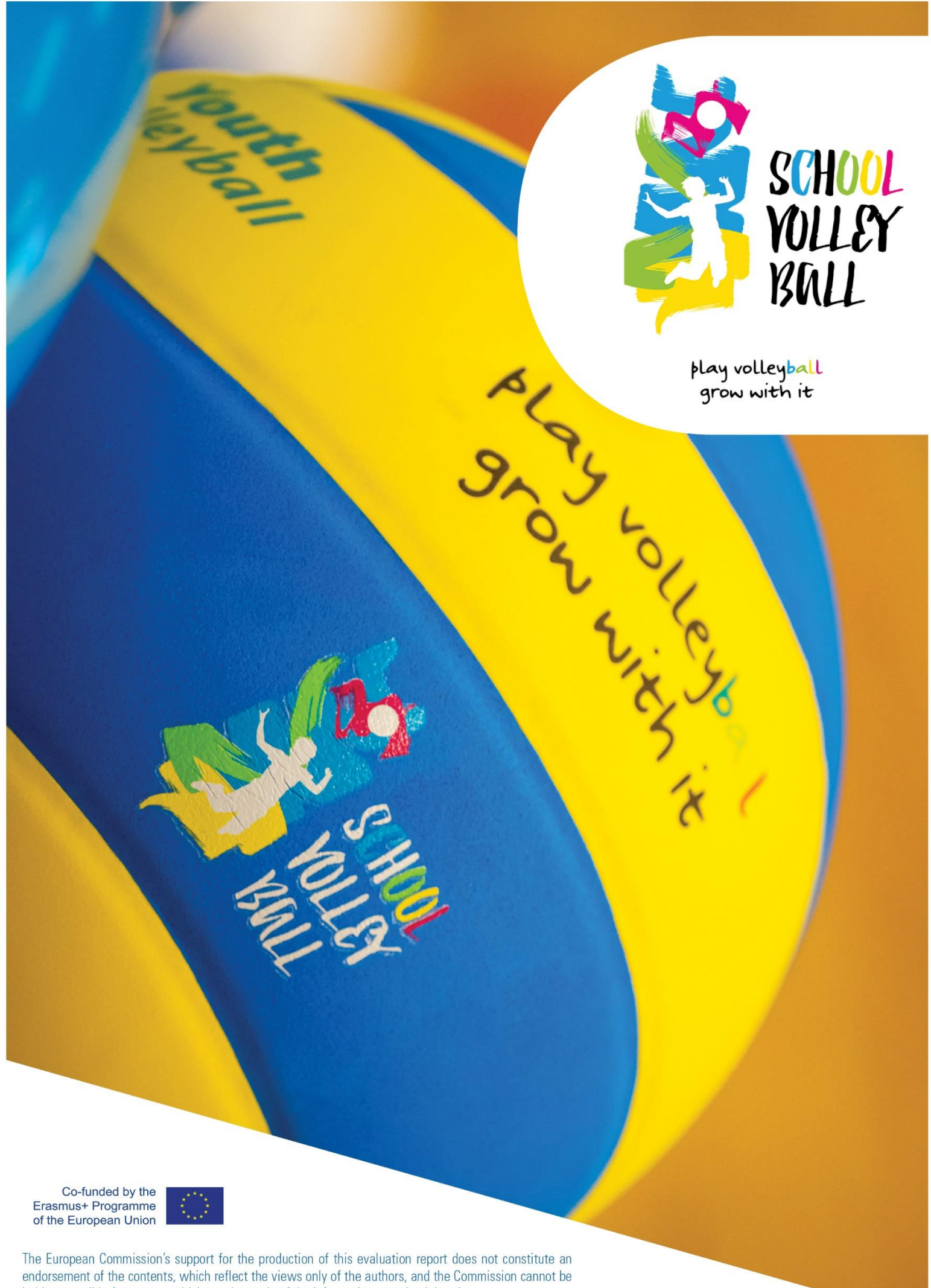
19. If you are happy to be contacted again, please provide your contact details

Family Name:

First Name:

Telephone:

Email:




**SCHOOL
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BALL**

play volleyball
grow with it

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Co-funded by the
Erasmus+ Programme
of the European Union



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