

# CEV School Project



## Evaluation of the new Guide for Teachers and Coaches





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## I- SUMMARY INTRODUCTION

This evaluation report presents the main findings from an in-depth consultation process, and which aimed to assess the relevance, usefulness, potential sustainability and impact of the innovative *New Guide for Teachers and Coaches*. This Guide, recently published as part of the PVGW2.0 project, is designed to support Volleyball Coaches and Physical Education Teachers in introducing the sport to children aged 6 to 14 years old, using a flexible, inclusive and modular methodology that can be adapted to different contexts and needs.

The evaluation involved an online survey completed by 501 respondents from 34 countries, including coaches and teachers from both participating project countries and the wider European volleyball and education communities.

The survey was offered in three languages (English, Romanian, and German) and gathered both quantitative and qualitative feedback and analysis. Responses from coaches and teachers who had already used the Guide were also compared to those who had not yet implemented it, to assess the perceived relevance, strengths, and areas for improvement.

### Key Findings:

- > The Guide is widely appreciated for its structure, practicality, and relevance in school and club settings with children aged 6-14.
- > It is seen as a valuable tool for developing both technical Volleyball skills and personal abilities of children.
- > Many respondents believe the Guide has the potential to increase interest and motivation of children in playing Volleyball beyond school, fostering transitions from school to club environments.
- > The content is perceived as inclusive, with particular value noted for children with special needs, although more tailored adaptations are encouraged.
- > Respondents expressed strong intention to continue using and recommending / promoting the Guide to other coaches and teachers to prepare and deliver Volleyball sessions to children.
- > There is clear support for CEV to explore a formal coaching licence, with many respondents seeing it as a motivating and professionalising step.
- > Several suggestions were made to improve the Guide's accessibility, visual materials, and promotion, and to expand opportunities for training and knowledge-sharing.

These insights confirm the strong potential of the Guide as an educational and developmental tool, and they offer a roadmap for future enhancements.

The full report includes detailed findings, a section-by-section breakdown of the evaluation results, and a series of recommendations and priority actions to support the continued development, promotion, and implementation of the Guide across Europe and beyond.

We encourage readers to explore the full document for a comprehensive overview.

## II- PLAY VOLLEYBALL GROW WITH IT PROJECT (PVGW2.0)

### 1) Introduction

#### ***Towards an innovative approach to support Teachers and Coaches in introducing Volleyball***

The promotion and growth of Volleyball at the grassroots level are key priorities outlined by the European Volleyball Confederation (CEV), and the implementation of this school project initiative under the slogan “Play Volleyball, Grow with it” (PVGW2.0) can be considered as pivotal to the achievement of this strategic goal.

Funded by the European Commission under the Erasmus+ Sport programme, this 3-year initiative coordinated by CEV strives to develop and pilot an innovative approach to support teachers and coaches in introducing Volleyball to children aged 6 to 14. Emphasising social inclusion and equal opportunities in sports is also central aspect of this initiative.

The main objectives of PVGW2.0 can be summarised as follows:

- To enhance physical activity among children by introducing a new concept to introduce Volleyball to newcomers
- To support teachers and coaches in facilitating the introduction of the Volleyball game
- To produce a new guide for teachers and coaches to introduce Volleyball
- To extend the initiative to other national Volleyball federations.

By offering simple adaptations, the initiative has the ambition to make Volleyball more accessible and foster physical activity in a fun, motivating, and dynamic way, aiding both schoolteachers and Volleyball coaches in clubs when introducing the sport of Volleyball to newcomers.

[Further information about PVGW2.0](#)

### 2) The Partnership

The partnership, led by the European Volleyball Confederation (CEV), gathers four national Volleyball federations (Austria, Iceland, Ireland, and Romania), the German Sport University of Cologne (DSHS), the Macedonian Society of Penology (MSP) and the European Observatoire of Sport and Employment (EOSE). Sample of partner meetings below.



PVGW2.0 – Full partner meeting in Vienna, May 2023



PVGW2.0 – Full partner meeting in Luxembourg, Sept. 2024



PVGW2.0 – Full partner meeting in Skopje, March 2025



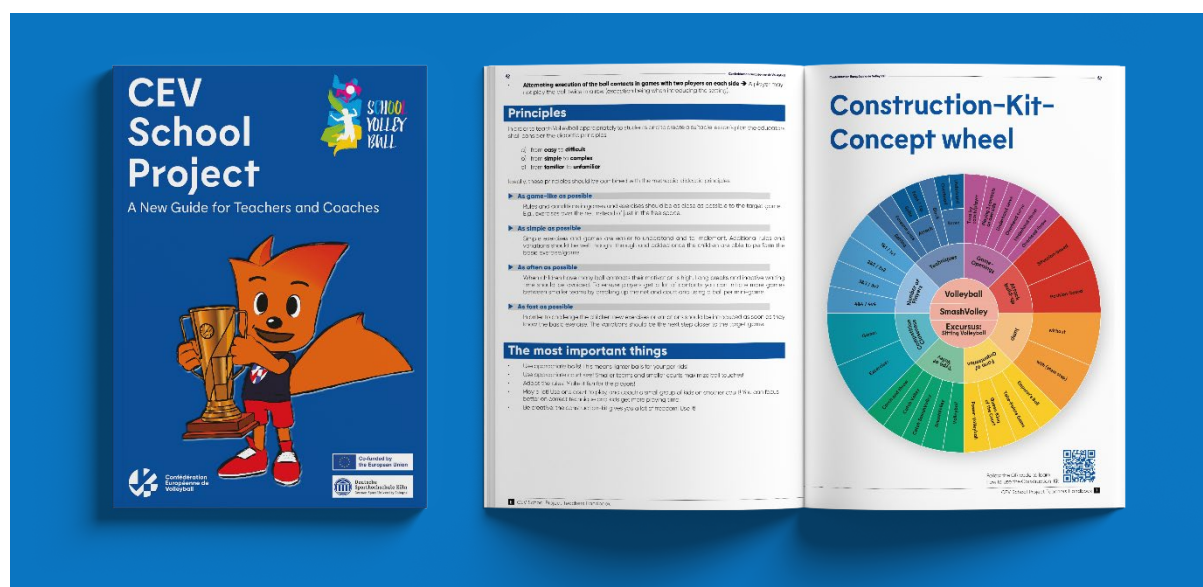
PVGW2.0 – Full partner meeting in Dublin, July 2025



### 3) The new Guide for Teachers and Coaches to introduce Volleyball

During the first phase of the project, the partnership of PVGW2.0 developed and published a *New Guide for Teachers and Coaches* to successfully introduce and implement Volleyball practices with children aged between 6 and 14 years old.

The Guide was developed to respond to the common negative experiences many people recall from school Volleyball and particularly the pain of bruised forearms and long periods of standing still due to short rallies. These demotivating memories often stem from teaching approaches that were not adapted to the age or skill level of the children. The reason for this is often that the teacher or coach tried to introduce Volleyball without any major changes, adaptations or modifications to the actual rules of the game and the audience.



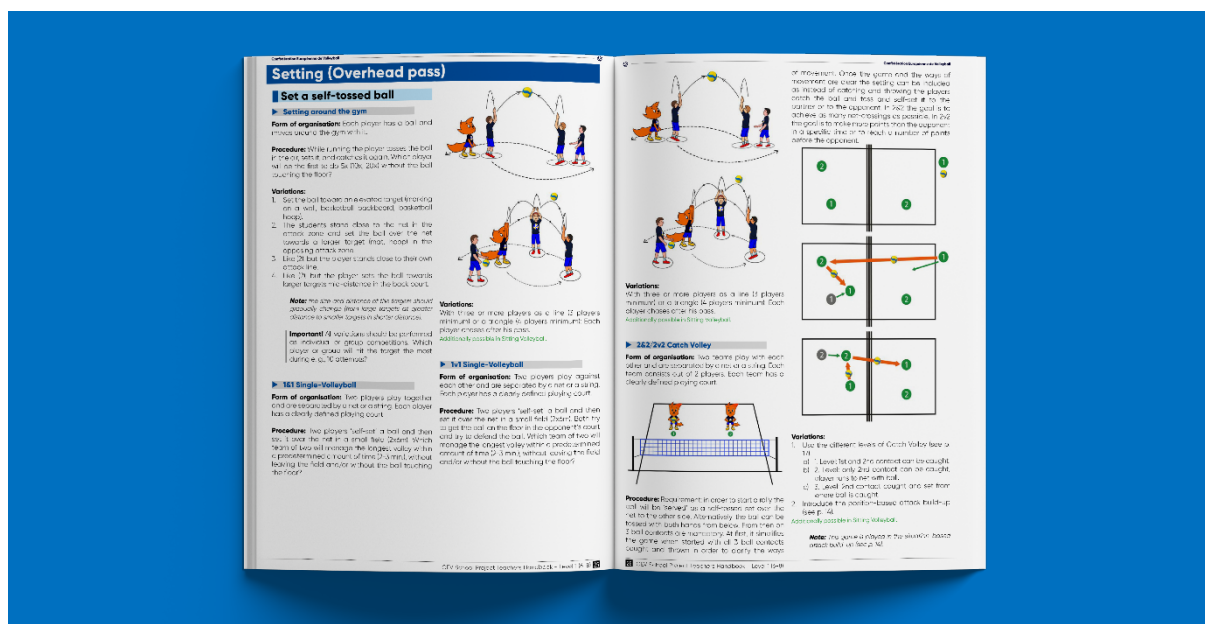
This Guide offers a developmentally appropriate and flexible methodology to teach Volleyball in a way that is engaging, inclusive, and suitable for young learners. It aims to support teachers and coaches, regardless of their background and experience, in delivering effective Volleyball lessons that are tailored to children's abilities and progression.

It provides a **modular structure** divided into three age groups: 6–8, 9–11, and 12–14 years. Each stage focuses on age-appropriate skills, from basic coordination and playful ball contact to more advanced techniques such as setting, passing, and eventually spiking and tactical elements. Lessons are designed to build progressively, with a strong emphasis on fun, participation, and inclusion.

Central to the methodology is a **construction-kit concept**, which includes eight categories that help structure and adapt each session. Coaches and teachers can combine elements freely, for example, using Catch Volley with two players to teach setting, allowing them to tailor each session to the specific needs of their group. A sample solution is provided but can be adapted as desired.

**Inclusivity** is also an important element of the Guide. Sitting Volleyball is integrated into the methodology as an accessible format for children with physical disabilities, particularly those affecting the lower limbs. Played seated on a smaller court with a lower net, it uses the same techniques as traditional Volleyball, with the added feature that players must maintain hip contact with the floor and are allowed to block the serve. By including Sitting Volleyball, the Guide promotes equal participation and ensures that all children, regardless of ability, can engage with and benefit from the sport.

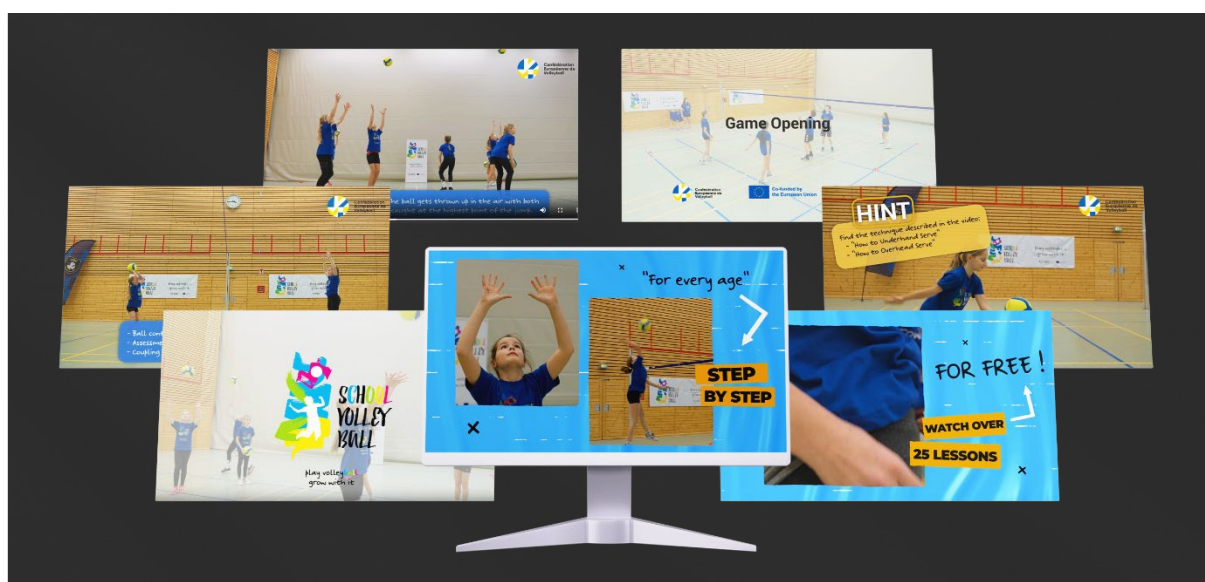
To make the content attractive for teachers and coaches, some pictograms, drawings and illustrations have been included in the Guide to make the reading of the proposed exercises more visual (see below another extract of the new Guide).



The New Guide for Teachers and Coaches is available and can be downloaded from [CEV Campus](https://cevcampus.eu).

Once the Guide had been signed off and published, a series of over 30 short videos were produced by CEV 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 clarify and put into practice the flexible methodology described in the Guide.



Videos are accessible on [CEV Campus](https://cevcampus.eu).



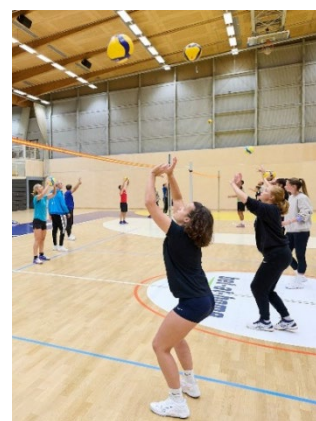
#### 4) National workshops to present the new methodology to Teachers and Coaches

Following the development of the innovative methodology and the “New Guide for Teachers and Coaches”, the PVGW2.0 partnership organised a series of national training workshops in each of the four partner countries. These workshops aimed to introduce the new content to Volleyball coaches and physical education teachers, encourage practical testing, and foster confidence in using the Guide to deliver inclusive and engaging sessions to children aged 6 to 14.



Organised with the strong support of the respective national Volleyball federations and facilitated by international experts from the German Sport University of Cologne, each event offered a combination of theoretical input and practical demonstrations. Participants had the opportunity to experience first-hand how the methodology supports skill acquisition, promotes enjoyment, and facilitates inclusive participation for children of varying levels and backgrounds.

Feedback from the national workshops was overwhelmingly positive. Participants appreciated the step-by-step structure of the Guide, the emphasis on game-based learning, and the flexibility of the approach which allows adaptation to different environments and student needs. The workshops also provided a valuable platform for exchange among coaches and teachers, fostering a sense of community and shared purpose in growing grassroots Volleyball.



A summary list of the four national workshops, including dates and venues, is provided below for reference. Full details of each event are available in a separate dedicated deliverable produced by the PVGW2.0 partnership.

- > **Austria**, St. Pölten – 14 September 2024
- > **Romania**, Bucharest – 8 November 2024
- > **Iceland**, Reykjavík – 29 November 2024
- > **Ireland**, Gormanston Park – 2 December 2024



*Picture from the national training workshop organised in Austria, St. Pölten – 14 September 2024*

### III- EVALUATION OF THE NEW GUIDE FOR TEACHERS AND COACHES

#### 1) The purpose and approach

To assess the relevance and quality of the innovative and flexible methodology included within the *New Guide for Teachers and Coaches*, as well as to measure the potential for further use and implementation of the methodology, partners agreed on the need to conduct a specific evaluation process as part of the PVGW2.0 project.

The main target group for this evaluation phase was identified as coaches and teachers involved in physical education and delivering Volleyball lessons to children aged 6 to 14 years old in the countries represented in the PVGW2.0 partnership (Austria, Iceland, Ireland and Romania).

Following discussions among partners to define the purpose of the consultation, an online questionnaire was designed with the main ambition of obtaining transparent and honest views from teachers and coaches regarding the new Guide to introduce Volleyball to children aged 6 to 14.

The questionnaire was developed with the intention that it should take no more than 10 minutes to complete, include mainly tick-box questions with only a few open questions, and ensure that all responses would be treated anonymously and in confidence.

The survey was structured around the following six main sections:

> **SECTION 1: ABOUT THE RESPONDENTS**

Information about the respondents (e.g. gender, age, country, primary role, years of experience), how they learned about the Guide, whether they have already used it or not, and if so, with children of which age groups.

> **SECTION 2: OVERALL PERCEPTIONS**

Overall rating of the new methodology, perceptions of the appropriateness of the targeted age range (6–14), key strengths and challenges identified in its implementation, and the respondents' level of confidence in using the Guide.

> **SECTION 3: PERCEIVED IMPACT**

Respondents' views on the effectiveness of the methodology in developing both technical skills and personal abilities of children, and its potential to enhance children's interest in continuing to play Volleyball outside of school.

> **SECTION 4: USE WITH CHILDREN WITH SPECIAL NEEDS**

Insights into whether respondents have used the Guide with children with special needs, and if so, information on the type of needs addressed, the relevance of the methodology, and suggestions to improve inclusivity.

> **SECTION 5: AREAS FOR IMPROVEMENT**

Space for respondents to suggest improvements or changes to the content of the Guide.

> **SECTION 6: FUTURE USE AND INTEREST**

Information on the likelihood that respondents would recommend and continue to use the Guide, as well as their level of interest in CEV exploring the potential development of a formal coaching licence.

Once the questionnaire was tested, refined, and approved in English, its content was translated into two additional languages (German and Romanian), thanks to the support of PVGW2.0 project partners. This was an important step to reduce language barriers and increase the number of responses from the targeted countries.

All translated versions of the questionnaire were published online using SurveyMonkey, with individual URL links created for each language and each country.

The online survey was then distributed and promoted to the target group of teachers and coaches engaged in the CEV School Project. The dissemination timeline remained flexible and was adapted according to the national context, taking into account national workshop schedules, school holidays, and the availability of translated materials. Several reminders were issued, and the survey officially closed on 20 June 2025, with a total of 501 eligible responses from 34 different countries.

We would like to thank all national partners of the project and members of CEV who were actively involved and generous with their time in supporting the translation, dissemination, and promotion of the online survey to Volleyball coaches and physical education teachers. Although the primary target group comprised the four countries represented in the partnership, CEV made significant efforts to collect additional responses from other countries participating in the CEV School Project and implementing the methodology in their national contexts.

All responses were treated anonymously, meaning that the evaluator (EOSE) will never identify the individuals behind specific comments. However, selected quotations from respondents have been highlighted throughout this report to illustrate key opinions or valuable observations.




This report presents the analysis of the main findings collected from Volleyball coaches and physical education teachers who participated in the evaluation process. For clarity and consistency, the structure of the report mirrors the six sections of the questionnaire used during the survey.

## 2) Total number of responses

A total of **501 eligible responses from 34 different** countries were collected and analysed through the evaluation process.

Of these, 59% were fully completed, while the remaining responses were partially completed but still included in the analysis as they provided valuable input to the overall findings.

The breakdown of the 501 responses by language is as follows:

LANGUAGE		RESPONSES
	English	243
	German	22
	Romanian	236
		<b>TOTAL = 501 responses</b>

### 3) Responses collated per country

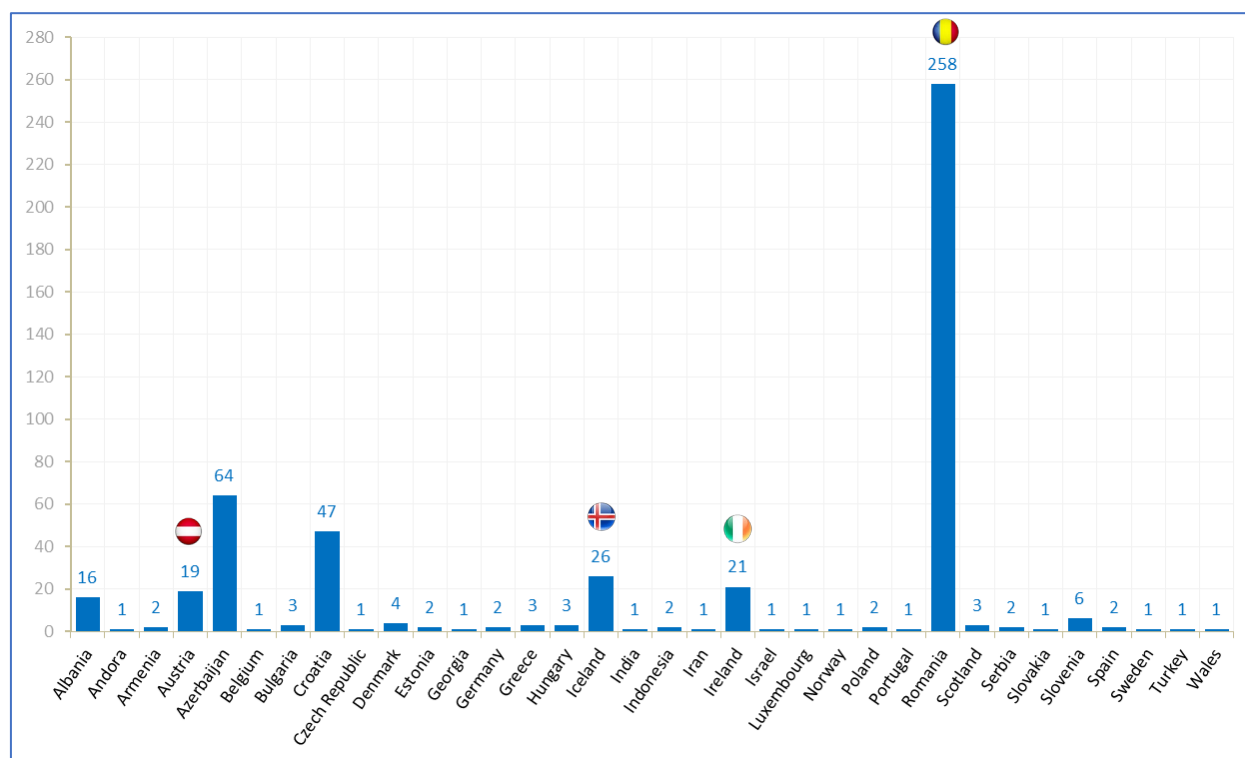


Figure 1: Total number of responses collated per country (n=501)

A total of **34 different countries** were represented among the contributions to the online evaluation process. Without listing all countries individually, the highest proportion of respondents came from the following top six countries:

- > Romania (51.5%)
- > Azerbaijan (12.8%)
- > Croatia (9.4%)
- > Iceland (5.2%)
- > Ireland (4.2%)
- > Austria (3.8%).

The four countries officially involved as partners in the PVGW2.0 project, Austria, Iceland, Ireland, and Romania, are highlighted in Figure 1 above using their national flags. Together, these four countries accounted for **64.7%** of the total responses collected through the survey.

A particularly high proportion of responses to the online survey were received from Romania, accounting for 258 out of the total 501 responses collected across 34 countries. To ensure the robustness and representativeness of the findings, a comparative analysis was conducted on both the full dataset and a subset excluding Romanian responses, in order to assess any potential influence from this overrepresentation.

The analysis confirmed that key trends, patterns, and conclusions remained consistent across both samples. Therefore, we are confident that the insights presented in this report reflect broader perspectives and are not unduly influenced by the high number of responses from a single country.

As such, the results are presented based on the **entire sample of 501 respondents**.

## IV- SECTION 1 – ABOUT THE RESPONDENTS

### 1) Profile of respondents

This section provides an overview of the main characteristics of the respondents who participated in the evaluation survey, including their gender, age, primary role, and years of experience.

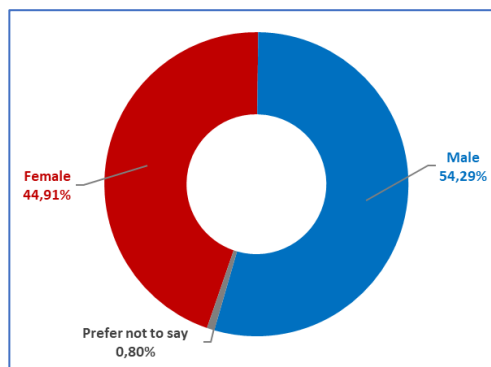


Figure 2: Gender of respondents (n=501)

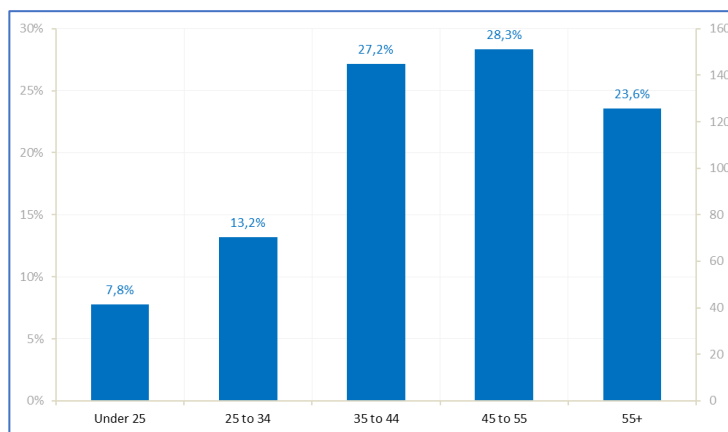


Figure 3: Age of respondents (n=501)

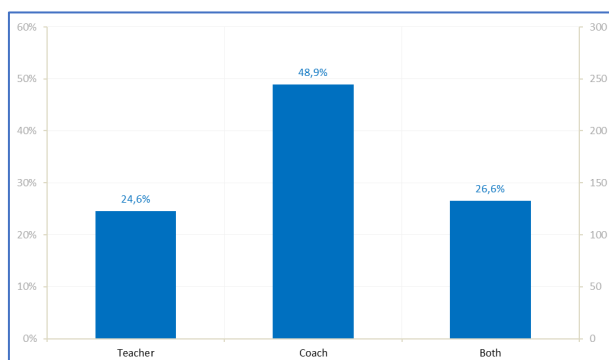


Figure 4: Primary roles of respondents (n=501)

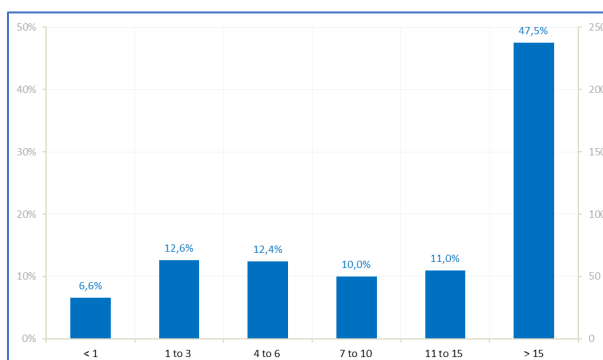


Figure 5: Years of experience of respondents (n=501)

### PROFILE OF RESPONDENTS

#### > Gender and age of respondents:

The gender and age distribution of respondents is summarised below, showing a reasonably balanced representation and a predominance of more experienced professionals.

- 44.9% of respondents identified as female and 54.3% as male, indicating a reasonably balanced gender representation in the survey
- 79.1% of respondents were aged 35 or older
- The largest age group was those aged 45–54, accounting for 28.3% of respondents
- Only 7.8% were under 25, reflecting limited participation from the youngest age group.

#### > Occupation of respondents:

Respondents were asked to indicate their primary role(s) in relation to Volleyball and physical education.

- 48.9% identified as Coaches



- 24.6% as Teachers
- 26.6% indicated they held both roles (Coach and Teacher).

### > *Years of experience of respondents in their current roles:*

Participants also reported on their years of experience in the role(s) identified above, providing insights into the overall level of professional seniority in the sample.

- 47.5% had more than 15 years of experience, representing the largest proportion of respondents.
- 19.2% reported less than 4 years of experience, including 6.6% with less than 1 year.

## 2) Awareness and implementation/use of the innovative Guide

This section is focusing on how respondents have learned about the Guide, whether they have already used it or not, and if so, with children of which age groups.

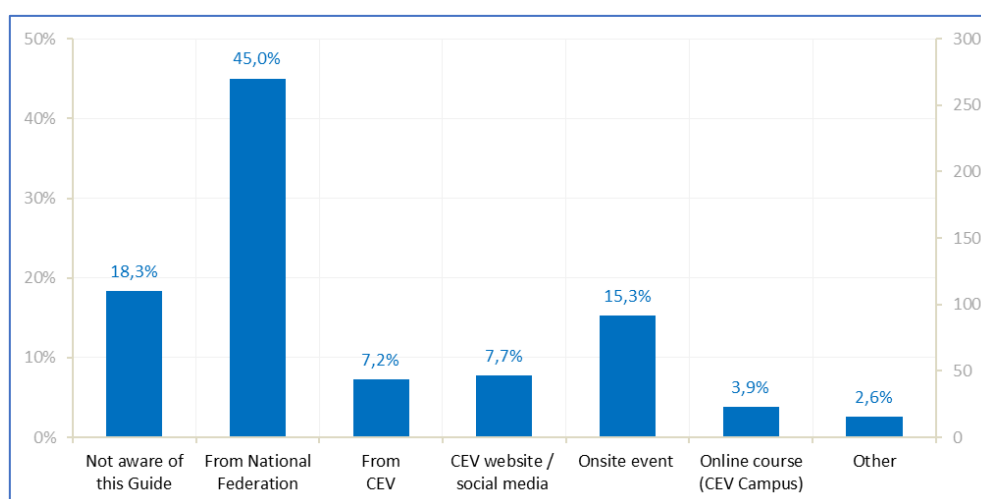


Figure 6: Channels through which respondents learned about the Guide (n=501)

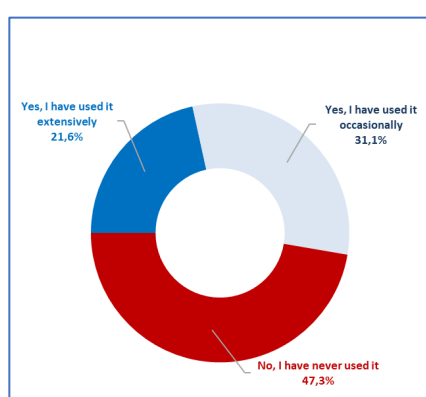


Figure 7: Use of the Guide (n=501)

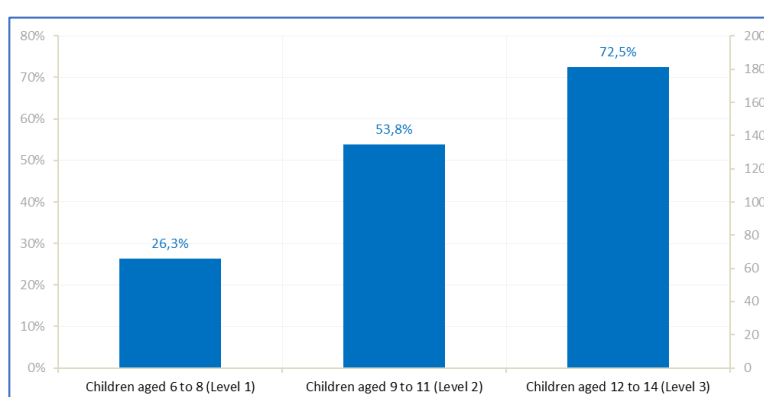


Figure 8: Age groups targeted using the Guide (n=251)

## AWARENESS AND USE OF THE NEW GUIDE FOR TEACHERS AND COACHES

### > *Awareness of the Guide*

Figure 6 presents how respondents first became aware of the Guide, highlighting the most common communication channels.

- The main source of awareness was from National Federations, cited by 45% of respondents

- A total of 18.3% of respondents reported being unaware of the Guide
- Other key channels included onsite events organised by their National Federations and/or CEV (15.3%), CEV website/social media (7.7%), and directly from CEV (7.2%)
- Few respondents mentioned CEV Campus (3.9%).

### > *Use of the Guide*

Figure 7 summarises whether and to what extent respondents have used the content of the Guide in their practice to prepare and deliver Volleyball sessions to children.

- 52.7% of respondents have already used and tested some elements of the Guide, either occasionally (31.1%) or extensively (21.6%)
- 47.3% reported having never used the content of the Guide at all
- This suggests that while the Guide is already being used by many coaches and teachers, there is still considerable potential to expand its reach.

### > *Age groups targeted using the Guide*

Among those who have used the Guide, Figure 8 above shows the age groups of children with whom respondents have implemented the new methodology to introduce Volleyball. Respondents were able to select more than one age category, depending on their practical experience

- The majority (72.5%) used the Guide with children aged 12 to 14
- 53.8% used it with children aged 9 to 11
- 26.3% with children aged 6 to 8, indicating lower uptake in the youngest age category.



## V- SECTION 2 – OVERALL PERCEPTIONS OF THE GUIDE

This section presents respondents' overall assessment of the new methodology (Guide), including their views on the suitability of the targeted age group (6–14), perceived strengths and challenges in its implementation, and their level of confidence in using the Guide.

### 1) Overall rating of the Guide

Figure 9 below presents respondents' general assessment of the Guide and how it is perceived as a tool to introduce Volleyball to children aged 6 to 14.

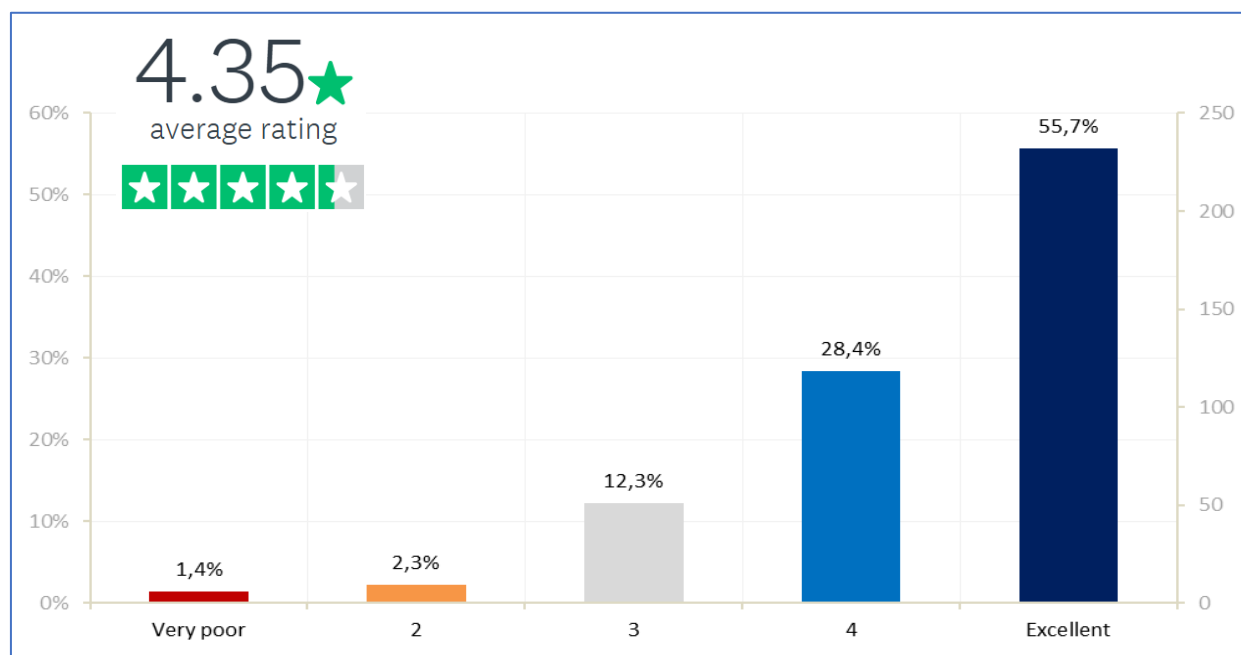


Figure 9: Overall Rating of the Guide for Teachers and Coaches (n=440)

#### The key findings are summarised below:

- The Guide received a strong overall rating, with an average score of 4.35 out of 5
- A majority of respondents (55.7%) rated the Guide as "Excellent", and 28.4% rated it a 4 out of 5, confirming high overall satisfaction (84.1%).
- Only 1.4% of respondents gave the Guide a "Very Poor" rating, and a further 2.3% rated it as 2, indicating very low levels of dissatisfaction.
- 12.3% gave a neutral score of 3, suggesting a small proportion may see room for improvement.
- The results demonstrate that the Guide is widely appreciated by coaches and teachers as a valuable resource to support the introduction of Volleyball to children.

Additional insights were drawn from cross-tabulation of the data, even though no separate graphs are included for these comparisons.

The analysis revealed the following trends based on actual use of the Guide and years of experience of the respondents:

- Respondents who have already used the Guide gave it an average rating of 4.33.

- Interestingly, those who have never used the Guide gave it a slightly higher rating of 4.37, suggesting a positive perception even among those with no direct experience yet.
- Respondents with more than 6 years of experience rated the Guide at 4.39, while those with less than 6 years of experience rated it 4.26.

**Overall, these findings confirm that the Guide is widely appreciated and well received by both experienced and newer coaches and teachers, and regardless of whether they have already implemented it in practice or not.**

## 2) Appropriateness of the target age group

Respondents were asked to indicate whether they believe the selected age range (6–14 years old) is appropriate for introducing Volleyball using this methodology.

Figure 10 presents the responses collated through the online survey.

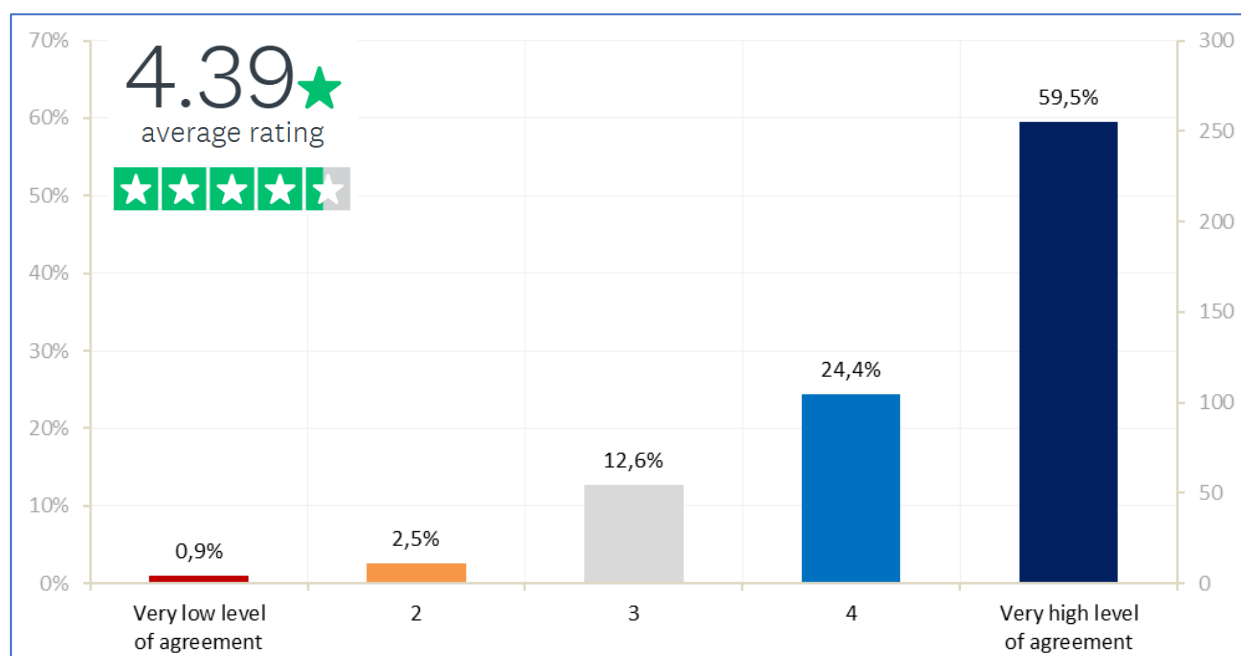


Figure 10: Agreement on the appropriateness of the 6–14 age range (n=435)

### The key findings are summarised below:

- Respondents indicated a very strong level of agreement regarding the appropriateness of the 6–14 age group, with an average rating of 4.39 out of 5.
- A clear majority (59.5%) expressed a very high level of agreement. An additional 24.4% selected a 4 out of 5, reinforcing overall confidence in the selected age range (83.9%).
- Only 3.4% of respondents expressed disagreement (ratings of 1 or 2), while 12.6% were neutral.

**These results confirm that the 6–14 age range is widely considered appropriate by the coaches and teachers surveyed for the introduction of Volleyball through this innovative and flexible methodology.**

### 3) Perceived strengths of the Guide

Respondents were then invited to select what they considered to be the main strengths of the Guide, based on their own experience or perception.

A predefined list of 12 options was provided, and multiple answers could be selected.

Figure 11 shows the distribution of responses regarding the perceived strengths of the Guide.

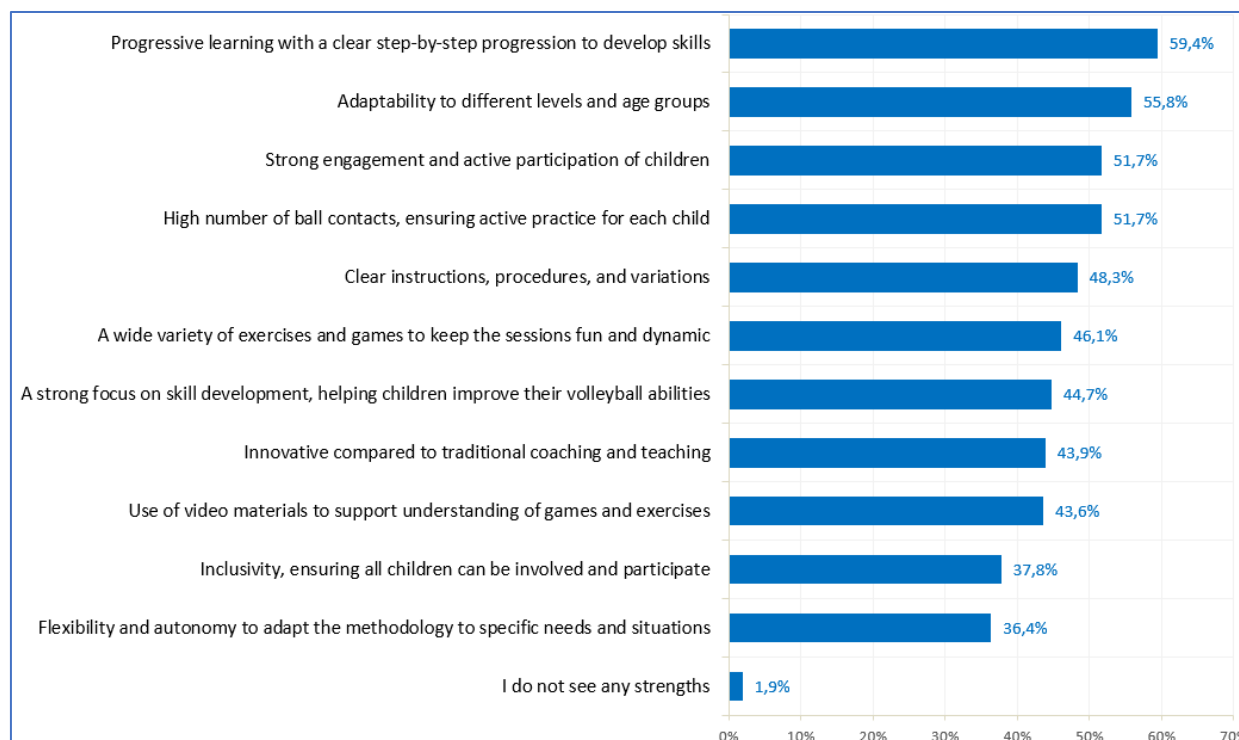


Figure 11: Respondents' Perceptions of the Main Strengths of the Guide (n=360)

#### The key findings are summarised below:

- The most frequently identified strength was “**Progressive learning with a clear step-by-step progression to develop skills**”, selected by 59.4% of respondents.
- This was followed closely by “**Adaptability to different levels and age groups**” (55.8%) and “**Strong engagement and active participation of children**” (51.7%).
- Other frequently selected strengths included the **high number of ball contacts** to ensure active practice, and the **clarity of instructions and variations**, both cited by nearly half of the respondents.
- Only 1.9% of respondents indicated that they did not see any strengths in the Guide, confirming a very high perceived value overall.

Additional cross-tabulation was conducted to compare responses from those who have used the Guide versus those who have not, as well as between more and less experienced coaches and teachers. In all cases, the same top three strengths emerged consistently, confirming the overall robustness of the results.

**These results highlight that the Guide is widely appreciated for its flexible, structured, progressive, adaptable, and engaging approach to teaching Volleyball to children from 6 to 14 years old.**



#### 4) Identified difficulties and challenges for implementing the content of the Guide

Respondents were asked to indicate any challenges or difficulties they encountered or anticipated when using the Guide. A predefined list of 15 options was provided, and multiple answers could be selected. Figure 12 shows the distribution of responses regarding the identified difficulties and challenges.

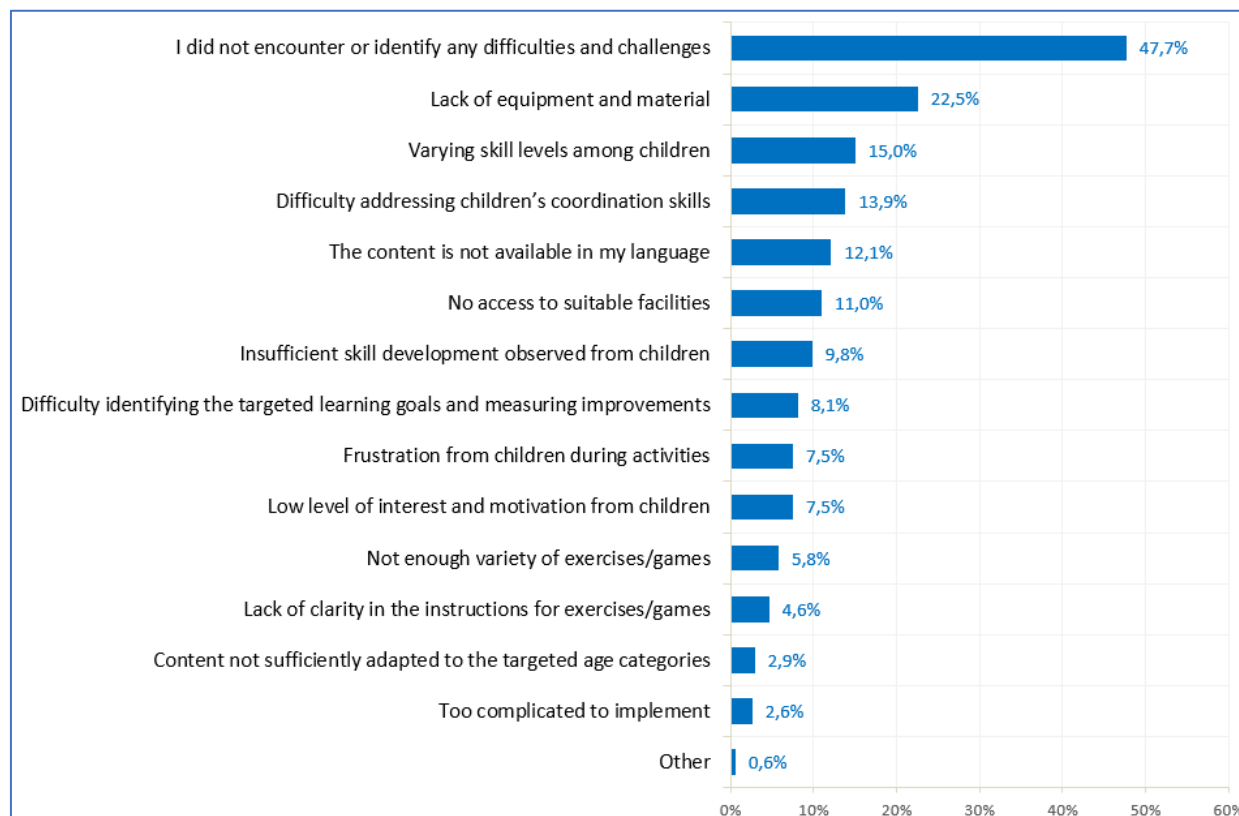


Figure 12: Difficulties Identified and anticipated in Implementing the Guide (n=346)

#### The key findings are summarised below:

- Nearly half of respondents (47.7%) reported that they did not encounter or identify any difficulties, which is a strong indicator of the Guide's general usability and accessibility.
- The most common challenge was the **"Lack of equipment and material"**, selected by 22.5% of respondents.
- Other frequently mentioned difficulties included **"Varying skill levels among children"** (15.0%), **"Difficulty addressing children's coordination skills"** (13.9%), and the fact that **"The content is not available in the respondent's language"** (12.1%).
- A range of more specific or less frequent issues were also noted, such as access to suitable facilities, difficulty measuring progress, and low motivation among children, though each of these was reported by fewer than 10% of respondents.
- Only 2.6% felt that the Guide was too complicated to implement.

**Overall, the results suggest that while some practical challenges exist, particularly around resources and group diversity, most users found the Guide implementable with few significant obstacles.**

**Note:** While the "lack of equipment and material" was identified as the most common challenge, it is worth noting that this situation is expected to improve. Three out of the four partner federations have

since joined the CEV School Project — a grassroots volleyball initiative through which participating National Federations receive material support annually. This ongoing support should help alleviate resource-related challenges and further enhance the implementation of the Guide moving forward.

## 5) Confidence in using the Guide

This subsection examines how confident respondents feel in using the the Guide to prepare and deliver Volleyball sessions to children. Figure 13 presents the responses collated through the online survey.

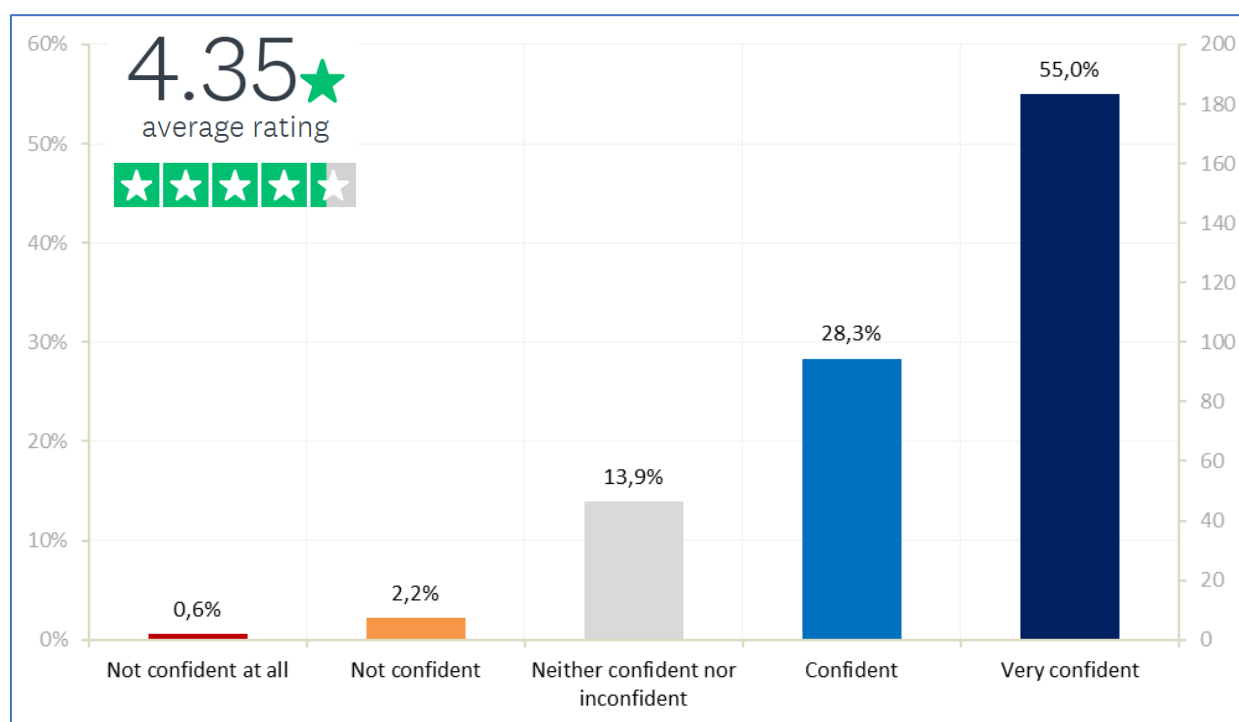


Figure 13: Respondents' confidence in using the Guide to deliver Volleyball sessions (n=360)

### The key findings are summarised below:

- The overall confidence level is very high, with an average rating of 4.35 out of 5.
- A strong majority (83.3%) of respondents reported feeling either “Confident” (28.3%) or “Very confident” (55.0%).
- Only a small proportion of respondents expressed uncertainty or a lack of confidence:
  - 13.9% felt neither confident nor unconfident, 2.2% felt not confident, and
  - Just 0.6% reported feeling not confident at all.

Additional insights were drawn from cross-tabulation of the data, even though no separate graphs were produced for these comparisons. The analysis revealed the following trends:

- Respondents who have already used the Guide gave an average confidence rating of 4.37, while those who have not yet used it rated their confidence slightly lower at 4.32.
- Respondents with more than 6 years of experience reported a confidence level of 4.37, compared to 4.30 among those with less than 6 years of experience.

**These minimal differences confirm that confidence in using the Guide is high and consistent across different levels of experience and familiarity with the tool.**

## VI-SECTION 3 – PERCEIVED IMPACT

This section explores the perceived impact of the innovative methodology presented in the Guide for Teachers and Coaches. It aims to assess how effective the approach is in supporting the holistic development of children aged 6 to 14, both in terms of Volleyball-specific skills and broader personal abilities. In addition, the section examines the potential of the methodology to spark and sustain children’s interest in continuing to play Volleyball outside of school settings.

Based on their experience or perception, respondents were asked to reflect on the success of the Guide in achieving these outcomes. Their feedback provides insights into the benefits of the methodology and its capacity to contribute to both skill acquisition and long-term engagement in the sport.

### 1) Perceived effectiveness in developing TECHNICAL SKILLS and PERSONAL ABILITIES of children

As part of the evaluation process, coaches and teachers were asked to indicate how successfully they believe the innovative Guide helps children develop a range of predefined skills and abilities. A specific 5-point scale was used, ranging from Very Low Success (1) to Very High Success (5).

Figure 14 presents the perceived level of success of the Guide in supporting the development of key technical skills, while Figure 15 focuses on its perceived impact on personal and transversal abilities.

#### >> SUPPORT TO THE DEVELOPMENT OF TECHNICAL SKILLS

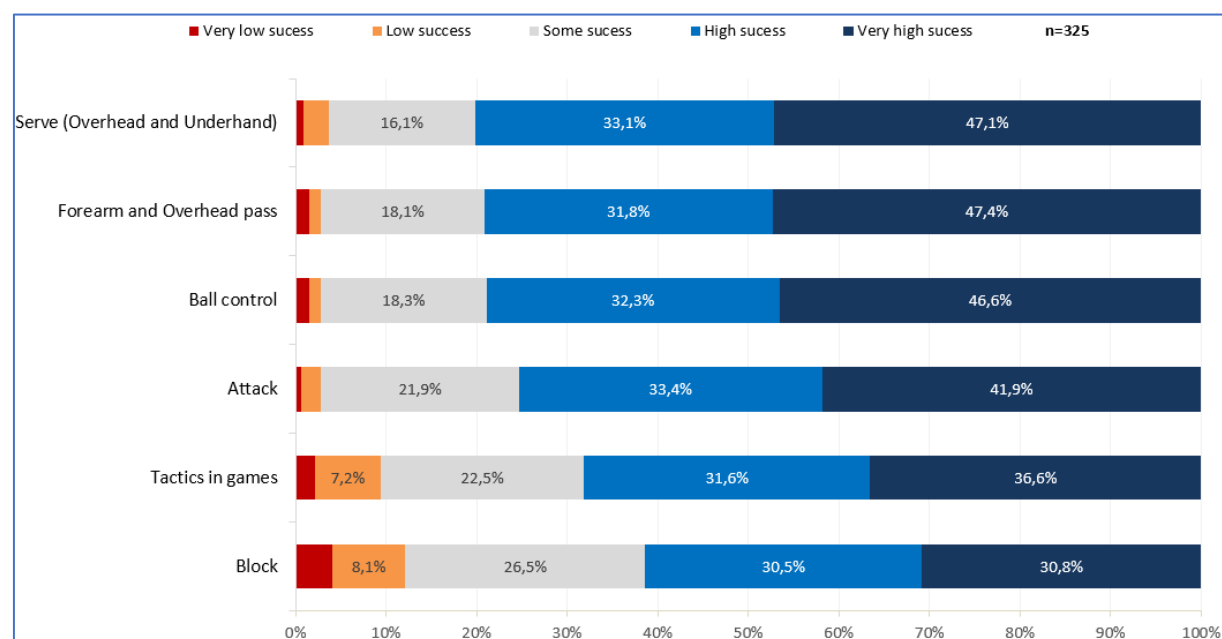


Figure 14: Perceived level of success of the Guide in developing technical skills (n=325)

#### The key findings are summarised below:

- Respondents expressed strong confidence in the Guide’s effectiveness in supporting the development of technical skills, with most items receiving high or very high ratings.
- The top-rated areas of perceived success were:
  - **Serve (Overhead and Underhand)** – 80.2% of respondents rated the Guide’s support as either high (33.1%) or very high (47.1%).

- **Forearm and Overhead pass** – similarly rated by 79.2% of respondents as *high* (31.8%) or *very high* (47.4%).
- **Ball control** – also received strong support, with 78.9% selecting *high* (32.3%) or *very high* (46.6%).
- The two skills with the most mixed perceptions were:
  - **Tactics in games** – with 68.2% rating success as *high* (31.6%) or *very high* (36.0%), but 9.4% selecting *low* or *very low*.
  - **Block** – received the lowest combined positive ratings (61.3%), and 12.1% selecting *low* or *very low*.

These findings suggest that the Guide is seen as particularly effective in developing foundational technical skills, while more complex or context-dependent skills such as tactics and blocking may require further support or adaptation. There may be room for improvement in how it addresses more advanced or situational skills such as blocking and tactical understanding.

## >> SUPPORT TO THE DEVELOPMENT OF PERSONAL ABILITIES

Figure 15 presents the perceived level of success of the Guide in supporting the development of personal and transversal abilities among children.

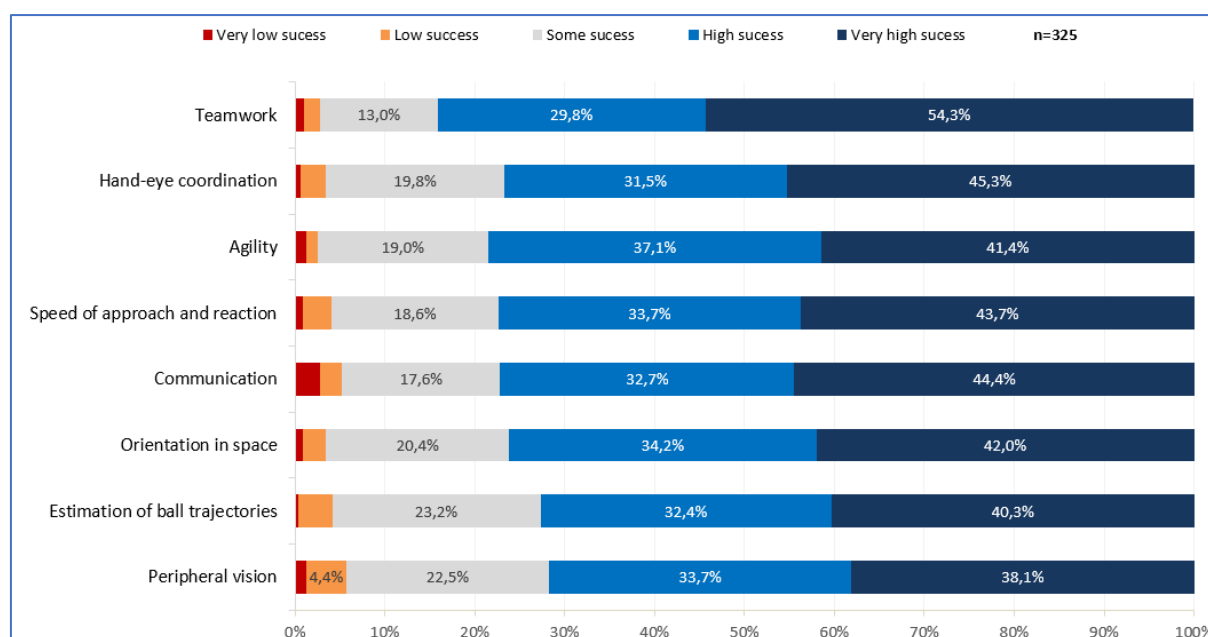


Figure 15: Perceived level of success of the Guide in developing personal abilities (n=325)

### The key findings are summarised below:

- Overall, respondents perceived the Guide as effective in fostering a wide range of personal abilities, though with more variation in ratings compared to technical skills.
- The most positively rated ability was **Teamwork**, with a combined 84.1% of respondents selecting high (29.8%) or very high success (54.3%).
- Other abilities that received strong ratings include:
  - **Agility** was similarly well regarded, with 78.5% of respondents selecting high (37.1%) or very high success (41.4%).

- **Speed of approach and reaction** was also highly rated, with 77.4% of respondents indicating high (33.7%) or very high success (43.7%).
- **Communication** was perceived as well supported by the Guide, with 77.1% rating it as high (32.7%) or very high success (44.4%).
- **Hand-eye coordination** received positive ratings from 76.8% of respondents, combining high (31.5%) and very high success (45.3%).
- Lower but still positive ratings were observed for:
  - **Orientation in space** – 76.2% rated it as high or very high, while 20.4% selected low or very low.
  - **Estimation of ball trajectories** – 72.7% rated success as high or very high, with 4.1% expressing low or very low success.
  - **Peripheral vision** – received the lowest combined high success rating (71.8%), though still largely positive, and the highest rate of low or very low success 5.7%.

These results suggest that the Guide is seen as especially impactful in promoting teamwork, coordination, agility, and reaction-based skills, while some perception gaps remain for more cognitive or spatial abilities like trajectory estimation and orientation in space. However, overall confidence in the Guide’s contribution to personal development remains strong.

## 2) Perceived potential to enhance continued engagement of children with Volleyball

As part of the online evaluation, respondents were asked to indicate the extent to which they believe this innovative methodology to introduce Volleyball has the potential to increase young people’s interest in continuing to play Volleyball outside of the school environment.

Figure 16 presents the distribution of responses on a 5-point scale ranging from "Not at all" to "A very large extent".

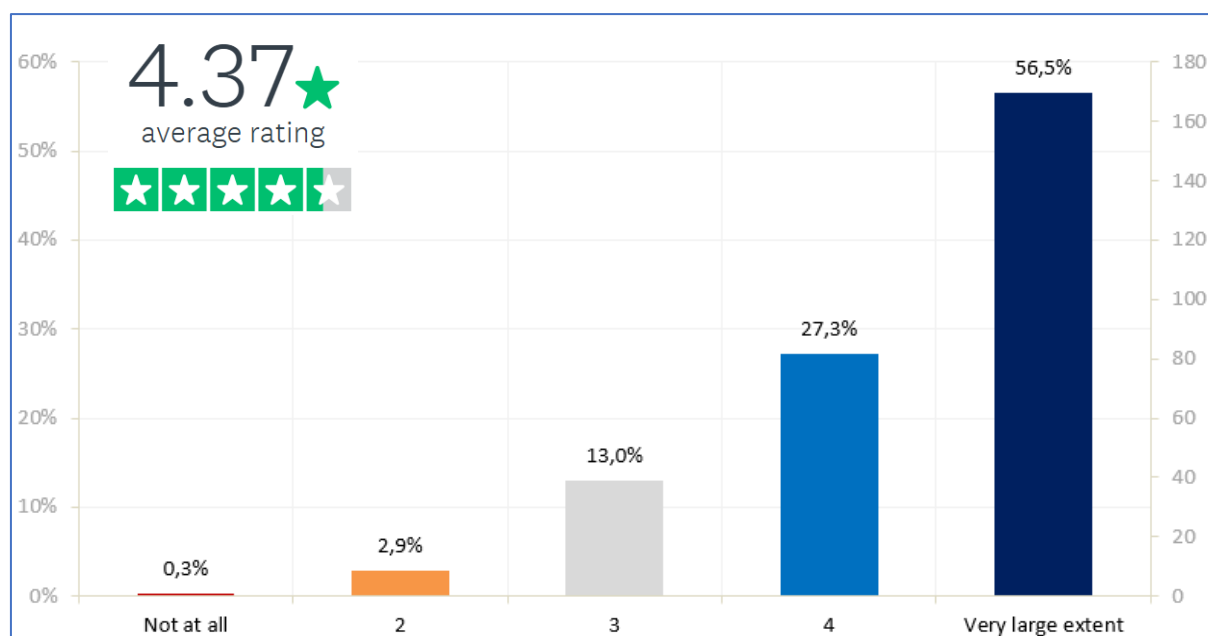


Figure 16: Perceived potential of the guide to increase children’s interest in continuing Volleyball outside of school (n=315)



*The key findings are summarised below:*

- The average rating is 4.37, indicating a strong overall agreement with the Guide's motivational potential to enhance children's interest in continuing Volleyball outside of school.
- 83.8% of respondents rated the potential impact as either 4 or 5, with a majority (56.5%) selecting the highest score (Very large extent).
- A further 27.3% selected 4, reinforcing the high level of perceived effectiveness.
- Only 0.3% believed the Guide has no potential at all, and 2.9% selected the second-lowest score.
- 13.0% of respondents were neutral, choosing the midpoint option on the scale (3 out of 5).

Additional insights were drawn from cross-tabulation of the data, even though no separate graphs were produced for these comparisons.

The analysis revealed the following trends:

- Respondents who have already used the Guide gave an average rating of 4.39, while those who have not yet used it rated it slightly lower at 4.33.
- This difference is marginal and suggests a broadly positive perception across both groups.
- Respondents with more than 6 years of experience and those with less than 6 years both reported exactly the same average rating of 4.37 out of 5, indicating that the perceived potential of the Guide to enhance children's interest in continuing Volleyball outside of school is consistent regardless of experience level of the coaches and teachers.

**These results clearly indicate that the Guide is widely perceived as an innovative methodology not only for skills development, but also as a strong catalyst for fostering long-term interest and engagement of children in Volleyball.**

**With over half of respondents selecting the highest level of agreement (5), the methodology appears to be perceived as highly motivational and inspiring, increasing the likelihood that children will continue participating in the sport beyond their school experience.**

### **3) Observed transition of children from playing Volleyball at school to joining a club**

To complement the previous findings on the potential of the Guide to increase young people's interest in continuing to play Volleyball outside school, respondents were asked to estimate the number of children who, since the introduction of the new methodology, had transitioned to joining a Volleyball club.

This question aimed to capture the concrete outcomes of the methodology in terms of longer-term sport participation pathways.

Figure 17 below shows the distribution of responses from the 315 individuals who answered this question.

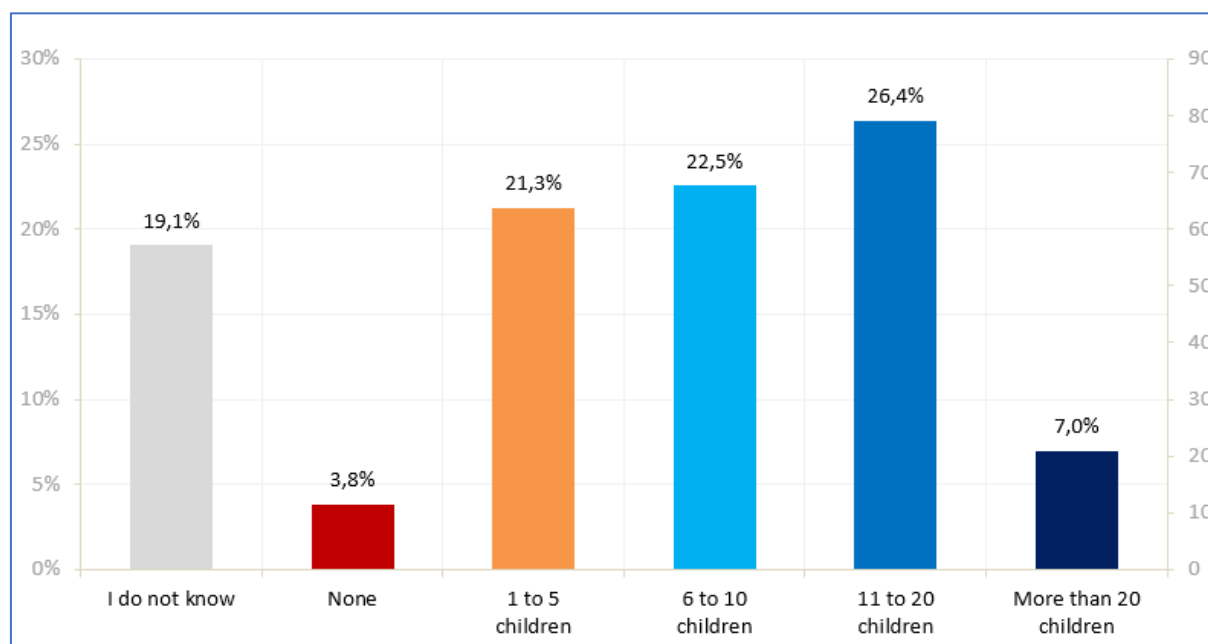


Figure 17: Number of children having transitioned from playing Volleyball at school to joining a club (n=315)

**The key findings are summarised below:**

- The most frequently reported range was 11 to 20 children transitioning from playing Volleyball at school to joining a club, cited by 26.4% of respondents.
- A further 22.5% observed transitions for 6 to 10 children, and 21.3% indicated 1 to 5 children.
- 7.0% reported having observed more than 20 children making the transition to a Volleyball club since they are using the new coaching methodology.
- Taken together, this means 77.2% of respondents reported that at least one child had transitioned from school-based Volleyball to a club setting.
- A small proportion (3.8%) stated that no transition had occurred in their context.
- Notably, 19.1% of respondents selected “I do not know,” suggesting either limited follow-up or lack of access to tracking data.

**The data suggests that the innovative and flexible methodology included in the Guide is contributing to tangible outcomes by motivating children to move from school-based Volleyball to more formal club settings. With over 77% of respondents reporting observed transitions, and 55.9% noting 6 or more children making this step, the methodology appears to play a meaningful role in strengthening the grassroots-to-club pathway.**

**These findings reinforce the potential of the Guide not only as an educational tool but also as a mechanism to boost long-term engagement and structured participation in Volleyball.**

## VII-SECTION 4 – USE OF THE NEW GUIDE WITH CHILDREN WITH SPECIAL NEEDS

This section explores how the Guide for Teachers and Coaches has been used with children with special needs. It aims to provide insights into the practical implementation of the methodology in inclusive contexts, the types of special needs addressed, and respondents' views on its relevance for this audience.

Additionally, it gathers suggestions to improve the inclusivity of the Guide and ensure that all children, regardless of their abilities, can benefit from its approach.

### 1) Implementation of the Guide with children with special needs

To explore the inclusivity of the methodology, respondents were asked whether they had used the Guide with children with special needs. Those who answered positively were then invited to specify the type(s) of needs addressed. Respondents could select multiple categories.

Figures 18 and 19 below present the responses to these two questions.

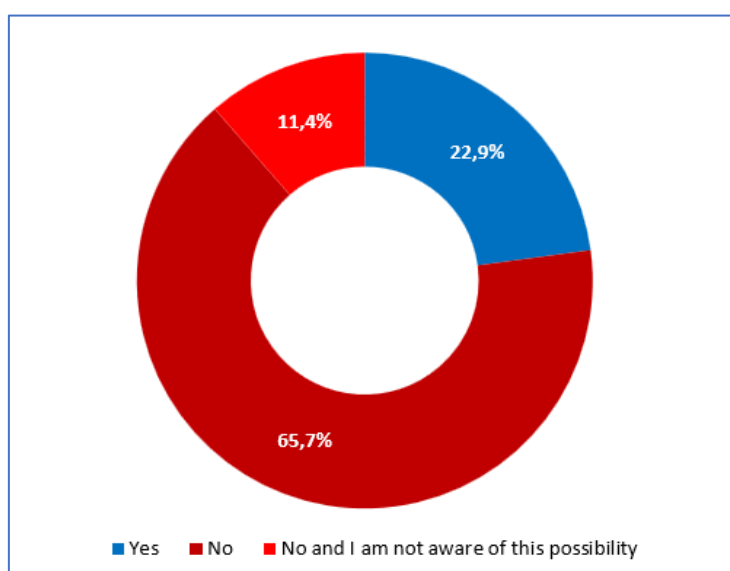


Figure 18: Use of the Guide with children with special needs (n=315)

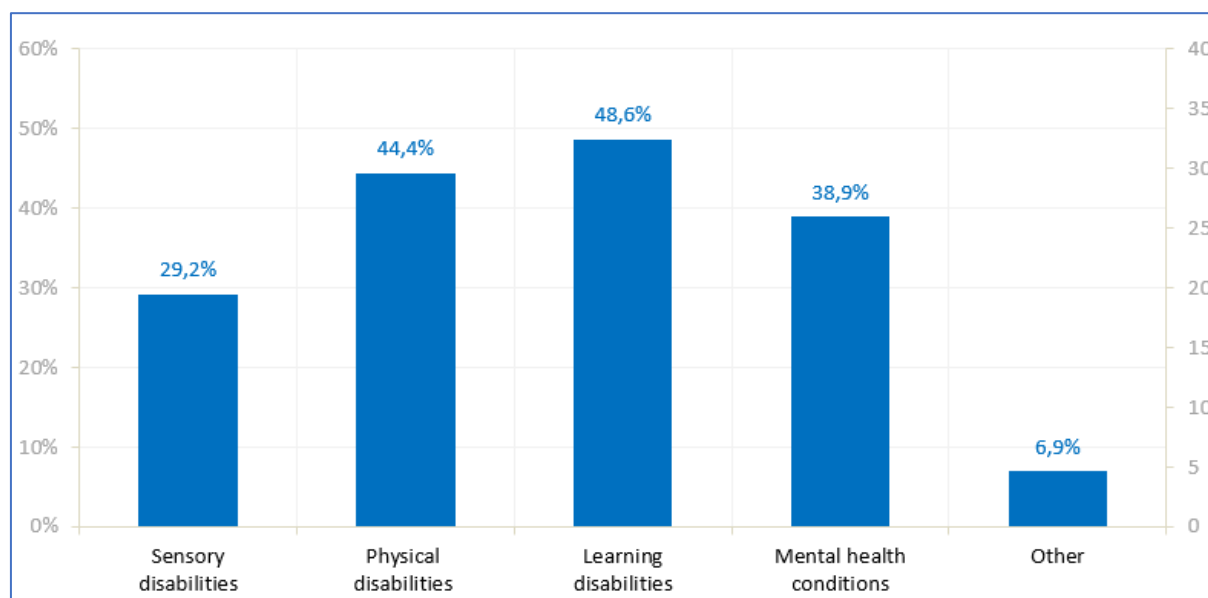


Figure 19: Types of special needs for which the Guide was used (n=72)

### The key findings are summarised below:

- Around 1 in 4 respondents (22.9%) indicated that they had implemented the Guide with children with special needs.
- A combined 77.1% of respondents have not used the Guide for this audience, including 11.4% who were not aware this was a possibility.
- Among those who had used the Guide for this purpose (n=72):
  - **Learning disabilities** were the most commonly addressed (48.6%)
  - **Physical disabilities** (44.4%) and **Mental health conditions** (38.9%) were also frequently cited
  - **Sensory disabilities** were less common but still noted (29.2%)
  - 6.9% selected “Other” and of these respondents mentioned autism specifically in the open-text comments.

Overall, just under one-quarter of respondents (22.9%) have used the Guide to support children with special needs. However, a large majority (77.1%) reported not having done so, with a small subset unaware of this possibility. Among those who have implemented the Guide in this context, the most commonly addressed needs were learning and physical disabilities, followed by mental health and sensory impairments. Notably, several respondents also referred to autistic children, highlighting this as a relevant and practical use case for future adaptations or support materials.

## 2) Relevance of the Guide for introducing Volleyball to children with special needs

To assess perceptions of inclusivity, all survey participants were asked how relevant they believed the Guide for Teachers and Coaches is for working with children with special needs. It is important to note that responses reflect both direct experience and perceived relevance. Figure 20 presents the distribution of responses.

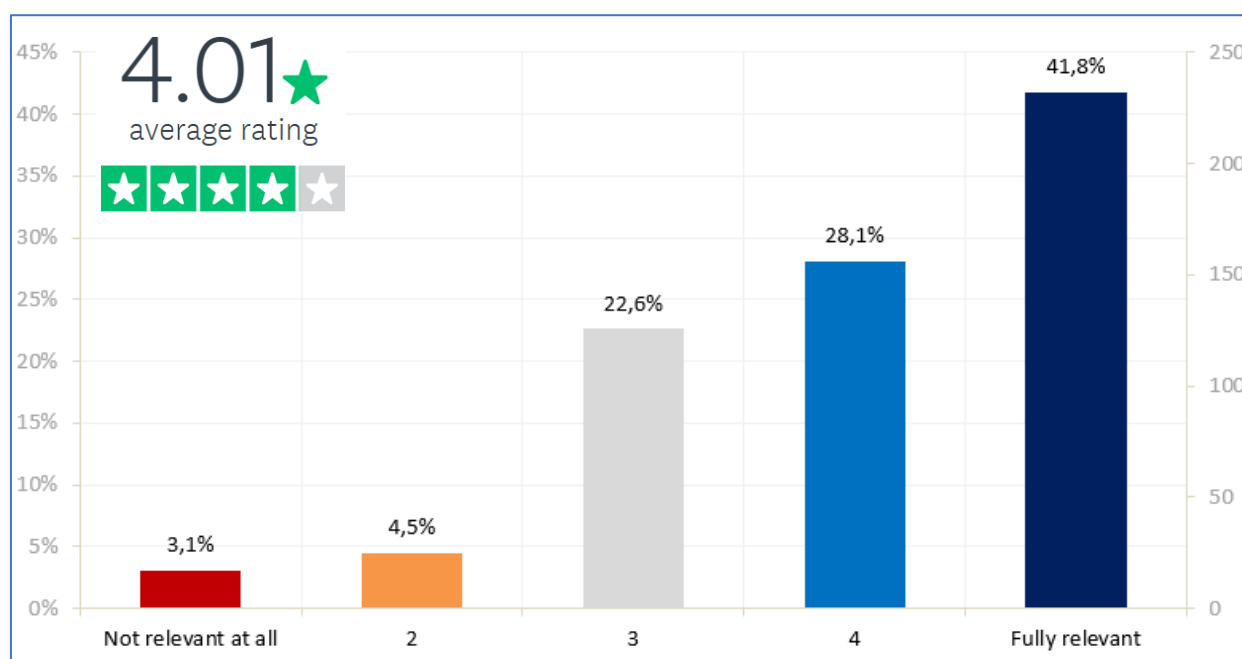


Figure 20: Relevance of the Guide for introducing Volleyball to children with special needs (n=292)

### *The key findings are summarised below:*

- The average relevance rating was 4.01 out of 5, indicating an overall positive perception.
- A combined 69.9% of respondents rated the Guide as either "4" (28.1%) or "Fully relevant" (41.8%).
- 22.6% of respondents gave a neutral rating ("3"), suggesting some uncertainty or limited experience.
- Only a small proportion of respondents expressed concerns, with 4.5% rating it "2" and 3.1% rating the Guide as "Not relevant at all" for introducing Volleyball to children with special needs.

**The results demonstrate that the Guide is generally seen as relevant for introducing Volleyball to children with special needs, with nearly 7 out of 10 respondents expressing high levels of confidence in its suitability. While a minority expressed doubts or lacked sufficient insight, the average rating of 4.01 reflects a strong perceived alignment of the Guide with inclusive coaching objectives. These perceptions offer a solid foundation to further adapt and enhance the Guide's applicability to more diverse learner needs.**

### *Further insight from practice-based responses:*

A cross-tabulation analysis between respondents who have used the Guide with children with special needs and those who have not used the Guide reveals a noticeable difference in perceptions:

- Respondents who have implemented the Guide with this audience rated its relevance significantly higher, with an average score of 4.4 out of 5, and no respondent selected "Not relevant at all" or "2".
- In contrast, respondents who had never used the Guide with children with special needs gave a lower average rating of 3.9 out of 5. Among them, 4.04% rated it "Not relevant at all" and 5.83% rated it "2", meaning nearly 10% expressed low perceived relevance.

**These findings suggest that actual hands-on use of the Guide with children with special needs leads to more favourable evaluations, while those without direct experience may be more hesitant or uncertain about its inclusivity.**

### **3) Suggestions to enhance inclusivity of the Guide for children with special needs**

To conclude this section, respondents were invited through an open-ended question to share any suggestions or ideas to make the methodology fully inclusive for children with special needs. A total of 18.6% of respondents (from 301) provided suggestions.

Several focused on adapting activities by breaking down exercises into simpler steps and using modified equipment, such as lighter or larger balls (e.g. balloons).

Others highlighted the importance of inclusive representation, recommending the inclusion of pictures or videos showing children with special needs, as well as developing specialised drills tailored to specific types of needs.

These qualitative insights offer concrete directions for improving the Guide's inclusivity and relevance.



## VIII- SECTION 5 – AREAS FOR IMPROVEMENT

As part of the evaluation process, respondents were invited to share any suggestions or potential areas for improvement related to the content of the CEV School Project *New Guide for Teachers and Coaches*.

The aim was to collect ideas from practitioners in the field to support the future enhancement of the coaching material and ensure it remains relevant, practical, and engaging.

Respondents were asked the following question:

*“Have you identified any potential areas for improvement or suggestions for changes to the content of the CEV School Project Guide for Teachers and Coaches?”*

Those who responded “Yes” were offered the opportunity to elaborate further through an open-ended text box.

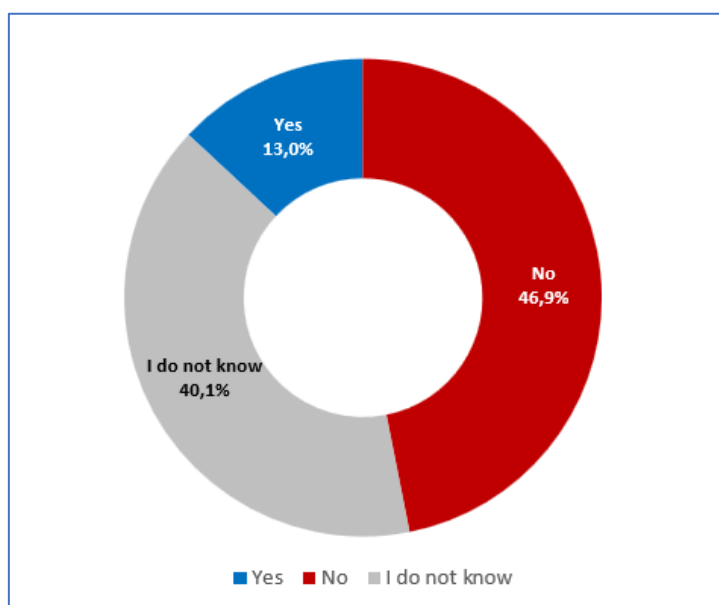


Figure 21: Potential areas of improvements or suggestions to the Guide (n=307)

### *The key findings are summarised below:*

- Only 13.0% of respondents indicated they had suggestions for improving the Guide.
- Nearly 47.0% stated they did not have any suggestions for improvement.
- A relatively high proportion (40.1%) reported that they were unsure or did not know.

These figures suggest that while most respondents are either satisfied with the current version or not in a position to provide feedback, a small but meaningful group has engaged with the Guide in sufficient depth to offer constructive proposals for its enhancement.

### *Ideas and suggestions from respondents:*

Respondents who provided open-text feedback proposed a number of ideas to improve or complement the current content of the Guide. It is important to note that these suggestions reflect the individual views of respondents and should not be considered as formal recommendations or conclusions of this report.

The main suggestions from respondents included:

- **Adding video** content to visually demonstrate exercises and methodologies.
- **Creating a playful “Mini-Volleyball” manual** designed specifically for young or beginner children.
- **Developing an “Entry to big Volleyball” guide** to help children transition toward more advanced play.
- **Providing material for beginner coaches and teachers** in a more accessible format (e.g., on DVD or digital platform).
- **Expanding the range of exercises**, including:
  - A wider variety of drills and session plans.
  - Additional challenges for advanced children.
  - Adapted sessions for large groups with limited resources (e.g. fewer balls or reduced court space).
- **Increasing live support** such as mentorship, expert Q&A, or coaching support lines.
- **Organising more frequent national seminars or training workshops** for teachers and coaches to exchange knowledge and enhance implementation.

These suggestions highlight a desire for more practical tools, multimedia resources, and opportunities for ongoing support and learning, which could further enhance the applicability and impact of the Guide across diverse teaching environments.

While not all suggestions may be feasible or universally applicable, they offer valuable input to guide potential improvements in future editions or complementary resources to the Guide. Some concrete recommendations and priority actions are included in the final part of the report to improve the visibility and access to all available multimedia resources.



## IX- SECTION 6 – FUTURE USE OF THE GUIDE AND INTEREST

One of the most important dimensions of a transnational EU-funded initiative such as the PVGW2.0 project is to raise awareness and create the conditions for real-world uptake and long-term use of its deliverables by end users. In this case, the central output is the new Guide for Teachers and Coaches, which introduces an innovative and flexible modular approach to support the delivery of Volleyball sessions to children aged 6 to 14 years.

This section of the evaluation survey focused on capturing respondents' perspectives regarding the future use and potential impact of the Guide, specifically by exploring:

- How likely they are to recommend and promote the Guide to other teachers or coaches
- To what extent they plan to use or continue using the Guide to deliver Volleyball sessions
- Their level of interest in a potential CEV initiative introducing a formal coaching licence for teachers and coaches working with children.

The main findings for each of these areas are presented in the subsections below.

### 1) Willingness of respondents to recommend and/or promote the Guide

Respondents were asked how likely they were to recommend and promote the Guide to other teachers or Volleyball coaches. The results are presented in the Figure 22 below.

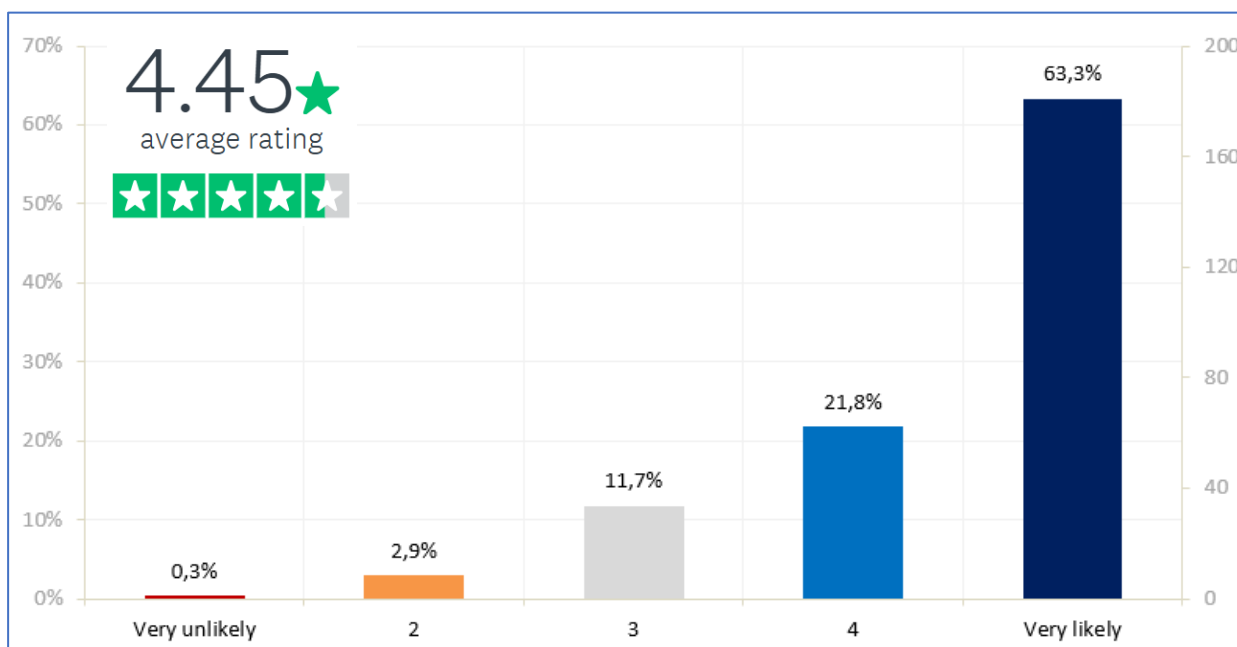


Figure 22: Willingness to recommend and promote the Guide to other teachers or Coaches (n=308)

*The key findings are summarised below:*

- The average rating is very positive at 4.45 out of 5.
- 63.3% of respondents indicated they were “Very likely” to recommend the Guide.

- An additional 21.8% selected 4 on the scale, showing a strong overall willingness to promote the resource.
- So overall, 85.1% of respondents are likely or very likely to promote and recommend the new methodology to other coaches and teachers.
- Very few respondents expressed reluctance, with only 0.3% choosing “Very unlikely”.

**The results demonstrate a strong level of endorsement from users, with more than 85% likely or very likely to recommend the Guide to peers. This indicates not only satisfaction with the Guide’s quality but also its perceived value for broader use across the Volleyball education community.**

## 2) Intention to use or continue to use the Guide to deliver Volleyball lessons

Coaches and teachers taking part in the survey were then asked whether they plan to use or to continue using the Guide’s content in the preparation and delivery of their Volleyball teaching sessions during their physical education or introductory sessions.

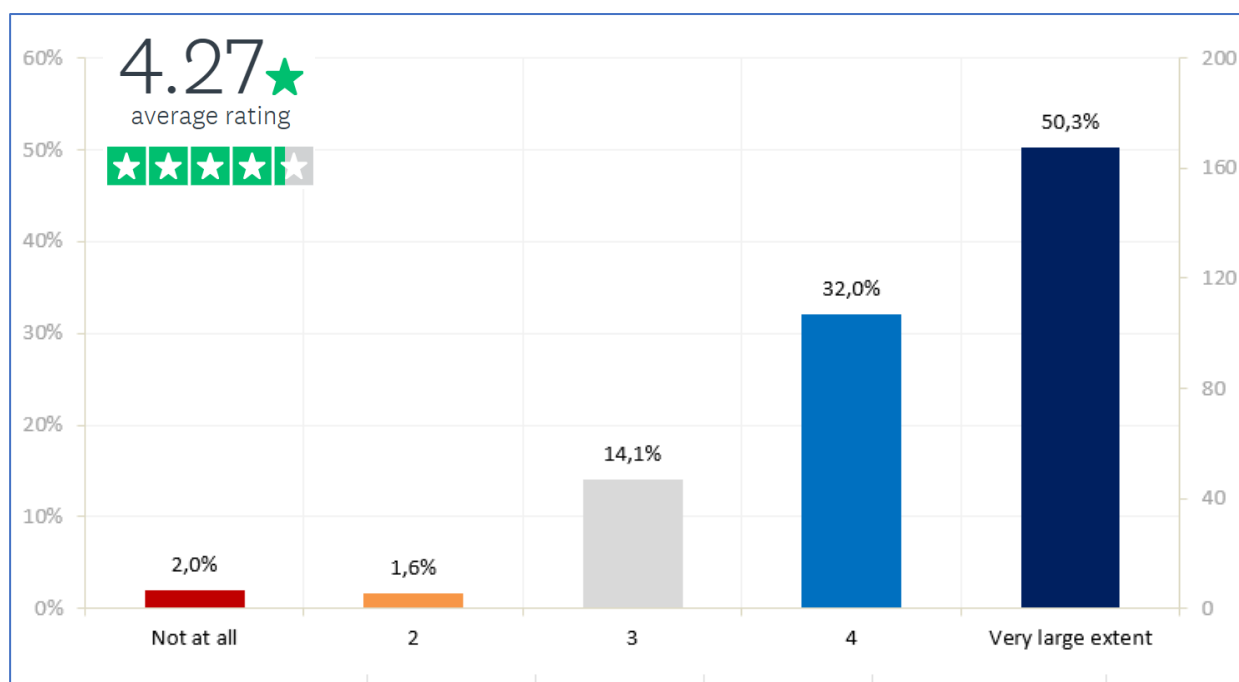


Figure 23: Plan to use or continue using the content of the Guide to deliver Volleyball lessons (n=306)

### The key findings are summarised below:

- The average score is 4.27 out of 5, suggesting strong intent to continue using the Guide to deliver Volleyball lessons to children aged 6 to 14.
- Just over half of respondents (50.3%) selected to a “Very large extent”, and 32.0% chose 4 (to a large extent) which together correspond to 82.3% of respondents.
- Only a small minority (3.6% combined) indicated little (1.6%) to no interest at all (2.0%) in using or continuing to use the Guide.

**These results reflect strong user engagement and suggest the Guide has lasting value beyond initial implementation. A majority of respondents intend to continue using it in their Volleyball lessons, reinforcing its practical relevance and usability in everyday teaching contexts.**

### 3) Interest in a Formal Coaching Licence

To explore the future and sustainability of the overall methodology and process, respondents were asked whether they would be interested in CEV exploring the potential for introducing a Formal Coaching Licence for teachers and coaches working with children.

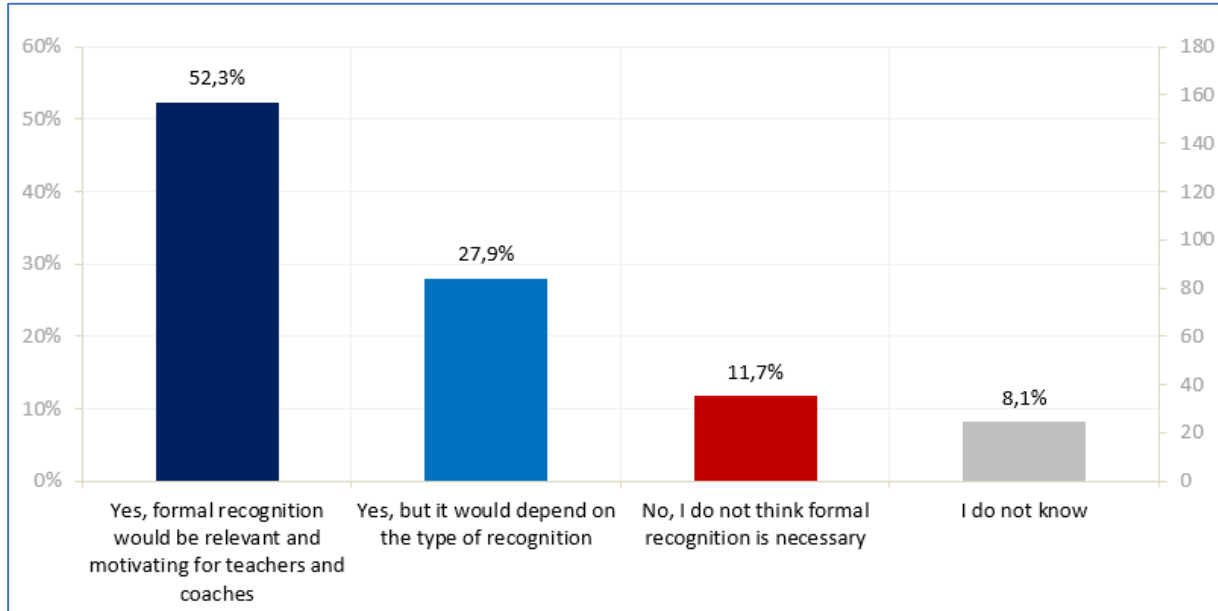


Figure 24: Interest in CEV introducing a formal coaching licence for teachers and coaches working with children (n=308)

#### The key findings are summarised below:

- A majority of respondents (52.3%) believe that formal recognition through a licence would be both relevant and motivating.
- Moreover, an extra 27.9% expressed conditional support, stating interest but depending on the type of recognition.
- Only 11.7% opposed the idea of a formal licence, while 8.1% were unsure.

The findings highlight clear interest in formalising the role of teachers and coaches working with children in Volleyball through official recognition. While the majority supports the idea outright, a significant proportion would need further clarification on the format and value of the licence. This suggests a good foundation for CEV exploring certification schemes, with some work needed to define scope and benefits.

## X- ANY FURTHER COMMENTS FROM RESPONDENTS

As a final opportunity in the survey, respondents were invited to share any confidential comments or reflections. While optional, a number of respondents provided valuable feedback that helps to shed light on how the Guide and the wider initiative have been received.

Key themes emerging from these comments include:

- **Strong appreciation and endorsement of the Guide**, which was described as “useful,” “accessible,” and “an excellent opportunity.”
- **A desire for richer multimedia resources**, such as instructional videos (ideally in local languages), and demonstrations by high-profile players or coaches.
- **The need for material and equipment support**, with several respondents highlighting resource limitations in schools and clubs.
- **Requests for more seminar and workshop opportunities**, especially to support less experienced teachers and coaches.
- **Suggestions for enhanced promotion and school outreach**, including Volleyball demonstrations and broader use of programmes like “Fundamental Volley” in primary schools.
- **A call for continued development and follow-up**, encouraging the CEV to maintain momentum and remain engaged as a long-term partner in the development of grassroots Volleyball.

These reflections represent the perspectives of individual respondents and should be considered carefully. While they do not necessarily reflect the official views of the authors or the project or all respondents, they offer valuable insights into perceived opportunities for further improvement and engagement.



## XI- CONCLUSION AND RECOMMENDATIONS

### 1) Recap of the main findings from the evaluation process

#### GENERAL OVERVIEW AND SURVEY SAMPLE

- A total of 501 eligible responses were collected from 34 countries, across three language versions: English (243), Romanian (236), and German (22).
- Responses were 59% fully completed, with the remainder partially completed but included in the analysis for their valuable input.
- A notably high number of responses came from Romania (258 responses, 51.5%). To ensure robustness, a comparative analysis excluding Romanian responses was conducted, confirming that key trends and conclusions remained consistent. As a result, the full dataset was retained for analysis and reporting.

#### SECTION 1 – PROFILE OF RESPONDENTS AND AWARENESS OF THE GUIDE

- Respondents were experienced (47.5% with over 15 years of experience), with a balanced representation of teachers, coaches, and those in dual roles.
- 52.7% had already used the Guide, most commonly with children aged 12–14.
- National Federations were the main source of information about the Guide (45%).

#### SECTION 2 – OVERALL PERCEPTIONS OF THE GUIDE

- The Guide received a very positive overall rating (average of 4.35/5), even among non-users.
- Its modular structure, progressive approach, and adaptability to various skill levels were praised as key strengths.
- Challenges most commonly mentioned included a lack of equipment (22.5%) and managing groups with mixed ability levels.
- Confidence in using the Guide was high, with 83.3% of respondents feeling confident or very confident.

#### SECTION 3 – PERCEIVED IMPACT

- The Guide was seen as effective in developing both technical skills (such as passing, serving, and ball control) and personal abilities (teamwork, coordination, communication).
- 83.8% agreed the Guide increases children's motivation to continue Volleyball outside of school.
- 77.2% had observed at least one child transition from school to a club since using the methodology.

#### SECTION 4 – USE WITH CHILDREN WITH SPECIAL NEEDS

- 22.9% of respondents had used the Guide with children with special needs, mainly for learning and physical disabilities.
- Perceived relevance for this audience was positive overall (average rating 4.01/5), and even higher among those with practical experience using it in this context.

- Suggestions focused on adaptations, inclusive visual materials, and tailored content.

## SECTION 5 – AREAS FOR IMPROVEMENT

- Only 13% identified areas for improvement, indicating a generally high level of satisfaction.
- Suggestions included: more video resources, a playful Mini-Volleyball manual, additional exercises, and enhanced training support.

## SECTION 6 – FUTURE USE AND INTEREST

- 85.1% of respondents are likely to recommend the Guide to others.
- 82.3% intend to continue using it in their sessions.
- A majority (52.3%) support the idea of a formal coaching licence, with an additional 27.9% being conditionally supportive.

## SECTION 7 – FINAL CONFIDENTIAL COMMENTS FROM RESPONDENTS

- Strong appreciation of the Guide and the project overall.
- Requests for videos and DVDs (in local languages) to support implementation.
- Suggestions for equipment support in under-resourced schools.
- Desire for more frequent training opportunities.
- Encouragement to promote Volleyball more widely in schools.
- A clear message to maintain and expand the project in the future.

## 2) General Conclusion

The results of the online evaluation process confirm that the New Guide for Teachers and Coaches is a relevant, well-received, and impactful methodology for introducing Volleyball to children aged 6 to 14 years. It is regarded not only as a practical and well-structured resource, but also as a powerful tool to support teaching and coaching in diverse school and sport contexts.

The Guide is perceived to have a strong positive impact on the development of children's technical skills, including hand-eye coordination, agility, and basic Volleyball techniques. In parallel, it also supports the development of key personal abilities, such as communication, teamwork, and self-confidence, essential competencies for children's broader growth and engagement in sport.

Importantly, the findings also underline the relevance and potential of the Guide in inclusive settings. While usage among children with special needs remains limited so far, the methodology has been rated as suitable and adaptable by respondents with direct experience. Suggestions for further enhancing inclusivity, such as differentiated instruction, visual resources, and adapted exercises, provide useful pathways for improvement and broader applicability.

Another key takeaway is the strong support for the Guide as a pathway to sustained Volleyball participation, with many teachers and coaches observing transitions of children from school-based activities to club environments. Respondents also expressed high levels of confidence in using the Guide and a clear willingness to recommend and continue applying it in their professional practice.

Finally, there is notable interest in the idea of a formal coaching licence for those working with children, as a way to reinforce professional recognition and encourage continued engagement with the methodology. This feedback reinforces the importance of continued support, promotion, and structured opportunities for professional development.

Taken together, these findings highlight not only the success and relevance of the PVGW2.0 Guide, but also the opportunities to consolidate its impact through enhanced materials, inclusive practices, and deeper integration within coaching education pathways.

### 3) Recommendations from the evaluator

The results of this wide evaluation clearly confirm that the *New Guide for Teachers and Coaches* is a relevant, well-designed, and impactful methodology to introduce Volleyball to children aged 6 to 14 years old. There is significant momentum and goodwill among coaches and teachers (the users), which provides a solid foundation for future dissemination, continuous improvement, and long-term sustainability of the initiative.

The strong support expressed by teachers and coaches, combined with practical suggestions gathered from the field, offers a clear path forward to keep the good work going and further consolidate the Guide as a key educational tool across Europe and beyond.

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#### RECOMMENDATION 1:

##### Increase awareness and visibility of existing video materials related to the Guide

While CEV has already produced a valuable collection of educational videos to support the Guide, it is clear that many respondents are not aware of their existence or were not able to find them on CEV Campus. Several requests for video support were received, suggesting a lack of visibility and access to these materials.

- There is a need to improve the promotion and accessibility of existing videos, both on the CEV website / CEV Campus and through direct communication with users.
- Consider embedding QR codes or direct links in the Guide itself to guide users towards the video library.
- Dissemination of videos could be enhanced through email campaigns, webinars, and social media platforms — especially in local languages and to the targeted users.

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#### RECOMMENDATION 2:

##### Expand inclusivity of the Guide through dedicated adaptations

Respondents with direct experience working with children with special needs confirmed the Guide's practical relevance and adaptability for inclusive Volleyball lessons. However, several areas for improvement were also identified to enhance its accessibility and clarity for this target group.

Importantly, 11.4% of respondents indicated they were unaware that the Guide includes content that can be used to deliver sessions to children with special needs.

This signals a clear need for improved communication and visibility around the inclusive potential of the Guide.

To better support inclusive practice, recommendations can be to:

- Develop a supplementary section or annex within the Guide offering clear tips and modifications for preparing and delivering inclusive Volleyball sessions with children with special needs (e.g., simplified instructions, alternative equipment).
- Enhance visual representation in the Guide and video material by including illustrations or examples that feature children with a range of abilities and needs, reinforcing the message that Volleyball is for everyone.
- Promote an "inclusion toolkit" by encouraging coaches and teachers who have already implemented the Guide with children with special needs to share their adapted exercises and practical advice.
- Ensure more visible references to inclusive content in the Guide's structure and accompanying materials, possibly with a dedicated icon or section marker.

By both adapting the content further and increasing awareness of existing inclusive elements, the Guide can continue to evolve as a powerful tool to promote accessibility and diversity in grassroots Volleyball.

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### RECOMMENDATION 3:

#### Offer structured and scalable training opportunities

The findings of the survey show a clear correlation between having participated in training seminars / workshop and feeling more confident and motivated to use the Guide.

- CEV should continue to support national federations in organising in-person and online training sessions targeting teachers and Volleyball coaches.
- A Train-the-Trainer model could help scale up this effort across countries.

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### RECOMMENDATION 4:

#### Strengthen school–club partnerships to support transitions of children

Several respondents observed that the Guide has already helped bridge the gap between schools and clubs, encouraging children to continue Volleyball outside of school. This trend can be reinforced.

- Include a short guidance note or toolkit for initiating collaboration between schools and local Volleyball clubs.
- strengthen and systematise the promotion of simple but effective initiatives such as joint open sessions, Volleyball festivals, or school-club matches to foster transition opportunities.

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### RECOMMENDATION 5:

#### Explore the creation of a Formal Coaching Licence

The overwhelming interest shown by respondents in a formal recognition system indicates a timely opportunity.

- CEV may explore the feasibility of creating a coaching licence or certification, tailored for school and grassroots-level delivery coaches and teachers.
- This recognition should remain motivational and accessible, especially for teachers without a traditional coaching background.

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#### **RECOMMENDATION 6:**

##### **Continue to collect feedback and engage the user community**

Respondents clearly value the Guide and are eager to contribute further to its development.

- Create a dedicated online platform or community for Guide users to exchange experiences, ask questions, and share resources.
- Implement regular feedback loops (e.g. short annual surveys or feedback boxes embedded in digital versions of the Guide).

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#### **RECOMMENDATION 7:**

##### **Translate the Guide into more languages to reduce access barriers**

At present, the Guide is only available in English. Yet, many respondents expressed the need for translated versions to ensure easier understanding and wider adoption.

- Prioritise translation into key European languages based on demand and usage data.
- Collaborate with national federations or partners to ensure high-quality and context-appropriate translations.
- Consider also subtitling existing videos in multiple languages to reinforce accessibility.

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#### **RECOMMENDATION 8:**

##### **Plan for regular updates and continuous evolution of the Guide**

As a living educational tool, the Guide should remain adaptable and relevant over time.

- Establish a clear update and review cycle, possibly every 2–3 years, incorporating feedback from end users.
- Include a version number in the Guide to signal improvements and keep users informed.

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#### **RECOMMENDATION 9:**

##### **Promote success stories and engage children's voices**

Stories from real users, and from the children themselves, can be powerful tools to promote the Guide.

- Gather and showcase case studies and testimonials from teachers, coaches, and children.
- Where feasible, consider short interviews or quotes from children about their Volleyball experience before and after using the Guide based sessions.

## RECOMMENDATION 10:

### Clarify the distinction between the PVGW Training Handbook and the PVGW2.0 Guide

With both the *Training Handbook* (developed through the original PVGW project) and the *New Guide for Teachers and Coaches* (developed under PVGW2.0) positioned as innovative methodologies to introduce Volleyball to children, there is a significant risk of confusion among users and stakeholders.

Several factors contribute to this challenge:

- > Both resources target a similar audience (coaches and teachers) and aim to support the delivery of Volleyball sessions to children.
- > The visual identity of both documents is very similar, including layout, design style, use of the mascot, and even the cover.
- > The *Training Handbook* is aimed at children aged 8–12, whereas the *New Guide* is designed for a broader age range of 6–14, using a more flexible and modular approach.

This overlap has the potential to create uncertainty for teachers and coaches, who may be unsure which resource to use, or may not realise that two distinct methodologies exist.

It is therefore recommended that CEV:

- Clearly distinguish the two resources on all communication platforms, especially on CEV Campus, by including brief explanatory notes, age range indications, and purpose-specific icons or colour schemes.
- Consider creating a comparison summary or guidance note that explains the differences and use cases for each document, helping users quickly understand which material best suits their needs.
- Ensure consistent messaging in all promotional and training materials to avoid misunderstandings at national and local levels.

Clarifying this distinction will improve usability, strengthen the professional identity of each tool, and support more effective uptake and implementation by coaches and educators across Europe.

### 4) Final words of appreciation

EOSE would like to warmly thank CEV and all partners of PVGW2.0 for their strong support in making the evaluation process possible, and for the effective dissemination of the online questionnaire to Volleyball coaches and PE teachers.

Special thanks go to all respondents who took the time to share their opinions, suggestions, and encouragement to improve the content and future delivery of the Guide.

Their contributions have provided valuable insights and a clear direction for next steps, confirming that the Guide is not only a technical tool, but a powerful enabler of inclusion, participation, development and passion for Volleyball among children across Europe and beyond.





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