



LLL SPORT

*Actions towards the Lifelong Learning Strategy
for the Sport and Active Leisure sector*

LLL SPORT EUROPEAN REPORT
March 2011

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TABLE OF CONTENTS

FOREWORD	- 4 -
ACKNOWLEDGEMENTS	- 5 -
EXECUTIVE SUMMARY.....	- 6 -
INTRODUCTION	- 8 -
BACKGROUND/ROLE OF THE EUROPEAN OBSERVATOIRE OF SPORT & EMPLOYMENT (EOSE)	- 9 -
CHAPTER 1 - THE SPORT & ACTIVE LEISURE SECTOR IN EUROPE: REALITIES AND CHALLENGES.....	- 10 -
THE CONTRIBUTION AND POTENTIAL OF SPORT AND ACTIVE LEISURE.....	- 10 -
VET CHALLENGES IN SPORT AND ACTIVE LEISURE IN EUROPE.....	- 10 -
DEFINING THE SECTOR	- 11 -
THE SECTOR APPROACH	- 11 -
THE NEED FOR RECOGNITION	- 11 -
CHAPTER 2 - SPORT AND VET INITIATIVES IN THE EUROPEAN UNION	- 13 -
THE IMPORTANCE OF LINKING TO EU INITIATIVES	- 13 -
SPORT POLICY IN THE EU	- 13 -
EU VET INITIATIVES.....	- 14 -
FURTHER DEVELOPMENTS AT EU LEVEL	- 15 -
THE RESPONSE OF THE SPORT AND ACTIVE LEISURE SECTOR	- 15 -
CHAPTER 3 - THE LIFELONG LEARNING STRATEGY FOR THE SPORT & ACTIVE LEISURE SECTOR.....	- 16 -
BACKGROUND TO THE STRATEGY	- 16 -
RATIONALE FOR THE STRATEGY	- 16 -
DESCRIBING THE SEVEN STEPS.....	- 17 -
STEP 1: DEFINE THE SECTOR	- 17 -
STEP 2: OCCUPATIONAL MAP	- 17 -
STEP 3: OCCUPATIONAL DESCRIPTION	- 18 -
STEP 4: FUNCTIONAL MAP	- 18 -
STEP 5: WORK BASED COMPETENCE FRAMEWORK	- 18 -
STEP 6: LEARNING OUTCOMES FRAMEWORK	- 18 -
STEP 7: QUALITY ASSURANCE PROCESS.....	- 19 -
CHAPTER 4 - PREVIOUS ACTIVITIES TO DEVELOP AND IMPLEMENT THE LLL SPORT STRATEGY	- 20 -
THE ROLE OF EOSE	- 20 -
PREVIOUS PROJECTS	- 20 -
ROLL OUT OF THE STRATEGY TO OTHER SECTORS.....	- 21 -
CHAPTER 5 - THE LLL SPORT PROJECT: "Actions towards the Lifelong Learning Strategy for Sport"	- 22 -
BACKGROUND TO THE PROJECT.....	- 22 -
AIMS OF THE PROJECT.....	- 22 -
PROJECT APPROACH.....	- 22 -
BENEFITS TO THE SECTOR	- 22 -
CHAPTER 6 - THE ROLE OF THE NATIONAL AMBASSADORS	- 23 -

CHAPTER 7 - ENGAGEMENT AND INTERACTION WITH NATIONAL STAKEHOLDERS.....	- 25 -
MAPS OF STAKEHOLDERS.....	- 25 -
ANALYSIS OF NATIONAL ACTIVITY REPORTS	- 25 -
CHAPTER 8 – NATIONAL EDUCATION AND SPORT SYSTEMS	- 28 -
PURPOSE OF THE NATIONAL DETAILED REPORTS	- 28 -
NATIONAL GENERAL CONTEXT.....	- 28 -
NATIONAL SPORT SYSTEMS.....	- 28 -
NATIONAL EDUCATION AND TRAINING SYSTEMS.....	- 28 -
CHAPTER 9 - SPORT AND ACTIVE LEISURE EDUCATION AND TRAINING SYSTEMS	- 30 -
INTRODUCTION	- 30 -
KEY THEMES	- 30 -
CHAPTER 10 – NATIONAL QUALIFICATIONS FRAMEWORKS AND REFERENCE TO EQF	- 31 -
IMPLEMENTATION OF NATIONAL QUALIFICATIONS FRAMEWORKS	- 31 -
REFERENCING TO EQF	- 31 -
LINKING EDUCATION TO NEEDS OF THE LABOUR MARKET	- 32 -
PLACE OF SPORT AND ACTIVE LEISURE – SECTOR QUALIFICATIONS FRAMEWORK.....	- 32 -
CHAPTER 11 – IMPLEMENTING THE LLL SPORT STRATEGY	- 33 -
BASELINE POSITION ON THE LLL STRATEGY	- 33 -
CURRENT CHALLENGES AND BARRIERS IN THE IMPLEMENTATION OF LLL STRATEGY	- 33 -
CHAPTER 12 – NEXT STEPS AND FUTURE PERSPECTIVES FOR VET IN SPORT AND ACTIVE LEISURE.....	- 35 -
NEXT STEPS AT THE NATIONAL LEVEL	- 35 -
NEXT STEPS AT THE EUROPEAN LEVEL.....	- 35 -
POTENTIAL FOR FUTURE WORK	- 36 -
EUROPEAN SECTOR SKILLS COUNCILS.....	- 36 -
CHAPTER 13 – AN EXTERNAL VIEW OF THE LLL SPORT PROJECT FROM A RECOGNISED EXPERT.....	- 37 -
CONCLUSION	- 39 -
SUPPORTING STATEMENTS FROM THE NATIONAL AMBASSADORS.....	- 40 -

Figures:

Figure 1: The Sport and Active Leisure Sector and its potential (EOSE, 2010).....	- 10 -
Figure 2: The Lifelong Learning Strategy for the Sport and Active Leisure Sector (EOSE, 2009).....	- 17 -
Figure 3: Referencing of the Qualifications and Credit Framework in the UK to EQF.....	- 31 -

Annexes:

Annex 1 – National Ambassador Activities.....	- 42 -
Annex 2 – Main Areas described in National Detailed Reports	- 47 -

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www.eose.org

FOREWORD



Sport is fun, sport is healthy, sport already plays a positive role in the lives of millions of Europeans. Around sport has emerged a growing but immature industry which has the potential to unlock even greater benefits to nations and individual citizens; benefits in terms of health, society, the economy and jobs. The challenge is to build an industry with a workforce that can deliver this potential, bringing increased health and wealth across Europe. We need to take a new look at the people and the skills that are needed to achieve this, and this report provides that opportunity.

Through the Lisbon Treaty a formal EU competence on sport has provided sport with a voice at the European level. In the field of education the new European VET initiatives such as EQF challenge all sectors to become more organised and ensure vocational education is fit for purpose and aids employability and mobility. It is my view that the Sport and Active Leisure sector can only reach its potential when there is active partnership between the areas of education and employment.

The EOSE Lifelong Learning Strategy was developed to enhance this partnership and to bring together all stakeholders to facilitate the changes the sector needs to be successful in taking its place as a sector of significance at European level. We believe this European stimulus can help member states take this journey at a national level and that the LLL sport project has laid the foundations for the implementation of this strategy at the national level.

The outcomes of this project show that there is a real appetite in all parts of the sector to work together to deliver a qualified and competent workforce. EOSE is fortunate to have in place a network of national observatoires of sport and employment and the National Ambassadors for this project were drawn from that network. I would like to pay tribute and convey my personal thanks to the National Ambassadors who achieved so much in this project to work towards the implementation of the Lifelong Learning Strategy. To bring together so many stakeholders at the national level in such a short period of time was a significant achievement.

We hope the work completed through the project will also contribute to strengthening the development of the Education and Training Framework, the ratified Lisbon Treaty and the EU White Paper for Sport. EOSE and its members and partners are pleased to play a key role in these developments.

We know that the project has stimulated debate about these key workforce issues in many countries and we realise this is only the beginning of more formal structures being put in place to support education and employment. The Sector now has an obligation to utilise the blueprint for success provided through the project and ensure that the outcomes produced are converted into a tangible legacy at a national level to produce workforce the sector deserves and which will ensure the sector can deliver its potential in the coming years.



Stephen Studd
European Observatoire of Sport and Employment (EOSE)
President

ACKNOWLEDGEMENTS

EOSE would like to take this opportunity to sincerely thank the National Ambassadors, part of the membership of the organisation, who assisted in the successful completion of the LLL Sport Project. The dedication and commitment of the ambassadors during this one year project ensured a high level of engagement with key stakeholders in each country. This engagement lays the foundations for future actions in respect of the further development and implementation of the Lifelong Learning Strategy for the Sport and Active Leisure sector.

The project could not have been completed without their hard work and energy and EOSE is extremely grateful. Information about the project and final products can be found on www.eose.eu/blog.

The 9 National Ambassadors involved in the LLL Sport project:



CMOS - *Chaire Olympique Henri de Baillet Latour & Jacques Rogge Management des Organisations Sportives (Belgium)*
Mathieu Winand and Thierry Zintz



CAFEMAS - *Centre d'Analyse des Formations, de l'Emploi et des Métiers de l'Animation et du Sport (France)*
Jean-Louis Gouju



Semmelweis University - *Faculty of PE and Sports Sciences (Hungary)*
Judit Farkas



CONI/OPOS - *Italian Observatoire of Sport Employment (Italy)*
Simone Digennaro and Angelo Altieri



LAPE - *Lithuanian Academy of Physical Education (Lithuania)*
Vilma Cingiene



KMS - *Malta Sport Council (Malta)*
Gino Schiavone and Joseph Cassar



IDP - *Sport Institute of Portugal (Portugal)*
Cristina Almeida



Ministry of Education, Science and Sport (Slovenia)
Zoran Verovnik



SkillsActive (United Kingdom)
Ben Gittus and Ben O'Rourke

Special thanks is also given to the several external experts who contributed to the quality of the project, the European Commission (DG EAC) for the opportunity given to run such an ambitious and crucial project for the Sport and Active Leisure sector, and also to Dr James Calleja the external evaluator of the LLL Sport project for his contribution to the work and reflection of future steps and guidelines for further implementation of such an innovative strategy across Europe.



Aurélien Favre
EOSE Executive Director



Matthias Guett
EOSE Research Manager

EXECUTIVE SUMMARY

Between March 2010 and March 2011 the European Observatoire of Sport and Employment (EOSE)¹ conducted a project titled **“Actions towards the Lifelong Learning Strategy for Sport and Active Leisure: LLL SPORT”**² in conjunction with National Ambassadors from nine European countries.

EOSE acts at the European level with the goal to serve as a source of knowledge and a strategic facilitator to support the development of the Sport and Active Leisure sector.

This executive summary of the final European Report outlines the activities and successes within the project, the realities and challenges of the sector, and discusses future perspectives for the further implementation of the EOSE Lifelong Learning Sport Strategy (LLL Sport Strategy) and the development of the Sport and Active Leisure sector.

The LLL Sport project aimed to bring together stakeholders at the national level to put in place structures which can ensure a well qualified workforce ready to meet the challenges the sector faces and allow the sector to contribute to wider agendas including health, education, social inclusion and economic development.

The LLL Sport project had the main goal to raise awareness of the innovative LLL Sport Strategy and commitment to it through positive engagement and partnership with stakeholders from the fields of sport and education at the national (and sub-national) level. The LLL Sport Strategy was developed specifically to support the sector with Vocational Education and Training (VET) related issues and is fully in line with European policy developments in both sport, such as the White Paper on Sport³, and European VET initiatives such as the European Qualification Framework (EQF)⁴. The LLL Sport Strategy is based around defining the sector and its occupations, a work based competence framework, learning outcomes framework and quality assurance process.

The project utilised an innovative approach of awareness-raising and dissemination through the engagement of “National Ambassadors” from the membership of EOSE in nine European countries. The role of the ambassadors was to provide quality dissemination activities at the national and sub-national level and to report on, and ultimately influence, national VET structures in sport and the level of interaction with EQF and the LLL Sport Strategy.

The main actors in the sport and education fields include Ministries, national qualifications authorities, sports federations and other organisations in the sport movement, universities, technical colleges and training providers. Awareness was raised about the LLL Sport Strategy with all of these stakeholders using common material provided by EOSE. Within the specific example of Malta, activities included meetings with the Education Ministry, Malta Qualifications Council, European Commission representatives, and different education institutions, publishing an article in a Sunday Newspaper, and a final seminar for sports associations attended by an EOSE representative.

Through examination of the national education and training in sport systems, a pattern emerged showing that sports education is offered through three main types of providers: National Sports Federations; Vocational or technical colleges and providers; and Higher Education Institutions. From this it can be concluded that Sport and Active Leisure as a sector is well served across Europe by a very wide range of education providers and types of education spreading right across the spheres of vocational and academic provision from short vocational courses to Masters and Doctorate level. Some of the difference in sport education systems highlighted by the reports included the influence of sports law, level of engagement of social partners and regulation of sports professions.

The level of implementation of a national qualifications framework varied between countries. The ambassadors report that sport qualifications are starting to be placed on national frameworks in some

¹ See <http://www.eose.org>

² See <http://www.eose.eu/blog>

³ See http://ec.europa.eu/sport/white-paper/index_en.htm

⁴ See http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

countries and this is beneficial to the professionalism and advancement of the sector. There is a vast amount of work to be done to implement Sport and Active Leisure in both national qualifications frameworks and the EQF across countries in Europe. If this can be achieved, the impact on the sector will be significant in terms of an improved workforce, career routes and achieving the potential of the sector.

It is clear that the baseline position on the implementation of the LLL Sport Strategy (7 Step Model) is at very different stages in different countries. The United Kingdom for example is in the position where the seven steps within the LLL Sport Strategy have been part of the national vocational education and training system for the past 10 – 15 years. Other countries may only have some of the steps in place and are at the start of the process to develop the others; Lithuania for example is at the start of the process to develop sector competences in different sectors (occupational standards). In both Lithuania and Hungary the ambassadors commented that the time is right for the introduction of the Strategy and it has come at the same time that stakeholders were developing methodologies to achieve the same aims.

However, despite this positive level of interest and engagement with the project and the LLL Sport Strategy across Europe there are still considerable challenges and barriers to overcome before the Strategy is fully embedded at European and national levels. These challenges include the time and human resources necessary, proper engagement of employers, complexity of the national systems, lack of specific national policies and shortage of funding to implement the strategy.

Further action to implement the LLL Sport Strategy is both necessary for the Sport and Active Leisure sector in Europe and also fits perfectly with European VET policy initiatives. It is encouraging to consider the initiative “New Skills for New Jobs”⁵ highlighting 4 main areas of focus: better functioning of EU labour markets; right skills for right jobs; improving the quality of work and working conditions; creating jobs. This is precisely what the LLL Sport Strategy is trying to achieve. A continued commitment to developing a mobile workforce through a transparent VET system is of great importance to Sport.

Further dissemination and exploitation of the LLL Sport Strategy is planned on a European, national and regional basis. There is now the potential for Sector Skills Councils at the EU level, and the Sport and Active Leisure sector is monitoring this situation for the possibility of working towards this aim.

It is clear from the project that a momentum is building around the implementation of EQF and lifelong learning strategies in Sport and Active Leisure. Through their work with stakeholders all ambassadors reported a desire to keep up this momentum with further sustained activity, possibly through future funding or project work. At the European level structures will continue to be formalised in support of the Lisbon Treaty, the White Paper on Sport and the Education and Training 2020 Work Programme⁶.

Sport and Active Leisure is a people-facing, service-based industry. The aim of the Lifelong Learning Strategy for Sport and the LLL Sport project was to disseminate the Strategy in order to produce a qualified and competent workforce within that industry. The impact of developing the workforce will allow the sector to become recognised at the European and national level. Furthermore, this recognition will allow the sector to positively impact on the lives of millions of Europeans and bring social, health and economic benefits to the whole of Europe.

⁵ See <http://ec.europa.eu/social/main.jsp?catId=568>

⁶ See http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

INTRODUCTION

The full title of the project described in this report is “Actions towards the Lifelong Learning Strategy for Sport and Active Leisure: LLL SPORT”. For the purposes of this report this is shortened to LLL Sport. The project was funded within the European Lifelong Learning Programme, specifically under the Call KA1 ECETA: Support for EU cooperation in Education & Training, Part A - Raising national awareness of lifelong learning strategies and of European cooperation in education and training.

The project timeline was from March 2010 to March 2011 and focused on nine European countries (Belgium, France, Hungary, Italy, Lithuania, Malta, Portugal, Slovenia and the UK).

The aims of the project included the dissemination of the Lifelong Learning Strategy for Sport and Active Leisure⁷ at the national level and introducing change to national sport education structures in line with European initiatives in Vocational Education and Training (VET) such as the European Qualifications Framework (EQF)⁸.

This LLL Sport European report is designed to provide an overview of the activities which took place within the project, some analysis of national sport and education systems and suggestions for future perspectives, sustainability and continuation of the work. The report achieves this aim and at the same time attempts to place the project within a chronological and conceptual narrative of the development of the LLL Sport Strategy linked to EU policy, previous actions with regard to its implementation and its benefits and impact on the sector.

This report has drawn significantly from the national reports produced by the National Ambassadors from each of the nine countries⁹ within the project who are experts in the field. It is the reason why the report should be read together with the National Activity Reports and National Detailed Reports produced by the ambassadors which contain far more detailed nation specific detail and analysis than is found in this report¹⁰.

The report’s objective is to provide the reader and especially the EU and European and national stakeholders with responsibility in the sport and education system with an overview of actions which have taken place to implement a lifelong learning strategy in Sport and Active Leisure.

Analysis and conclusions drawn in the report can also be used in the determination of future policy at EU and national level in the implementation of lifelong learning strategies.

⁷ Please note that for the purpose of the brochure “Lifelong Learning Strategy for Sport and Active Leisure” is shortened to “LLL Sport Strategy”

⁸ European Qualification Framework (EQF) - 2008 - see http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

⁹ Ambassadors from Belgium, France, Hungary, Italy, Lithuania, Malta, Portugal, Slovenia and the United Kingdom (see Acknowledgements)

¹⁰ Activity reports and detailed reports from the 9 Member States can be found on the website of the LLL Sport project <http://www.eose.eu/blog/>

BACKGROUND AND ROLE OF THE EUROPEAN OBSERVATOIRE OF SPORT & EMPLOYMENT (EOSE)

In 2002, the European Observatoire of Sport and Employment¹¹ (EOSE) registered in France as a not for profit association and its network is now composed of regional and national observatories, collaborators and members from each country of the European Union. The scope of EOSE is understood to cover the entire Sport and Active Leisure sector.

EOSE acts at the European level with the goal to serve as a source of knowledge and a strategic facilitator to support the development of Sport and Active Leisure including employment, sports systems, developing standards, competence, qualifications and Vocational Education and Training (VET).

The main objective of EOSE is to monitor and promote a dialogue and a strong link between employment, education and training at the regional, national and European level between all key stakeholders of the Sport and Active Leisure sector.

EOSE activity responds to the fact that it is becoming more and more important for the sport policy makers, the sport industry and the training providers of each European country to have a better understanding of the real needs of the labour market and also changes affecting that market.

Through the LLL Sport project EOSE acted as the mono-beneficiary applicant organisation and so was responsible for the entire management and running of the work plan and production of the final outcomes and deliverables.

The role of National Ambassadors was taken by 9 different members of the organisation specialised in the field of education and training and as highlighted earlier this project could not have been completed without their hard work and energy during these 13 months of activity.

¹¹ Further information on the European Observatoire of Sport and Employment available on <http://www.eose.org>

CHAPTER 1 - THE SPORT AND ACTIVE LEISURE SECTOR IN EUROPE: REALITIES AND CHALLENGES

THE CONTRIBUTION AND POTENTIAL OF SPORT AND ACTIVE LEISURE

Sport and Active Leisure is a people-facing sector, where the engagement of others, whether this is at the grass roots or high performance end of the spectrum, is paramount to its success. Sport is ingrained across all communities, affecting a large percentage of the population, and is used to address wider EU and Government agendas including health, social inclusion, regeneration and education. If the sector is to meet these challenges and impact positively on these wider agendas, it is imperative that those working or volunteering in sport are equipped with the necessary skills through fit for purpose qualifications.

The sector is growing fast across the European Union and employers are often seeking well trained employees able to match the requirements of more demanding customers and participants. Overall, there is a gap between the competencies required by sport employers and the learning outcomes acquired by employees through training.

As the European Union continues to expand, the Commission has emphasised the need to increase the mobility of workers. Movement of labour is seen to a large extent in the Sport and Active Leisure sector. Acknowledgement of the importance of a competent and qualified workforce (paid/unpaid) is crucial to aid a mobile workforce.

The diagram below illustrates the contribution sport makes to society and it is clear to see that Education and Training plays a major role in this development. Whether we are talking about elite level sport, delivering fitness activities or using sport to engage disadvantaged groups, the skills of those working in the sector are a central feature if sport is to fulfil its potential.

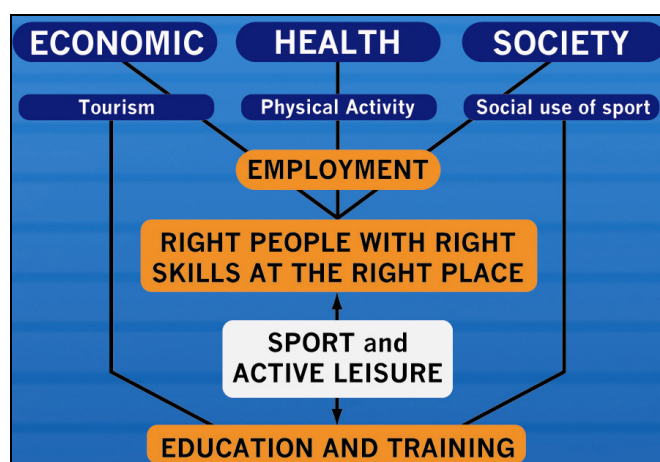


Figure 1: The Sport and Active Leisure sector and its potential (EOSE, 2009)

VET CHALLENGES IN SPORT AND ACTIVE LEISURE IN EUROPE

In analysing Vocational Education and Training (VET) in the European Union, it is possible not only to highlight the complexities that exist within the Sport and Active Leisure sector but also the main barriers and realities that need to be considered if the sector is to achieve its potential for positively affecting individuals and communities.

Although it is clear that effective education and training is crucial to the sector it has been found that courses and qualifications are often not regarded as relevant by employers and sport federations.

Furthermore, a clear career structure showing how to enter and progress through the sector is lacking in sport and needs to be put in place to attract people and give graduates the opportunity to find employment in the sector.

Also, sport training is often aimed at the needs of the volunteer of which there are many million in the sport sector so developing courses relevant and attractive to both paid and unpaid workers is a challenge to education providers.

Poor communication and co-operation between the different stakeholders of such a fragmented sector also provides a challenge to putting in place a coherent vocational education and training system.

Moreover, Sport training sits outside the national qualification structure in many countries and as European countries put better qualifications systems in place sport needs to respond to this to keep pace with other sectors. Overall Sport and Active Leisure needs to have a co-ordinated response to education and training if it is to fulfil its potential and develop a competent workforce.

From those challenges above, it is clear that the implementation of the LLL Sport Strategy will provide effective education frameworks and will develop a competent workforce with the relevant skills and knowledge required by the labour market.

DEFINING THE SECTOR

In analysing vocational education and training (VET) in 25 member states, the EOSE VOCASPORT Report (2004)¹² concluded that the sport sector can be defined as: *“The sports sector represents a group of varied activities and services ranging from organised competition within clubs as a means of training and education, to the events put on by professional sportspeople, leisure sporting pursuits practiced for pleasure or fitness purposes, and the use of sports to boost social integration of population groups in difficult circumstances.”*

THE SECTOR APPROACH

Traditionally in many sectors, including Sport and Active Leisure, there has been a fragmented or disjointed picture. It was rare for different parts of the sector and stakeholders to speak to each other. There was no coordinated voice of the sector to government and employers and the sport movement had very little contact with the world of education. Social dialogue between social partners (representative of employers and employees) is one way in which this issue is addressed in some parts of the European Union.

The sector approach is a way of bringing together all relevant stakeholders to discuss and drive forward key issues in a sector, particularly around employment, education and training. Stakeholders will include employers, social partners, governments, training providers, universities, federations and others in the sport movement.

In countries where the sector approach already exists there are often organisations known as sector skills councils whose role is to act as the facilitator to bring together all parts of the sector in a coordinated way.

The sector approach allows for the organisation of the sector at EU or national level. If the sector is organised it can more easily be recognised by governments or the EU and can therefore attract investment and funding opportunities. It is also through the Sector Approach that there can be a good response to challenges in vocational education and training such as the alignment to EQF. In the health and fitness sector for example there is work to develop a Sector Qualifications Framework in line with EQF.

In addition to official recognition and increased funding opportunities the benefits of the sector approach can include and provide elements to improve the mobility of workers, recognition of qualifications, a link between employment and training, transparent and flexible education system, and firm career pathways.

THE NEED FOR RECOGNITION

As the Sport and Active Leisure sector continues to grow and flourish, employers are constantly seeking a range of competent and qualified individuals, who are often difficult to find in the European labour market.

¹² VOCASPORT – “Vocational Education and Training related to Sports in Europe: situation, trends and perspectives” – European project led by a consortium composed EOSE, ENSSEE and EZUS Lyon and funded by the European Commission (DG Education and Culture). Final report available and downloadable on <http://www.eose.org/projects/completed-projects.html>

VET is practically non-existent or very limited in the sports sector in a number of countries and up to now there is a current lack of co-ordination at the European level, which clearly limits staff mobility, transparency and employment potential. The sector is now starting to organise itself at the European level to respond to the VET challenges.

There is a will on the part of the Sport and Active Leisure sector to support and coordinate the development and the implementation of an integrated methodology for vocational education and training across the whole sport sector and its sub-sectors.

Through the development of innovative tools and methodologies, the active engagement of stakeholders through the sector approach and the delivery of European projects and activities such as LLL Sport, the Sport and Active Leisure sector will meet the challenges it faces, deliver on its potential to society and become recognised as a sector of significance at the European and national level.

CHAPTER 2 - SPORT AND VET INITIATIVES IN THE EUROPEAN UNION

THE IMPORTANCE OF LINKING TO EU INITIATIVES

Recent European developments in education and training in sport have been informed by policy and initiatives at the European level in both sport and vocational education and training. Linking to EU directives and initiatives gives the sport sector legitimacy and has been instrumental in developing and implementing the Lifelong Learning Strategy promoted through the LLL Sport project.

Sport and Active Leisure is not a well defined or universally recognised sector, ensuring that all developments in the sector are in line with EU policy and initiatives increases the possibility for the sector to be taken seriously as an important and significant sector which is at the forefront of implementing VET initiatives at the EU level. Indeed it is hoped that more established sectors can learn lessons from the organised and effective methods of working together on VET issues shown in the Sport and Active Leisure sector.

SPORT POLICY IN THE EU

The EU uses the definition of sport established by the Council of Europe¹³ which encompasses "*all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels*" (Council of Europe 2001. *The European sports charter revised*. Brussels: Council of Europe).

This broad definition of sport is carried through to the definition of the Sport and Active Leisure sector which includes a wide range of activities from competitive and informal sport to activities in the outdoors and fitness industries.

Sport as a policy area has been developing at EU level over a number of years. Article 165 of the Lisbon Treaty¹⁴ for the first time accords the European Union a formal competence in the field of sport. The Treaty provides for the EU to support, coordinate and complement the efforts of Member States but does not allow it to adopt legislation specifically relating to sport. This is an important step forward for the sport sector

The Commission issued a White Paper on Sport in July 2007¹⁵ and this, along with its accompanying action plan, subsequently formed the basis of EU action. The White Paper examined sport's societal role, its economic dimension and its organisation. This has become the accepted structure for EU level activities and discussion among stakeholders and the EU institutions. The Commission has made clear that in many areas it considers the White Paper an appropriate basis for EU level activities. Preparatory actions, intended to prepare the ground for future EU actions, began in 2009.

The EU White Paper for Sport has presented a new opportunity for EOSE and the Sport and Active Leisure sector to continue the work undertaken insofar as this paper encourages and highlights the importance of main areas of interest which are Vocational Education and Training (VET), Social Dialogue and Health and Physical Activity.

In April 2010 the Commission initiated an EU-wide public consultation, which resulted in its Communication *Developing the European Dimension in Sport*¹⁶. Published in January 2011, in the course of this inquiry, it proposes actions until 2015. The communication identifies specific challenges to be addressed which include issues around sport's health enhancing, social and educational functions but also the challenge of inadequate systems to combine sport and education. EOSE and the LLL Sport Strategy specifically aim to meet this challenge.

¹³ See <http://www.coe.int>

¹⁴ Consolidated version of the Treaty - see <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:115:0047:0199:EN:PDF>

¹⁵ European White Paper on Sport (2007) – Available on http://ec.europa.eu/sport/white-paper/index_en.htm

¹⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on developing the European dimension in sport on http://ec.europa.eu/sport/news/doc/communication/communication_en.pdf

The Commission's Communication highlights a number of ways in which sport can contribute to the targets set out in the Europe 2020 Strategy¹⁷ stating *"sport has a strong potential to contribute to smart, sustainable and inclusive growth and new jobs through its positive effects on social inclusion, education and training, and public health"*.

EU VET INITIATIVES¹⁸

Faced with challenges such as intensified global competition, high numbers of low-skilled workers and an ageing population, vocational education and training (VET) is vital to prepare individuals for today's society and ensure Europe's future competitiveness and innovation. Actions to improve vocational education and training help to provide the skills, knowledge and competences needed in the labour market. As such, they are an essential part of the EU's "Education and Training 2020"¹⁹ work programme.

The European Commission acts together with EU Member States and other countries to strengthen VET across Europe. The "Copenhagen Process"²⁰ established in 2002, lays out the basis for co-operation in VET, with 33 European countries involved.

On 9 of June 2010, the European Commission presented a 10 year vision for the future of vocational education and training in the Communication²¹ *"A New Impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy"*.

In December 2010 participants of the Copenhagen Process met in Belgium to agree on common objectives in vocational training for 2011-2020 as well as to agree on an action plan for the first years with concrete measures at national level and support at European level.

There are a number of initiatives under development to enhance the transparency, recognition and quality of competences and qualifications, facilitating the mobility of learners and workers.

These include the European Qualifications Framework (EQF)²², the European Credit System for VET (ECVET)²³ and the European Quality Assurance Reference Framework for VET (EQAVET)²⁴.

★ **European Qualifications Framework (EQF)**

The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'²⁵. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8).

This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

¹⁷ More information on the Europe 2020 Strategy on http://ec.europa.eu/europe2020/index_en.htm

¹⁸ Several parts of the content of that specific section has been based or has been taken from the website of the European Commission Directorate-General for Education and Culture - http://ec.europa.eu/dgs/education_culture/index_en.htm

¹⁹ Strategic framework for EU cooperation in education and training - http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm

²⁰ The Copenhagen Process (2002) - http://ec.europa.eu/education/vocational-education/doc1143_en.htm

²¹ See http://ec.europa.eu/education/news/news2388_en.htm

²² European Qualification Framework (EQF) - 2008 - see http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

²³ European Credit system for Vocational Education and Training (ECVET) - http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

²⁴ European Quality Assurance Reference Framework (EQAVET) - http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm

²⁵ Definition from CEDEFOP Glossary "Terminology of European education and training policy" (2008) - Learning Outcome can be defined as the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

✦ **European Credit System for VET (ECVET)**

The European Credit system for Vocational Education and Training (ECVET) aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments. The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications. ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications.

By 2012, it should create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures. Each of the units is associated with a certain number of ECVET points developed on the basis of common standards: 60 ECVET points are allocated to the learning outcomes achieved in a year of full-time VET.

In ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another, or from one learning "pathway" to another. According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations.

✦ **European Quality Assurance Reference Framework for VET (EQAVET)**

The Member States and the European Commission are establishing a European Quality Assurance Reference Framework (EQAVET) to promote and monitor continuous improvement of national systems of vocational education and training (VET). EQAVET is a reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.

FURTHER DEVELOPMENTS AT EU LEVEL

On 16 December 2008²⁶ the European Commission presented proposals for better job matching and more effective ways to analyse and predict which skills will be needed in tomorrow's labour market. New Skills for New Jobs proposes a series of actions to match skills with vacancies, to organise skills assessments on a permanent basis, to pool the efforts of Member States and other international organisations, and to develop better information on future needs.

The New Skills for New Jobs initiative²⁷ sets out to:

- Promote better anticipation of future skills needs;
- Develop better matching between skills and labour market needs;
- Bridge the gap between the worlds of education and work;
- Practical measures of the initiative include the potential development of sector skills councils.

THE RESPONSE OF THE SPORT AND ACTIVE LEISURE SECTOR

In support of the Education and Training plan 2020, the ratified Lisbon Treaty, the New Skills for New Jobs initiative and the European White Paper for Sport, the activities regarding VET in the Sport and Active Leisure sector gives the possibility to contribute and introduce changes into national VET systems and practices by transferring and implementing the EU tools and methodologies. The transfer and implementation to the sector of the innovative tools which are EQF, ECVET and EQAVET will support the development and professionalisation of the sector.

²⁶ 16/12/2008 - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - New Skills for New Jobs - Anticipating and matching labour market and skills needs.

²⁷ More information about the "New Skills for New Jobs" initiative available on the website of the Directorate-General for Employment, Social Affairs and Inclusion - <http://ec.europa.eu/social/main.jsp?catId=568>

CHAPTER 3 – THE LIFELONG LEARNING STRATEGY FOR THE SPORT AND ACTIVE LEISURE SECTOR (7 STEP MODEL)

BACKGROUND TO THE STRATEGY

Chapter 1 describes both the economic and social potential of the Sport and Active Leisure sector and also the challenges it faces linked to education and employment which need to be overcome if it is to realise this potential.

The Sector Approach allows the sector to come together to meet these challenges. Through the EQF-Sport project²⁸ run by EOSE (2007/2008), a common Lifelong Learning Strategy (LLL Sport Strategy) has been developed for the whole Sport and Active Leisure sector.

The Strategy provides a clear methodology and set of tools for tackling all VET related issues within the sector. One of the key parts of the Strategy is the development of occupational standards which must be industry-led and the content specifies the standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively.

In other words, standards define the competences, skills & knowledge needed for the jobs of the sector.

The end objective is for those standards to be endorsed and implemented by the relevant national authorities into the Education and Training system to ensure a strong link between education and the labour market and the meeting of the needs of employers.

RATIONALE FOR THE STRATEGY

The 7 Step LLL Strategy for Sport has been developed at the EU level in order:

- To organise the Sport and Active Leisure sector in Europe in support of the elements of the European White Paper on Sport published by the European Commission in July 2007 especially related to Vocational Qualifications, EQF, EQARF and ECVET;
- To take the major opportunity created by the EQF to coordinate qualifications & training for VET and Higher Education in the sector;
- To promote a transparent and flexible education and training system with clear learning and career pathways and respond to the VET challenges;
- To ensure the development of a competent workforce with the right skills and competences in line with the expectation of the employers in the Sport and Active Leisure sector in Europe;
- To make easier the movement between education and employment and support the Lifelong Learning process;
- To develop mobility, transparency and mutual trust of qualifications, raise standards and facilitate the growth of business opportunities;
- To ensure there are qualifications and training that equip people to work in the Sport and Active Leisure sector because many jobs require specific technical knowledge and skills (e.g. health and safety is very important).

²⁸ EQF Sport - Implementing the European Qualification Framework in the Sport Sector (2007-2008) – European project led by EOSE and funded by the European Commission (DG Education and Culture). Further information available on <http://www.eose.org/projects/completed-projects.html>

DESCRIBING THE SEVEN STEPS OF THE LLL SPORT STRATEGY

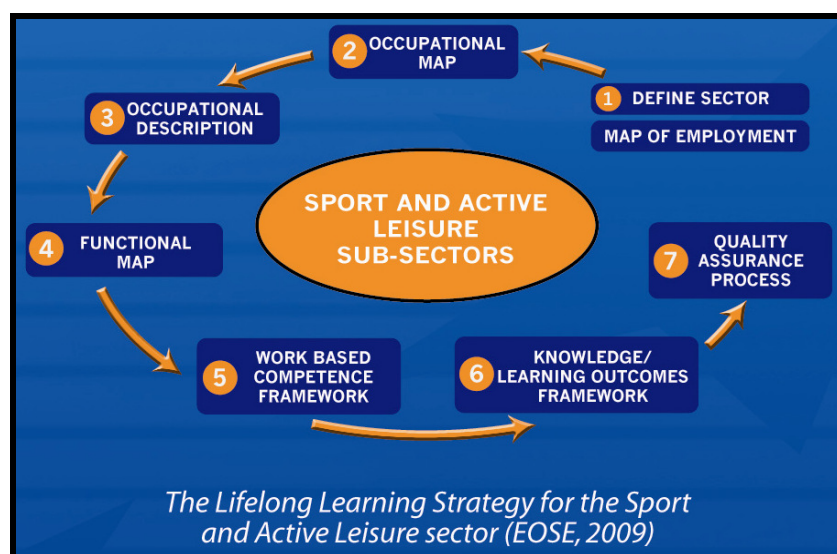


Figure 2: The Lifelong Learning Strategy for the Sport and Active Leisure sector (EOSE, 2009)

➔ STEP 1: DEFINE THE SECTOR

This first step consists of being able to define the sector which is being analysed. This could be the Sport and Active Leisure sector as a whole, sub-sectors such as fitness or the outdoors or individual sports such as the golf sector.

Step 1 can be carried out at the national or European level. In order to develop occupational standards and qualifications for the sector and develop the workforce it is necessary to understand the sector first. Often primary or secondary research is carried out in Step 1. The aim of Step 1 is to have an up-to-date overview of the main characteristics of the sector.

Education and training must have its basis in the realities of the sector. Adequate research is often missing from the stages required for quality vocational education and training and Step 1 addresses this. Researching and defining the sector informs and justifies the other Steps.

High quality research and Labour Market Intelligence (LMI) in the Sport and Active Leisure sector can highlight areas for future development in relation to workforce development.

➔ STEP 2: OCCUPATIONAL MAP

The Occupational Map is a natural progression from Step 1 and further refines the research in to the sector. Step 2 however narrows down the research and information which is presented to that which is relevant to employment and the labour market in the sector. The LLL Sport Strategy promotes the matching of education and training with the needs of the labour market.

An occupational map is essentially a report describing the main features and characteristics of an occupational sector. It provides a headline view of occupations in a sector in terms of the types of job roles that exist, workforce characteristics, identification of key occupational development trends and a review of currently available education and training, thus informing what opportunities exist to progress through a career in a specific occupation.

An Occupational Map contributes to the context and background for the development of Occupational Standards and VET strategies for an occupation or sector.

The occupational map should aim to provide a concise overview employment related issues in the sector.

➡ STEP 3: OCCUPATIONAL DESCRIPTION

Building on the occupational map developed in Step 2 the next step in the Strategy is to develop occupational descriptors. These are developed for the main occupations and job roles in the sector and are similar to sample job descriptions.

Occupational descriptors should relate to the key occupational profiles in the sector.

The approach of the Sport and Active Leisure Sector is to develop a simple document to identify the key tasks and attributes which relate to a specific occupation.

Tasks which are beyond the scope of the occupation are also sometimes separately identified. The EQF level of the occupation is often added to occupational descriptors.

➡ STEP 4: FUNCTIONAL MAP

The functional map is the method used to identify the required competences for a sector. The functional map is a graphic representation of results of functional analysis related to a particular sector of industry.

The map illustrates the necessary main functions in a sector related to the workplace environment. The methodology of functional analysis describes what people have to achieve in the workplace to be successful.

Functional maps may be developed with different initial levels:

- an occupational sector (e.g. Health and Fitness);
- a specific sport (e.g. Golf).

When we talk about 'functions', we mean the important activities carried out by people in a sector. Functions are not random activities. Functions must have a clear purpose and outcome that are valuable to an employer.

Once we know the functions people are expected to perform, it becomes easier to identify the standard they should achieve and the knowledge they need – in other words, the content of the Standards.

➡ STEP 5: WORK BASED COMPETENCE FRAMEWORK

The work based competence framework is made up of Occupational Standards which are units of competence which describe the skills and knowledge necessary to work in a sector or occupation.

The Occupational Standards are an extension of the functional map where each key function is simply broken down further to a level which describes what individuals in any occupation should be able to do, the standard they should achieve and the knowledge and understanding they need. The competence framework is the most disaggregated and detailed section drawn from the functional map.

A key point about the work based competence framework and the occupational standards it contains is that occupational standards describe what needs to be achieved in the workplace. They are specifically related to employment whether this is in a paid or voluntary capacity.

Occupational standards can be equated to measurable industry benchmarks in that they specify what workers must be able to do at different levels of qualification or job responsibility. They should relate to recognisable job roles within the industry.

➡ STEP 6: LEARNING OUTCOMES FRAMEWORK

The learning outcomes framework is the point in the strategy where we cross over from the area of employment to the area of education.

The learning outcomes framework describes the guidance from the sector to education and training providers and national qualifications authorities concerning the development of learning programmes which are needed for employment in the sector and which match the occupational standards.

Learning outcomes can be defined as the set of competence, skills and knowledge an individual acquires and/or is able to demonstrate after completion of a learning process (CEDEFOP, 2003). Learning outcomes are made up of a set of knowledge, skills and competence which constitute a part of a qualification.

It is important that qualifications and VET systems which are put in place in the Sport and Active Leisure sector adhere to European VET initiatives. The two VET initiatives to take account of in this section are the European Qualifications Framework (EQF) and European Credit System for VET (ECVET).

➡ STEP 7: QUALITY ASSURANCE PROCESS

Quality assurance can be defined as a process through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards (CEDEFOP 2008).

This process can be considered as crucial in order to ensure the efficient implementation of VET systems. It is directly related to the “verification” and “accreditation” of qualifications being delivered by training or education providers.

The monitoring of Quality Assurance is concerned with promoting confidence amongst employers, professionals, providers and the public that a programme of learning has met an agreed standard. It is particularly important that it can be proven, via a system of 3rd party verification, that providers and their qualifications are meeting the standards and expectations of the sector as defined in the occupational standards.

At the European level the Member States and the European Commission are establishing a European Quality Assurance Reference Framework (EQAVET) to promote and monitor continuous improvement of national systems of vocational education and training (VET).

Should you require any further information on the LLL Sport Strategy or on some of the Steps briefly presented in that section please feel free to download the Lifelong Learning Sport Strategy Brochure on www.eose.eu/blog, to visit our website www.eose.org or to contact directly the European Observatoire of Sport and Employment (EOSE) at eosesec@eose.org

CHAPTER 4 - PREVIOUS ACTIVITIES TO DEVELOP AND IMPLEMENT THE LIFELONG LEARNING SPORT STRATEGY

THE ROLE OF EOSE

Since 2002, the European Observatoire of Sport and Employment (EOSE) has been actively involved, as promoter or partner, in a range of European projects funded by different Directorates-Generals (DGs) of the European Commission. The focus of several of these projects has been workforce development and developing and implementing lifelong learning and VET strategies.

The work programme of EOSE and the main activities it undertakes contribute to the development and implementation of policy and actions in the field of education and training. The projects and other activities undertaken over the past nine years form a coherent progression of action in support of vocational training and qualifications developed and supported by social partners within the Sport and Active Leisure sector and endorsed by the relevant National Authorities.

PREVIOUS PROJECTS

★ **VOCASPORT (2004): VOCATIONAL EDUCATION AND TRAINING RELATED TO SPORTS IN EUROPE: SITUATION, TRENDS AND PERPECTIVES²⁹**

The VOCASPORT project focussed on the relation between vocational training and employment in sport across Europe. VOCASPORT provided an update on the size and state of the European labour market in Sport and Active Leisure and an initial analysis of the situation of VET in Sport and Active Leisure in Europe and at the national level in each EU member country. VOCASPORT provided the research base to act as a springboard for further projects and VET action in the Sport and Active Leisure sector.

★ **EQF SPORT (2008): IMPLEMENTING THE EUROPEAN QUALIFICATION FRAMEWORK IN THE SPORT AND ACTIVE LEISURE SECTOR³⁰**

Building on the VOCASPORT research the outcomes of the EQF Sport project included guides for the classification of sport occupations and activities. However the main outcome was the production of a guide to developing a Sector Qualifications Strategy including functional mapping, a competence, knowledge and skills framework and a quality assurance process. The guide was firmly rooted in the European VET initiatives of EQF, ECVET and EQAVET. The EQF Sport project led directly to the development of the Lifelong Learning Strategy for Sport and Active Leisure described in Chapter 3.

★ **Eurofit- qst (2004): EUROPEAN FITNESS QUALIFICATIONS AND TRAINING³¹**

★ **ECVET Fitness (2008): CONSULTATION ON A EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING**

★ **EA Fitness (2010): EUROPEAN ACCREDITATION – FITNESS**

These three projects in the Health and Fitness sector serve as an example of the implementation of the Lifelong Learning Strategy at the European level. Implemented in conjunction with the European Health and Fitness Association (EHFA) these projects have resulted in Occupational Descriptors, Functional Map, Occupational Standards and Learning Outcomes Framework and Quality Assurance guidelines, all in line with EQF, ECVET and EQAVET. These projects show European VET initiatives in action.

²⁹ VOCASPORT – “Vocational Education and Training related to Sports in Europe: situation, trends and perspectives” – European project led by a consortium composed EOSE, ENSSEE and EZUS Lyon and funded by the European Commission (DG Education and Culture). Final report available and downloadable on <http://www.eose.org/projects/completed-projects.html>

³⁰ EQF Sport - Implementing the European Qualification Framework in the Sport Sector (2007-2008) – European project led by EOSE and funded by the European Commission (DG Education and Culture). Further information available on <http://www.eose.org/projects/completed-projects.html>

³¹ Further information on those European Project in the Health and Fitness available on <http://www.eose.org/projects/completed-projects.html>

- ✦ **EQFOA (2008): EUROPEAN QUALIFICATION FOR OUTDOOR ANIMATORS**³²
- ✦ **CLO2 (2010): PROFESSIONALISING TRAINING AND MOBILITY FOR OUTDOOR ANIMATORS IN EUROPE BRIDGING THE GAP BETWEEN SECTOR COMPETENCES AND LEARNING OUTCOMES**³³

These projects in the outdoors sector aimed to make a formal connection, at the European level, between the competences required by Outdoor employers and the learning outcomes acquired through training provision. European Outdoor employers defined the functions and competences they require in order to build a bridge to the training supply. In line with the Lifelong Learning Strategy for Sport and Active Leisure project outcomes included an occupational map, occupational descriptors, functional map, occupational standards and learning outcomes framework. As with fitness these projects showed how the Lifelong Learning strategy supports both the implementation of European VET initiatives and the development and professionalisation of a particular sector of employment.

ROLL OUT OF THE STRATEGY TO OTHER SECTORS

EOSE has a crucial role to play to ensure that the other sub-sectors are aware of the Lifelong Learning Strategy and to encourage them to follow the same methodology to ensure the use of the transparent framework and achieve as result a qualified and competent workforce.

Through a funded project the European Golf sector³⁴ is following the same route as Fitness and Outdoors. These actions show that the Sport and Active Leisure sector is leading the way in contributing to the development of the emerging European model for VET.

³² Further information and final outcomes available on <http://www.eqfoa.eu>

³³ Further information and final outcomes available on <http://www.clo-2.eu/home>

³⁴ GOLF Stand - European Occupational Standards for Golf (2010-2012) – Led by SkillsActive, The PGAs Europe and EOSE - <http://www.golf-stand.eu>

CHAPTER 5 - THE LLL SPORT PROJECT: “Actions towards the Lifelong Learning Strategy for Sport”

BACKGROUND TO THE PROJECT

It can be seen in Chapter 4 that previous projects and actions have seen the development of the Lifelong Learning Strategy for Sport and Active Leisure (LLL Sport Strategy) and the implementation of the Strategy in several sub-sectors at the European level.

The LLL Sport project³⁵ is a direct follow up activity that focussed on the further development, dissemination and implementation of the Lifelong Learning Strategy within the Sport and Active Leisure sector.

Unlike with the projects in Fitness and the Outdoors, the LLL SPORT project concentrated on awareness raising and dissemination of the LLL Strategy at the national level.

The project was a necessary step in the development of the Sport and Active Leisure sector which focussed on raising awareness of the Lifelong Learning Strategy and encouraging and supporting the implementation of the strategy at the national level.

AIMS OF THE PROJECT

The main aim of the project was to raise awareness of the LLL Strategy and commitment to it through positive engagement and partnership with stakeholders from the fields of sport and education at the national (and sub-national) level.

The project also aimed to support the development of national lifelong learning Strategies within the sector of Sport and Active Leisure.

PROJECT APPROACH

The project utilised an innovative approach of awareness-raising and dissemination through the engagement of “National Ambassadors” in nine European countries. The role of the ambassadors was to provide quality dissemination activities at the national and sub-national level and to report on, and ultimately influence, national VET structures in sport and the level of interaction with EQF and the LLL Strategy.

The success of the project depended on the support, engagement and commitment of key stakeholders such as National Qualification Authorities, Education and Sport Ministries, Social Partners, Training Providers and the Sport Movement. The National Ambassadors used all relevant channels to communicate, meet and encourage these stakeholders to take into consideration and implement the LLL Strategy.

BENEFITS TO THE SECTOR

The result of this project, in support of the Education and Training framework 2020, the ratified Lisbon Treaty and the European White Paper for Sport, was to help national and local stakeholders to better align with EQF and to contribute and introduce changes into national VET systems and practices by transferring and implementing the innovative methodology for Lifelong Learning in the Sport and Active Leisure sector.

The intention of the project was to lead to the modernisation of sport training systems, in line with the EQF, and support the concept of a qualified and competent workforce allowing the Sport and Active Leisure sector to realise its potential as a sector of significance at the heart of European society.

³⁵ Further information on <http://www.eose.eu/blog> and <http://www.eose.org>

CHAPTER 6 - THE ROLE OF THE NATIONAL AMBASSADORS

Nine National Ambassadors were chosen from the EOSE Network to deliver the expected work to be carried out through the LLL SPORT project in Belgium, France, Hungary, Italy, Lithuania, Malta, Portugal, Slovenia and the United Kingdom.

These nine ambassadors were fully aware of the work EOSE has achieved in the Sport and Active Leisure sector and were familiar with the European priorities included within the ratified Lisbon Treaty, the White Paper on Sport and the EU Education and Training Plan 2010 and the new Framework 2020.

The ambassadors were selected because they are all recognised as high profile representatives in their respective countries, have a strong knowledge and expertise of the Sport and Active Leisure sector and have developed a large network of stakeholders from the sector they could solicit and consult efficiently.

The 9 National Ambassadors:



CMOS - *Chaire Olympique Henri de Baillet Latour & Jacques Rogge Management des Organisations Sportives (Belgium)*
Mathieu Winand and Thierry Zintz



CAFEMAS - *Centre d'Analyse des Formations, de l'Emploi et des Métiers de l'Animation et du Sport (France)*
Jean-Louis Gouju



Semmelweis University - *Faculty of PE and Sports Sciences (Hungary)*
Judit Farkas



CONI/OPOS - *Italian Observatoire of Sport Employment (Italy)*
Simone Digennaro and Angelo Altieri



LAPE - *Lithuanian Academy of Physical Education (Lithuania)*
Vilma Cingiene



KMS - *Malta Sport Council (Malta)*
Gino Schiavone and Joseph Cassar



IDP - *Sport Institute of Portugal (Portugal)*
Cristina Almeida



Ministry of Education, Science and Sport (Slovenia)
Zoran Verovnik



SkillsActive (United Kingdom)
Ben Gittus and Ben O'Rourke

The nine National Ambassadors were given the following main responsibilities:

- ✦ To explain and promote the concept, challenges and content of the common Lifelong Learning Strategy developed for the whole Sport and Active Leisure sector.
- ✦ To disseminate information about the strategy, make all the relevant resources available and raise awareness at the National, Regional and Local level.
- ✦ To mobilise and facilitate exchanges and interactions with the main national stakeholders having a role in the Education and Training issues.
- ✦ To encourage the implementation of the strategy to ensure the development of a competent workforce with the right skills.

- ✦ To disseminate and present the relevant information and material about the project to relevant identified stakeholders at the National Regional and Local level making use of the greatest possible number of different channels to ensure the widest effective dissemination. These will include:
 - National, Regional and Local seminars, conferences, meetings and workshops
 - Newsletters, journals, bulletins information sharing via mailing lists, sector publications and magazines
 - Targeted press releases and articles to relevant journals and publications
 - Direct conversations on the phone or via emails
 - Websites
 - Informal discussion etc
- ✦ Organise meetings or focus groups with main players to present and discuss further details about the implication of such a Lifelong Learning strategy and the positive benefits the implementation could have on the sport workforce and the national VET system.

The concrete outcomes³⁶ which were developed by the National Ambassadors through the LLL Sport project can be listed as follows:

- **A National Activity Report:** Using a common template provided by EOSE, each ambassador developed a National Activity Report detailing all activities carried out at the National, Regional and Local level. This included information on meetings, phone calls, e mails, events, dissemination activities. The report also listed main difficulties and solutions found.
- **A National Detailed Report:** Each ambassador produced a National Detailed Report, again using a common template. This report provided nation specific information on the National General Context, Sport and Active Leisure Sector, Education and Training Systems, Situation around National Qualifications Framework and EQF, Baseline position in relation to the Lifelong Learning Strategy, Current issues and challenges and future opportunities for dissemination and implementation of the strategy.
- **A Map of Stakeholders:** Each Ambassador designed and submitted together with the above reports a detailed National Map of Stakeholders which gave an understanding of the national system and influences, the responsibilities of each organisation that could play an active role in the implementation of the Lifelong Learning Strategy for the Sport and Active Leisure sector in the member state. A Map of Stakeholders will typically include the Education and Sport Ministries, National Qualifications Authority, Awarding Bodies, Vocational and Higher Education Providers and organisations in the Sport Movement.

³⁶ All outcomes of the LLL Sport project are available and downloadable from www.eose.eu/blog

CHAPTER 7 - ENGAGEMENT AND INTERACTION WITH NATIONAL STAKEHOLDERS

MAPS OF STAKEHOLDERS³⁷

One of the main tasks of the National Ambassadors was to produce a Map of Stakeholders involved in the lifelong learning system in sport in their country. The production of these maps served to highlight the complexity and amount of relevant stakeholders involved in education and employment in Sport and Active Leisure. The maps also had the goal to underline the relationships and responsibilities carried out by those stakeholders.

National circumstances added to the complexity in some countries, for example in the UK the sport and education systems are different in the four nations of England, Scotland, Wales and Northern Ireland, and in Belgium there are different systems and organisations within the Dutch, French and German speaking communities.

All the maps of stakeholders showed the Government as a key actor in supporting lifelong learning in Sport and Active Leisure. Ministries in each country which have responsibility for education (HE³⁸ or VET) and sport were highlighted in each map of stakeholders – and the ambassadors concentrated some of their dissemination activity on these ministries and government departments.

National qualifications authorities appear as key stakeholders in most countries. This is unsurprising given the move in many countries to both develop a national qualifications framework and implement the EQF. Sport qualifications need to be part of this process so national qualifications authorities have rightly been highlighted as key partners for the sector.

Many sport organisations can be classified under the heading of the Sport Movement. Most countries have a large range of sporting associations, organisations and federations. These can range from national Olympic committees to sport specific federations. Many countries also have national coaching, high performance or grass roots agencies. All these organisations are relevant stakeholders in the LLL Sport process.

All the maps of stakeholders list the education and training providers. This includes higher education and VET providers. It is important to liaise with education providers and the organisations which represent them if the goal of linking learning outcomes to the labour market is to be achieved.

The final main groups of stakeholders are employers and individuals. Employers from the private, not-for-profit and voluntary sectors are key to the LLL process.

Developing the maps of stakeholders allowed the ambassadors both to build a frame of reference for their dissemination activities within the LLL Sport project but also to understand the nature and complexity of the key actors in education and employment in sport and those who can play a part in the implementation of the LLL Sport Strategy.

ANALYSIS OF NATIONAL ACTIVITY REPORTS³⁹

One of the roles of the National Ambassadors was to disseminate the LLL Strategy through formal and informal engagement with relevant stakeholders.

✦ **Main activities**

The nine National Ambassadors used varied communication and dissemination channels which are demonstrated within the national action plans, these are summarised in a series of tables in Annex 1.

³⁷ National Maps of Stakeholders available on <http://www.eose.eu/blog/>

³⁸ HE stands for Higher Education

³⁹ Full version of the National Activity Reports are available on <http://www.eose.eu/blog/>

All ambassadors met with relevant stakeholders and distributed the LLL Sport project leaflet; there was also a prevalence of conferences, newsletters, website posting, articles, e mails, phone calls, presentations and visits.

Within the specific example of Malta activities included meetings with the Education Ministry, Malta Qualifications Council, EC representatives, and different education institutions, publishing an article in a Sunday Newspaper, and a final seminar for sports associations attended by an EOSE representative.

Within the example of Hungary a very large range of activity was undertaken including meetings at the Ministry of National Resources, Hungarian Society of Sports Science, Hungarian Sports Confederation, higher education institutions and sports federations. A visit from an EOSE representative was also organised where further meetings were arranged including at the National Institute for Vocational and Adult Education and Training.

This provides a small snapshot of just some of the activity in just two of the countries within the project.

Annex 1 and the full National Activity Reports should be referred to for a full breakdown of activities.

✦ ***Stakeholders engaged***

Within the short space of time of the project the ambassadors actively engaged with a wide variety of key stakeholders. It was necessary for the ambassadors to liaise with those organisations in their country who are most involved in education and employment in Sport and Active Leisure.

Across the countries there is a prevalence of meetings and other contact with Ministries, Olympic Committees, Sport Federations and other associations within the sport movement, Qualifications Authorities, Trade Unions, Training Providers, Universities and employers.

To take the specific example of Lithuania stakeholders engaged included Lithuanian national sport federations, Lithuanian public sport schools, State Department of PE and Sport (DPES), Qualifications and Vocational Education and Training Development Centre and Lithuanian National Olympic Committee.

This pattern of engaging all relevant organisations in the fields of sport and education was repeated throughout the nine countries in the project.

It is encouraging that so many relevant organisations were contacted and engaged in the project; this has given the project and the LLL Sport Strategy greater visibility and has built a culture of cooperation, information and consultation within Sport and Active Leisure and issues of education and employment which will continue after the finish of the LLL Sport project.

✦ ***Key Challenges and issues***

As could be expected the key challenges to the implementation of the project and of the LLL Strategy as a whole vary from country to country. One key challenge which is observable across several countries is that there is starting to be changes and developments in national qualifications systems, whether this is the implementation of a NQF or other developments in the national VET system. The challenge is to firmly embed sport and sport qualifications within national VET strategies and national qualifications frameworks from an early stage.

Other challenges included language such as in Belgium where several languages are used in the country, reluctance to change from some stakeholders, issues arising from a change in Government, the number of stakeholders involved (e.g. many sport specific federations in each country), linking to national guidelines on mapping competences, maintaining support from stakeholders, promoting the concept of learning outcomes, the specificity of sport, how to effectively influence universities and gaining common acceptance of the role of employers in the design of qualifications.

To take the example of a single country one of the challenges and issues in Italy can be cited as the need to strengthen the network to look at the VET sector. Other issues include that EQF, validation of informal and non-formal learning and quality assurance are not significantly implemented in Italy.

★ ***Sustainable activities and future perspectives***

Four main themes can be discerned from the National Activity Reports in respect of sustainable activities and future perspectives:

- The continuing dissemination of the LLL Sport Strategy is important to achieve the objective of linking to the labour market when developing qualifications and learning outcomes in sport.
- The LLL Sport project will remain relevant as countries develop and implement NQF, EQF and VET strategies, e.g. Belgium, Portugal and Slovenia.
- The importance of continuing to work with and influence key stakeholders on the value of the LLL Sport Strategy to encourage and convince them to implement it.
- Further funding or project work would help to strengthen the partnerships and influence of the work in the future.

Discussing future perspectives the Portuguese ambassador stated that meetings took place with major stakeholders but more work is needed to fully implement the LLL Strategy at all levels in the Portuguese Sport VET system.

The project has been a good start but the main actors need to move forward with the inclusion of sport in new national qualification systems at Higher Education and VET level.

While in Lithuania it was reported that a working group “Education and training in sport” has been established which will deal with education and training issues at national level as well as act as an advisory body at EU level.

Finally in Malta it was felt that it will be important in future for training providers and sports associations to work together and additional funding would help with the implementation of the strategy in Malta.

CHAPTER 8 – NATIONAL EDUCATION AND SPORT SYSTEMS

PURPOSE OF THE NATIONAL DETAILED REPORTS⁴⁰

In addition to the dissemination activities detailed in the National Activity Reports and described in Chapter 7, the National Ambassadors were also tasked with writing a national detailed report describing the current situation in their country.

This information provides details on the current position on sport and VET and serves as both a basis to move forward at national level and also compare and contrast with the national situations in other countries.

This chapter describes the first three sections of the National Detailed Reports regarding the national general context, national sport systems and national education and training systems.

The following three chapters of the European Report provide more detail on the specific issues of Sport and Active Leisure Education and Training Systems, Situation regarding NQF/ EQF and the Baseline position regarding the implementation of the LLL Sport Strategy.

NATIONAL GENERAL CONTEXT

As a starting point the ambassadors provided general information about their country. This included the geographic position, population, Gross domestic product (GDP), annual growth and some information on history, the constitution and the role of government.

NATIONAL SPORT SYSTEMS

Each ambassador described the national sport system in their country placing emphasis on the issues and structures of most national importance. In Italy a prominent role is played by the National Olympic Committee while in the UK the Olympic Committee focuses on selecting teams for Olympic Games and wider sport industry functions are carried out by separate Government funded agencies. In Lithuania there has been a reconstruction of the sport administration system since 1990.

Each ambassador discussed the role of government in the sport system, sports federations and the sport movement, and sport at the regional and local level. Ambassadors also discussed the financing of sport (France), statistics on club membership and participation (Malta), specific laws related to sport (Portugal, Slovenia) and differences in the sport system within the country (Belgium, UK).

As with the stakeholder maps the national sport systems in each country are complex and varied. It was a useful exercise to collate the key information and organisations within the National Detailed Reports.

NATIONAL EDUCATION AND TRAINING SYSTEMS

Each of the ambassadors provided a useful narrative about the current national education and training system in their country. Key issues which appeared across the reports included:

- Compulsory school age
- Reforms to higher education
- Organisation of the VET system
- Relevant Ministries
- Types and numbers of institutions
- Regulations
- The place of apprenticeships

⁴⁰ Full version of the National Detailed Reports are available on <http://www.eose.eu/blog/>

- The right to education enshrined in law
- Types of vocational training

Key themes included the prevalence of educational reforms in the 1990s and 2000s, including the setting up of new organisations at the VET and HE level to oversee national education.

An example of reform is in the higher education sector where most reports noted the implementation of the Bologna process⁴¹, the Belgium reports states *“since September 2004 higher education in Belgium has been modified to follow the Bologna process including three study cycles (Bachelors, Masters, and Doctorate) and in which each year equates to 60 credits”*. The Bologna process is also an example of where reform has been driven by European policy and initiatives.

The reports highlighted the national variances in the education and training systems, where there seems to be the most differences in the structure of vocational education as opposed to school and HE systems which are more similar.

The national reports begin to point towards a movement in countries towards conditions supportive of the LLL Sport Strategy, for example it is reported that in Lithuania the VET system is undergoing a transitional period from a state regulated (supply driven) model to a market regulated (demand) model based on qualifications.

A further example is the differentiation between an education service provider and an examination test centre in Hungary, a model that also exists in the UK.

⁴¹ The Bologna Process (1999) - http://ec.europa.eu/education/higher-education/doc1290_en.htm

CHAPTER 9 - SPORT AND ACTIVE LEISURE EDUCATION AND TRAINING SYSTEMS

INTRODUCTION

The National Detailed Reports all contained a section on the education and training system in Sport and Active Leisure. Within this section all the ambassadors discussed the role of higher education, vocational providers and sports organisations such as national Olympic committees or sports federations.

KEY THEMES

An analysis of the sections on education and training in Sport and Active Leisure from the National Detailed Reports highlight both similarities and differences between the countries. Across all countries a pattern emerges showing that sports education is offered through three main types of providers:

- National Sports Federations
- Vocational or technical colleges and providers
- Higher Education Institutions

From this it can be concluded that Sport and Active Leisure as a sector is well served across Europe by a very wide range of education providers and types of education spreading right across the spheres of vocational and academic provision from short vocational courses to Masters and Doctorate level.

The sector can be encouraged by the level of commitment to education which is seen throughout Europe and is necessary for the sector to achieve its sporting, social and economic potential.

Some of the differences in sport education systems highlighted by the reports include: influence of sports law (e.g. France, Portugal, and Slovenia), level of engagement of social partners, and regulation of sports professions (e.g. Hungary). It is encouraging to note that despite the differences in sport education systems this did not form a barrier to raising awareness or working towards implementation of the LLL Sport Strategy. The Strategy was designed to be flexible to adapt to the national situation in each country.

Annex 2 describes the main areas related to the national sport education and training systems and the full detail of the Sport and Active Leisure education and training system can be found in the National Detailed Reports.

The differences in national systems can be seen by looking at these snapshots of some aspects to the sports education and training systems as examples from France and Belgium:

In Belgium there are universities and university colleges which provide sport programmes in higher education based around Bachelors and Masters Diplomas. Other organisations offer training programmes linked to specific occupations such as sport animator, a sport instructor or a sport coach. At national level, the Royal Belgian Football Association organises football coach education at different levels (included UEFA level). At regional level, the sport training provider (VTS - Vlaamse Trainersschool) of the General Commissioner's Office for the Advancement of Physical Development, Sports and Outdoor Recreation (Bloso) offers coach education in more than 50 sports in Flanders.

In France the sport sector is organised through a collective agreement signed by social partners. Some sub-sectors of sport have a collective bargaining system. Through this system employer and employee organisations have agreed specific rules for the sector but it does not apply to volunteers who are organised through associations and sports clubs. French law organises labour market access to the sport sector, in the past only state diplomas and some federal accredited diplomas were accepted for employment. Since 2003 certifications registered on the national qualifications framework and the list of the sports ministry can be recognised. There are around 45 universities offering sport courses. Within the VET system the main providers are federations and private providers and also the Direction Régionale Jeunesse et Sport (Regional Directorate of Youth and Sports) and Centres Régionaux d'Education Populaire et de Sport (Regional Centres of Physical Education and Sport).

CHAPTER 10 – NATIONAL QUALIFICATIONS FRAMEWORKS AND REFERENCE TO EQF

IMPLEMENTATION OF NATIONAL QUALIFICATIONS FRAMEWORKS

Each of the ambassadors reported on the progress within their country to implement a National Qualifications Framework (NQF) at the national cross-sector level. It is clear from the reports that there is much working taking place in each European country with some countries having an established NQF while others have started to put a NQF in place, often with the intention to meet European norms.

The UK and Malta are examples of countries within the project which already have established national qualifications frameworks in place (it should be noted that in the UK there are actually three qualifications frameworks for the countries in the UK). Both the Malta Qualifications Framework and the Qualifications and Credit Framework in the UK (which covers England, Wales and Northern Ireland) have eight level frameworks covering both VET and higher education.

A comprehensive national qualifications framework is currently being prepared in Lithuania. In Lithuania the NQF is expected to improve the links and increase the transferability from vocational education and training to higher education, from initial VET to continuing vocational training, and to establish links to non-formal and informal learning.

There is also work to implement a NQF in Portugal. In March 2007, an agreement was signed between the Government and the social partners to support development and the implementation of the NQF which included a National Agency for Qualifications and a national qualifications catalogue based on learning outcomes. An outline of the framework (including levels and level descriptors) was published in July 2009.

There is a five level national qualifications framework in France, and in Hungary the development of the NQF and the involvement of social and professional stakeholders was initiated by the Ministry of Education and Culture and Ministry of Social Affairs and Labour in 2008.

In Belgium there is a Flemish Qualifications Framework and ongoing work to implement a framework in the French speaking community.

Finally it was reported that the implementation of a National system of qualification in connection with the framework adopted by the European Union is at its initial stage in Italy.

REFERENCING TO EQF

The European Qualifications Framework for Lifelong Learning (EQF) is an overarching qualifications framework, a 'meta-framework', designed to serve as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. There is an expectation for countries to relate their national qualifications systems to the EQF in particular by referencing their qualifications levels to the EQF levels

The official referencing of the NQFs from the UK⁴² and Malta⁴³ have been accepted and published by the EU, and France has submitted its referencing in 2010.

As an example the following shows the referencing of the Qualifications and Credit Framework in the UK to the EQF:

QCF level										
E1	E2	E3	1	2	3	4	5	6	7	8
—	1	2	3	4	5	6	7	8		
EQF level										

Figure 3: Referencing of the Qualifications and Credit Framework in the UK to the EQF

⁴² Referencing the Qualifications Frameworks of the United Kingdom to the European Qualifications Framework - Report available on http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/ukreport_en.pdf

⁴³ Referencing of the Malta Qualifications Framework (MQF) to the EQF and the Qualifications Framework of the European Higher Education Area (QF/EHEA) - Report available on http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/maltareport_en.pdf

It is certain that in other countries where the NQF is in development the EQF and the principle of allocating level and credit to qualifications are being used as valuable reference points.

LINKING EDUCATION TO NEEDS OF THE LABOUR MARKET

One of the most encouraging aspects of the implementation of national qualifications frameworks which can be discerned from the ambassador's reports is that they aim to link learning outcomes and education to the needs of the labour market. A learning outcome can be defined as what a person holding or studying a particular qualification actually knows and is able to do. This fully supports the Sector Approach and the LLL Sport Strategy.

In Lithuania it was reported that a main reason for developing an NQF is to ensure a better correspondence between labour market needs and provision of qualifications (in vocational, higher and continuing education and training). In Portugal the ambassador stated that through the means of the NQF, access, progression and quality of qualifications in relation to both labor market and society in general should be improved and mobility in education and training and in the labor market facilitated.

The use of learning outcomes in the national qualifications frameworks through mechanisms such as competency profiles, as described in the Hungary report, also facilitate qualifications in support of the labour market.

PLACE OF SPORT AND ACTIVE LEISURE – SECTOR QUALIFICATIONS FRAMEWORK

It is clear that Sport and Active Leisure is a key sector in many countries where the sector has begun to be organised to meet the challenges of a national qualifications framework and reformed VET system. There are varying degrees of linkage between sport qualifications and NQFs. Sport based higher education qualifications often align with NQFs, while the situation for coaching and other qualifications delivered by national federations is not as well advanced in many countries.

The ambassadors report that sport qualifications are starting to be placed on national frameworks and this can only be good for the professionalism and advancement of the sector. NQFs could act as a catalyst for Sector Qualifications Frameworks in each country which would provide real clarity on the qualifications available in the sector and aid transferability and mobility.

There is a vast amount of work to be done to implement Sport and Active Leisure in both national qualifications frameworks and the EQF across countries in Europe. If this can be achieved the impact on the sector will be great in terms of an improved workforce, career routes, recognition of the sector and the sector achieving its social and economic potential.

CHAPTER 11 – IMPLEMENTING THE LLL SPORT STRATEGY

BASELINE POSITION ON THE LLL STRATEGY

It is clear that the baseline position on the implementation of the LLL Strategy (7 step model) is at very different stages in different countries.

The UK for example is in the fortunate position where the seven steps within the LLL Sport Strategy have been part of the national vocational education and training system for the past 10 – 15 years.

Other countries may only have some of the steps in place and are at the start of the process to develop the others; Lithuania for example is at the start of the process to develop sector competences in different sectors (occupational standards).

The LLL Sport project and associated VET tools are arguably most valuable where the conditions in a country are ready to need occupational standards, learning outcomes framework etc.

It was very encouraging to note that in some countries there was a synergy between the LLL Sport Strategy and national developments in VET in sport and the Strategy could act as a positive reference point for stakeholders.

In both Lithuania and Hungary the ambassadors commented that the time is right for the introduction of the Strategy and it has come at the same time as stakeholders were developing methodologies to achieve the same aims.

In France the 7 LLL Sport Strategy is very close to the French process to analyse and register the French certifications. The occupational map, the activity framework and competence framework are well used by the French authorities.

The Belgium report provides a clear view of the level of implementation of each step of the Strategy, for example with regard to Step 2 regarding jobs profiles and description, all the Communities in Belgium will work on a same occupational map and description that has been developed in France and will be adapted for Belgium.

The Malta report also provided this breakdown on the implementation of each step.

CURRENT CHALLENGES AND BARRIERS IN THE IMPLEMENTATION OF LLL STRATEGY

It can be seen from the National Activity Reports that a great many stakeholders from the sport and education sectors were engaged by the ambassadors and received information on the LLL Sport Strategy.

All ambassadors reported a positive response from stakeholders. Specifically in Italy it was reported that stakeholders involved presented a high level of interest and in Malta it was reported that in principle there is agreement about the 7 steps from the Malta Qualification framework and also from the Malta Sport Council.

However, despite this positive level of interest and engagement with the project and the LLL Sport Strategy across Europe there are still considerable challenges and barriers to overcome before the Strategy is fully embedded at European and national levels.

Some of the challenges and barriers to the implementation of the LLL Sport Strategy include:

- The issue of different languages and communities in a country
- Corresponding with the work of cross-sector national qualifications authorities
- The time and human resources it takes for each part of the strategy
- Shortage of funding to assist to implement the strategy
- Lack of specific national policies
- Getting stakeholders to move from interest to action

- Change in Government or direction in VET policy
- Proper engagement of employers in the system
- Wish to protect internal markets

An example of some of the typical challenges around implementing the strategy can be found in the Hungarian report:

“The major challenge in the national level project is time. The basic attitude of the stakeholders is positive, but it takes a few occasions and different ways of communication to fully acquire the necessary knowledge for most of the stakeholder’s representatives.

Also, the fundamental changes in the governmental organisation of the Hungarian Sport (Ministerial State secretariat) and the map and roles of the stakeholders result delays in the national project.

Since 2009 there has been 4 different state secretaries for sports (highest GO leader) and 3 different set-ups for the organisation of sport at the GO and NGO level, with remarkably different financing and legal background.”

All the ambassadors called for more human and financial resources to be made available to continue the work of disseminating and implementing the LLL Sport strategy. They all considered the project as a starting point of a long and complex process that needs to continue after the end of the LLL Sport project.

CHAPTER 12 – NEXT STEPS AND FUTURE PERSPECTIVES FOR VET IN SPORT AND ACTIVE LEISURE

NEXT STEPS AT THE NATIONAL LEVEL

All the ambassadors achieved success in disseminating the LLL Sport Strategy to stakeholders in their country. However it was widely reported that within the short space of time of the LLL Sport project universal understanding and acceptance was more difficult to achieve.

The view from France that stakeholders needed several working sessions to understand the Strategy was common among the ambassadors.

The French Ambassador also concluded that it is necessary to follow up the process and to help stakeholders over a longer period of time, not as an external expert, but as a internal facilitator from the sport sector.

This view was strongly backed up by the Hungarian ambassador who saw the LLL Sport project as phase one, with the work moving to a second phase of dissemination in 2011.

The Italian ambassador also reported that the good level of interaction achieved with many stakeholders represents a first, concrete step toward the reinforcement of the network supporting Vocational and Educational and Training in the Italian sport context.

Other ambassadors concentrated on the national policy context when considering future opportunities for implementing the Strategy. The UK stressed the importance of making the case nationally for the Sector Approach in a changed economic and political climate.

Portugal discussed the importance of the Strategy in ensuring comparability of qualifications according to the competences they correspond to within the National Qualifications System.

Slovenia discussed a proposal for a new 10 level qualifications framework.

In Belgium it was stated that the LLL-Strategy give some indications about the way to make the national sport qualification standards corresponds with the European Qualification Framework.

Also at the national level the requirement for further financial and human resources were highlighted by the ambassadors as necessary to continue with the effective dissemination and implementation of the strategy. It was suggested this could be achieved through further project funding or the implementation of national observatories of sport and employment using the EOSE 7 steps model.

Finally the diverse nature of the sector was highlighted with reference to the large amount of work still to be done to implement the strategy.

For example in Lithuania the Sport and Active Leisure sector is very diverse and fragmented - more consolidation, alignment, mutual trusts are needed in order to foster the development of the sector.

NEXT STEPS AT THE EUROPEAN LEVEL

Further action to implement the LLL Sport Strategy is both necessary for the Sport and Active Leisure sector in Europe and also fits perfectly with European VET policy initiatives.

It is encouraging to consider the initiative “New Skills for New Jobs⁴⁴” highlighting 4 main areas of focus:

- ✦ better functioning of EU labour markets;
- ✦ right skills for right jobs;
- ✦ improving the quality of work and working conditions;
- ✦ creating jobs.

⁴⁴ More information about the “New Skills for New Jobs” initiative available on the website of the Directorate-General for Employment, Social Affairs and Inclusion - <http://ec.europa.eu/social/main.jsp?catId=568>

This is precisely what the LLL Sport Strategy is trying to achieve. A continued commitment to developing a mobile and competent workforce through a transparent VET system is of great importance to Sport.

Also in the sport sector it is encouraging to see that the European White Paper on Sport⁴⁵ acknowledges the skills agenda. The influence of European Organisations and the role they can play must also be recognised to allow the effective mobilisation of the sport sector through the Commission.

In other words, this initiative recognises the need for a competent workforce with the right skills and it aims to *“modernise labour markets and empower people by developing their skills throughout their lifecycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility.”*

The work to develop the sport workforce will continue well beyond the LLL Sport project. EOSE in particular will continue to bring together major stakeholders through consultation to take the major opportunity created by the EQF to coordinate qualifications for VET and HE in the sector. This will be at the European level and also at the national level by the continued support and development of national observatoires for sport and employment.

If the sector can implement actions such as updating labour market information, support career pathways and the voluntary sector, agree EU and national competency standards and align sport with national qualification systems then it is hoped the impact will be the development of a competent workforce with the right skills in the Sport and Active Leisure sector across Europe.

POTENTIAL FOR FUTURE WORK

It is sincerely hoped that the sector's beneficial partnership with the EU will continue in to the future. Further dissemination and exploitation of the LLL Sport Strategy is planned on a European, national and regional basis.

There is also the potential for transfer to other sectors and international collaboration outside the EU. The long term aim is the establishment and implementation of comprehensive National LLL Strategies within the Sport and Active Leisure sector and a coherent and coordinated plan to achieve this aim.

Overall, the impact envisaged is that the Sport sector will be one of the first sectors to embrace a Life Long Learning Strategy in the overall sector, one which endorses a common quality assurance framework for qualifications across all levels of EQF.

EUROPEAN SECTOR SKILLS COUNCILS

In 2010 a report⁴⁶ was published presenting the results of a study that assessed the feasibility of setting up Sector Councils on employment and skills at the European level (EU level Sector Councils). Sector councils are platforms at sector level where stakeholders seek to gain insight into the likely developments in employment and skills needs, with the aim of assisting policy making within or for the sector.

The EU has taken forward the results of this report and is supporting the development of a small number of Sector Councils in the first phase. Representatives from the Sport and Active Leisure sector have met officials from the EU concerning this development and the sector is actively looking at the mechanisms and issues involved in developing an EU Sector Council for Sport and Active Leisure.

The report on Sector Councils highlights that the main task of this type of Council is to ensure that there is a qualitative match between demand for and supply of skills or competencies in the sectoral labour market at national level. This is the role EOSE has attempted to perform over the past nine years and a role that could be continued through the development of a Sector Council.

⁴⁵ European White Paper on Sport (2007) – Available on http://ec.europa.eu/sport/white-paper/index_en.htm

⁴⁶ Report entitled “Sector Councils on Employment and Skills at EU level: A study into their feasibility and potential Impact” produced by ECORYS Nederland BV in cooperation with KBA, March 2010 – Available on the website of Directorate-General for Employment, Social Affairs and Inclusion <http://ec.europa.eu/social/main.jsp?langId=en&catId=782&newsId=743&furtherNews=yes&preview=cHJldmld0VtcGxQb3J0YWwh>

CHAPTER 13 – AN EXTERNAL VIEW OF THE LLL SPORT PROJECT FROM A RECOGNISED EXPERT

One of the outcomes of the LLL project was to receive external analysis and feedback about the project from a European expert in the field of lifelong learning and VET systems.

The expert review of the project was provided by Dr James Calleja, former CEO of the Malta Qualifications Council⁴⁷ and current Permanent Secretary to the Ministry of Education, Employment and the Family⁴⁸ in Malta. Further external input was received from the Register of Exercise Professionals UK⁴⁹ and from Mr Corrado Beccarini.

Dr Calleja produced a report⁵⁰ which both critiqued the LLL Sport project and the outcomes from each country and also made concrete suggestions for next steps and ways forward.

Specifically Dr Calleja was asked to comment on the usefulness of the LLL Sport Strategy for the VET in the sector, relevance of the project to development of a competence workforce for the sector, the activities and outcomes of the project ambassadors, the next steps from a national qualifications authority perspective, barriers to implementation of the strategy and how to ensure sustainability of the work.

Due to the quality and usefulness of Dr Calleja's feedback it is valuable to discuss and replicate some of this external analysis of the project.

Dr Calleja's report included opening remarks about the value of the project and the LLL strategy:

★ *"The project's clear objective is to prepare a skilled workforce for the sport and leisure sector that is ready for today's and tomorrow's labour market needs and aspirations. This is a strong point of the project."*

These remarks provided conformation within the project of the link with jobs and the labour market. As the main outcomes of the projects were contained in the national activity and National Detailed Reports it was valuable to gain feedback on these from Dr Calleja. The following quotes represent some of the feedback on the reports.

★ *"The overall impression one gets from the national detailed plan for July to December 2010 is that a very wide spectrum of stakeholders have been contacted over the objectives of the project. This is an encouraging process which not only gives the project greater visibility but also builds a culture of coordination, information and consultation on a regulated and professional approach to sports and leisure activities."*

★ *"The contents of the 9 National reports illustrate that in line with the key recommendations of the EU Policy Document New Skills for New Jobs: Action Now the national reports show, in general, that there is a concrete attempt to bring the worlds of education, training and work closer together."*

★ *"These reports are an excellent audit on which policy can be designed. The link between education, qualifications, and occupational standards is clear and can provide legislators with the right information background on which to build a legal framework which supports the sector in its various facets (commercial, family-related, social and personal development and active citizenship)."*

This feedback confirmed that the chosen methodology for the project was correct and that the national reports produced by the Ambassadors provided a valuable contribution to education and employment developments in the sport sector.

⁴⁷ Malta Qualifications Council – see www.mqc.gov.mt

⁴⁸ Ministry of Education, Employment and the Family – see <http://www.education.gov.mt/>

⁴⁹ The UK Register of Exercise Professionals (REPs) – see www.exerciseregister.org

⁵⁰ The full version of the External Evaluation Report is available on request to EOSE

Dr Calleja's comments around qualifications, national qualifications frameworks and national qualifications authorities are equally valuable and will inform future work of both EOSE and the National Ambassadors, the following comments were received about qualifications as well as a list of next steps when putting in place a national sector based qualifications framework linked to the national qualifications framework:

★ *"The alignment of sport and leisure activities to the National Qualifications Framework and the European Qualifications Framework is an important step in the right direction if the sector is to achieve greater parity of esteem with comparable qualifications and training programmes. All Sport and Active Leisure qualifications must form part of a National Qualifications Framework and aligned to the EQF."*

★ *"For the purpose of the project the link with NQA is essential."*

Dr Calleja's concluding comments provided an overall positive view of the project and pointers towards future action:

★ *"In order to ensure the success of this industry it is important to build National and European structures that compliment each other in three key sectors qualifications- occupational standards- quality assurance. It is the functioning of these three sectors within the S&L Sector that will ensure a skilled workforce capable to meeting today's and tomorrow's labour market forces."*

★ *"This project has shown in practice that the first structures (and partner countries) towards a European Sector Skills Council for Sport and Active Leisure (based within EOSE) have been laid effectively and efficiently and that further initiatives will ensure that the S&L sector will be linked to the EQF, to lifelong learning, transparency, mobility and employability."*

★ *"A follow-up to this EOSE project can bridge differences through international cooperation in the form of peer learning activities on specific S&L Qualifications or the writing of Occupational Standards or the classification of VET Sport and Active Leisure Qualifications or the alignment of Sport and Active Leisure Qualifications to the NQF."*

EOSE were extremely appreciative for the feedback and views of Dr Calleja which will provide a rich source of information and potential next steps when planning future action in lifelong learning and VET in the Sport and Active Leisure sector.

CONCLUSION

The aim of the LLL Sport project was to disseminate the Lifelong Learning Strategy for Sport and work towards the implementation of the Strategy at the national level in nine European countries. Fundamental to the project was the linking of the sport sector to national and European developments in education and training including national qualifications frameworks, European Qualifications Framework, credit transfer and quality assurance. In order to achieve the project aims nine National Ambassadors were appointed who are knowledgeable and well-connected within their countries within the spheres of sport and education.

A review of the ambassador's activities shows clearly that there was great success in both raising awareness of the Lifelong Learning Strategy with a large number of important stakeholders, and that there was significant interest in the Strategy. This is encouraging as it validates the Strategy as being relevant to the Sport and Active Leisure sector and the link to national and European VET initiatives. Nonetheless a review of the Lifelong Learning Strategy took place within the project and a revised Strategy has been developed learning from this project and bringing it up to date for further dissemination and implementation in the future.

In addition to disseminating the Strategy the ambassadors also reported on important issues related to sport and education in their country, this included the structure of the sport system, situation regarding national qualifications framework and link of sport to national qualifications and reference to EQF. The position in relation to the LLL Sport Strategy, challenges to implementing the Strategy and suggested national next steps were also reported on by the ambassadors. The project has therefore served as a collecting of valuable information on the baseline position of sport and education structures at the national level; this is valuable for comparative purposes and as a starting point to build on in future years.

It was clear from the project that a momentum is building around the implementation of EQF and lifelong learning strategies in Sport and Active Leisure. All ambassadors reported a desire to keep up this momentum with further sustained activity, possibly through future funding or project work. At the European level structures will continue to be formalised in support of the Lisbon Treaty, the White Paper on Sport and the Education and Training 2020 Work Programme. This could include the potential for a EU level Sector Skills Council for the Sport and Active Leisure sector.

Sport and Active Leisure is a people-facing, service-based industry. The aim of the Lifelong Learning Strategy for Sport and the LLL Sport project to disseminate the Strategy is to produce a qualified and competent workforce within that industry. It is useful to conclude by stating that the impact of achieving that workforce will be recognition as a sector of significance at the European and national level and more importantly the realising of the potential of sport to positively impact on the lives of millions of Europeans and bring social, health and economic benefits to the whole of Europe.

SUPPORTING STATEMENTS FROM NATIONAL AMBASSADORS

"Great interest has emerged for the LLL-sport project from multiple stakeholders in the sport sector. With EOSE, they all want the sector to attain the potential it deserves and be better understood. Therefore, they wish to make education, qualifications and career pathways in the sport sector transparent and clear. The link between education and employers should be strengthened and recognition of sport qualifications should be achieved in line with the European Qualification Framework to finally develop mobility in the European Union for people with sport qualifications. This final objective is a long term process which should be developed first in partnership with the sport related stakeholders in each country, with coordination between the different authorities, agencies, administrations...; and second a cooperation and trust at the European level between countries through the future EQF-Sport"

Mathieu Winand, Belgium

"LLL Sport allowed us to consider the UK sports education system against an agreed European model (Lifelong Learning Strategy). The project also gave us a good opportunity to learn from the other ambassadors and how sport and education is organised in their countries."

Ben Gittus, UK

"Activities carried out to disseminate LLL model and activity has been very useful to go in depth to the vocational training system in Italy and to know the real feeling of the VET actors."

Simone Digennaro, Italy

"LLL Sport is a very significant project as it fosters awareness raising and the implementation at national level of the Lifelong Learning Strategy for the whole Sport and Active Leisure sector developed through the EQF-Sport project - a difficulty identified in this previous project. Once again it was an opportunity of enormous learning and experience sharing among different realities."

Cristina Matos Almeida, Portugal

"The LLL Sport Project has been well met by the Maltese Sport Stakeholders. In fact there is a concrete outcome already through the dissemination of the LLL Sport project and the meetings held. The strong outcome is actually the setting up of the Maltese Sport Sector Skills council- a collaboration between the Malta Qualifications council and the Malta Sport council. I have been instrumental as National Sport ambassador to lobby with the government in understanding through facts that this is the way forward in order to bring about more quality jobs and more mobility."

Gino Schiavone, Malta

"The timing of the Sport-LLL project was perfect for Hungary. A strategic partnership of the major sport stakeholders was created only a few months before the start of the project. According to the establishing document, one of the topics to be covered was education and employment issues. As one of the outcomes of the stakeholders' cooperation and the Sport-LLL project, the MoU of the Hungarian Observatoire of Sport and Employment was signed. Parallel with that, in general politics it was stated by the newly elected government's Prime Minister that sport is a strategic sector in Hungary. With the completion of the Sport-LLL project and when the Sport-NQF will be implemented, it is highly hoped that all elements will be observed of the lately identified sector. Good practices shared by other EOSE ambassadors did already and will assist in the future. But most importantly, the Sport-LLL project guided the national level developments during the project period, which could not be achieved on our own."

Judit Farkas, Hungary

"LLL Sport project was in great demand and its occurrence was just in time taking into consideration the adoption of the Law on National Qualification Framework in Lithuania. The current growth and changes in Education Sector as well as in Sport and Active Leisure Sector bring nationwide challenges. Also, all recent developments occurring in Europe are quite difficult to cope with. Therefore LLL Sport project remains as a baseline for better coordination and consolidation among all stakeholders in the future and the EOSE support is essential in fostering processes into a new qualitative level."

Vilma Cingiene, Lithuania



ANNEXES






ANNEX 1 – NATIONAL AMBASSADOR ACTIVITIES





The following tables illustrate the types of activities carried out by National Ambassadors and examples of stakeholders engaged, as well as briefly detailing some of the key challenges and issues and perspectives for the future.


Please refer to the full National Activity Reports from each country for full details of the work carried out by the ambassadors within the project.

MAIN ACTIVITIES CARRIED OUT BY THE 9 NATIONAL AMBASSADORS (Belgium, France, Hungary, Italy, Lithuania, Malta, Portugal, Slovenia, UK)	
Belgium 	Main activities <ul style="list-style-type: none"> Contact with main stakeholders – e mail and letters Website posting Round table discussion Conference presentation Newsletter Meetings Phone discussion
	Stakeholders engaged <ul style="list-style-type: none"> Ministry of Sport from French Speaking Community Association of Dutch Sport Federations Ministry of Education from French and Dutch Speaking Community Dutch Education Council French Speaking Agencies – Qualifications Authority, Universities Dutch Speaking Agencies – Qualifications Authority, Universities Dutch & French Speaking organisations in charge of qualifications framework & EQF German Speaking Ministries of Sport and Education BLOSO ADEPS
	Key Challenges and issues <p>Key challenges from the project included the short time period and also the fact of several languages in use in Belgium, which duplicates or triplicates the organisations involved. Contacts in the sport sector showed interest in the LLL Strategy, more work is needed to develop contacts and liaise with private industry. In some parts of Belgium there is a defined qualifications system for VET and HE so there could be issues with linking the LLL Sport Strategy with a system already in place.</p>
	Sustainable activities and future perspectives <p>The development of sport qualification standards and alignment with the EQF will start very soon in Flanders. The LLL Sport could help to inform that process in the sport sector. In the French speaking community the coaching structure is being reorganised and could be aligned to EQF and based on competence. Work between the three Belgian communities to produce a repertory of occupations including sport job profiles could use the outcomes of the project. The continuing dissemination of the LLL Sport Strategy in the coming years is important to achieve the objective of taking in to account the needs of the labour market when developing qualifications and learning outcomes in sport.</p>
France 	Main activities <ul style="list-style-type: none"> Meetings Website Phone calls / E mails Distribution of the project leaflet Congress

	Stakeholders engaged
	<ul style="list-style-type: none"> Trade Unions Universities National Sport Student Association Sport Commission of French Association of Regions Profession Sport Association National Olympic Committee Sports Ministry
	Key Challenges and issues
	A key challenge in France is some opposition to the European approach and the “power” of the European Standards. Transferability and mobility of labour is not welcomed by all associations and employers. However the project served as a good opportunity to inform stakeholders about developments in education and employment in sport at the European level.
Hungary 	Sustainable activities and future perspectives
	The issue of French law is an important consideration for the future. Sport qualifications are regulated by law for the vocational system. The key consideration of qualification designers whether the certificates will be recognised by law, particularly at the HE level. A further point of view for the future is that there is good acceptance for sport qualifications to be written in competence terms and EQF is a good point of reference but development needs to be at the national level with the national qualifications authority.
	Main activities
	<ul style="list-style-type: none"> Stakeholder meetings Videoconference presentation Preparatory visit Conference and joint event Distribution of leaflet Dissemination of project documents Visit from EOSE
	Stakeholders engaged
	<ul style="list-style-type: none"> Hungarian Society of Sport Science, Sport innovation Committee Ministry of National Resources, Health Secretariat and Sport Secretariat Hungarian Society of Sports Science Mr Pal Szekeres, Deputy State Secretary of Sport National Sport Federations Association of Hungarian PE Teachers Higher Education Institutions Hungarian Sports Alliance National Recreation Sport Federation Hungarian Sports Confederation National Institute for Vocational and Adult Education and Training Hungarian Association of College and University Sport Hungarian Association of Coaches
	Key Challenges and issues
	In 2010 a new Government placed sport within the Ministry of National Resources. Some public organisations were in a state of flux due to governmental changes. The level at which the strategy can be implemented was also a challenge, for example positive meetings can take place with the Confederation of sport but there are 83 sport specific federations which are responsible for the training in their sector.
	Sustainable activities and future perspectives
	The existence of an Alliance – strategic partnership of major stakeholders is a positive move which will support the implementation of the LLL strategy in the future. Actions are






	taking place to describe good practice in the development of a sectoral national qualifications framework. It is hoped the Alliance can be funded for this work and put in place a sector NQF which ensures a strong link between the education and training system and the needs of employers.
Italy 	Main activities <ul style="list-style-type: none"> ▪ Working group meetings ▪ Survey ▪ Press release / Newsletter ▪ Round table / Focus group ▪ Questionnaire ▪ Website
	Stakeholders engaged <ul style="list-style-type: none"> ▪ University ▪ Qualification Authority ▪ National Olympic Committee ▪ Scuola dello Sport
	Key Challenges and issues <p>Through the activities carried out a great momentum has been achieved. A strong interaction between stakeholders has been gained. One of the main challenges is the strengthening of the network to look at the VET sector. The sector will then be better able to tackle the issues of implementation of NQF, reduction of over-qualification and professionalisation. Other issues include that EQF, validation of informal and non-formal learning and quality assurance are not significantly implemented.</p>
	Sustainable activities and future perspectives <p>It is hoped the network can be reinforced and extended beyond the project. This will need sufficient funds. The definition of a more stable social dialogue is a crucial point. More representation of the labour market is required.</p>
Lithuania 	Main activities <ul style="list-style-type: none"> ▪ Power point presentations ▪ Distribution of project leaflet ▪ Phone discussions ▪ Organised meetings ▪ Exchange with other ambassadors ▪ Website / E mails
	Stakeholders engaged <ul style="list-style-type: none"> ▪ Lithuanian national sport federations ▪ Lithuanian public sport schools ▪ State Department of PE and Sport (DPES) ▪ Qualifications and Vocational Education and Training Development Centre ▪ Lithuanian National Olympic Committee ▪ Students ▪ Universities
	Key Challenges and issues <p>A new national qualifications framework was approved by the Lithuanian Government in May 2010. Guidelines for mapping the demand of specialists and competences in different sectors have been developed. There is a need to tie this project to that work. The State Department for PE and Sport have expressed their position on education and training.</p>
	Sustainable activities and future perspectives <p>DPES aims to form a working group “Education and training in sport” which will deal with education and training issues at national level as well as act as an advisory body at EU level. This is an example of a positive step in the sector however the sport sector remains diverse and fragmented – consolidation, alignment and mutual trust are needed for the</p>

	development of the sector.
Malta 	Main activities
	<ul style="list-style-type: none"> ▪ Meetings ▪ Newspaper article – Sunday Times ▪ National Seminar for sports associations ▪ Leaflet
	Stakeholders engaged
	<ul style="list-style-type: none"> ▪ Honourable Parliamentary Secretary (Minister) Clyde Puli ▪ Dr James Calleya, Richard Curmi – Malta Qualifications Council ▪ Mcast ▪ University lecturers ▪ Institute of Tourism Studies ▪ EC Representatives in Malta ▪ Range of sports associations
	Key Challenges and issues
	It will remain a challenge to gain support from all necessary stakeholders for the implementation of the lifelong learning strategy. The implementation of the strategy in other European countries would provide an impetus in Malta.
Portugal 	Sustainable activities and future perspectives
	The project was well received by stakeholders. It will be important in future for training providers and sports associations to work together. Additional funding would help with the implementation of the strategy in Malta. A flexible approach to adopting the strategy was also supported which would bring the same result but meet local conditions.
	Main activities
	<ul style="list-style-type: none"> ▪ E mails ▪ Meetings ▪ Website ▪ Leaflet ▪ Press release
	Stakeholders engaged
	<ul style="list-style-type: none"> ▪ Sport federations ▪ National Qualifications Authority ▪ Higher education institutions and VET training providers ▪ National Olympic and Paralympic Committees ▪ Sport Institute of Portugal ▪ Confederation of Sport Coaches Associations ▪ Employers and employees
Slovenia 	Key Challenges and issues
	Recently laws have been passed which relate to the qualifications of sports coaches and fitness. The legislative framework for sport has been determined in line with the establishment of the National Qualifications System and Qualifications Framework for HE. These developments can support the implementation of the LLL Strategy especially around recognition of learning outcomes and informal and non-formal learning.
	Sustainable activities and future perspectives
	Meetings took place with major stakeholders but more work is needed to fully implement the LLL Strategy at all levels in the Portuguese Sport VET system. The project has been a good start but the main actors need to move forward with the inclusion of sport in new national qualification systems at HE and VET level.
Slovenia 	Main activities
	<ul style="list-style-type: none"> ▪ Meetings ▪ Articles in magazines ▪ Distribution of translated project leaflet

	<ul style="list-style-type: none"> ▪ Informal discussions ▪ E mails ▪ Round table ▪ Website
	Stakeholders engaged
	<ul style="list-style-type: none"> ▪ Sports department and Ministry of Education and Sport ▪ Council of Sports Experts ▪ OLIMP – ETS (Education and Training providers in Sport) ▪ NQF National Authority for Permanent Education ▪ Statistics Office Slovenia ▪ Ministry of Economy / Ministry of Labour
	Key Challenges and issues
	There is an issue over the specificity of sport and that it is regulated by it's own legislation, including VET, this leads to the question of how much sport links to the national VET system. A closer connection with the EQF is required. The project was a good start but more work needs to be done to convince decision makers to implement a work based sector approach to developing a competent workforce through fit for purpose qualifications.
	Sustainable activities and future perspectives
	A team of experts on VET has presented a draft proposal of future Slovenian National Qualifications Framework. It is the intention that this project will be of value to that work.
United Kingdom 	Main activities
	<ul style="list-style-type: none"> ▪ Event for UK Stakeholders ▪ Production of articles for magazines and journals ▪ Discussion at industry meetings and events ▪ Website posting ▪ Targeted e mail ▪ Distributing leaflet
	Stakeholders engaged
	<ul style="list-style-type: none"> ▪ SkillsActive network of employers ▪ Universities ▪ Colleges of Further Education ▪ Training Providers ▪ Sports ministry (Department for Culture, Media and Sport) ▪ Institute for Management of Sport and Physical Activity ▪ Sport England and Home Nation Sports Councils ▪ Sports Coach UK ▪ UK Sport ▪ National Governing Bodies (federations) of Sport
	Key Challenges and issues
	There is a good level of implementation of the Lifelong Learning Strategy in the UK. The national VET structure in the UK supports the model and SkillsActive are part of a network of stakeholders who apply 7 steps in the sport sector. The UK is therefore in a privileged position with respect to implementation of the Strategy. Stakeholders are keen to be involved in the process. Challenges include influencing universities to make their courses linked to the labour market and retaining a role for employers in the design and approval of qualifications.
	Sustainable activities and future perspectives
	In 2010 a new coalition Government was elected. There have been cuts to both the sport and education and training sectors. In order to maintain the activities towards implementing the Lifelong learning strategy it is important that adequate funding is available.

ANNEX 2 – MAIN AREAS DESCRIBED IN NATIONAL DETAILED REPORTS IN REGARD TO THE STRUCTURE OF THE SPORT AND ACTIVE LEISURE SECTOR

MAIN AREAS DISCUSSED WITHIN THE NATIONAL DETAILED REPORTS PRODUCED BY THE 9 NATIONAL AMBASSADORS (Belgium, France, Hungary, Italy, Lithuania, Malta, Portugal, Slovenia, UK)	
Belgium 	<ul style="list-style-type: none"> • Provision of sports programmes in higher education • Organisations offering training programmes to become sports animator, sport instructor, sport coach • Role of the Royal Belgian Football Association • Sports training at the regional level • Role of the General Commissioner's Office for the Advancement of Physical Development, Sports and Outdoor Recreation (Blosa) • Role of Adeps - Administration générale de l'aide à la jeunesse, de la santé et du sport which organizes coach education in more than 60 sports disciplines with the sport federations in the French speaking community • Organisation of fitness training • Sport and secondary education • Training by the sports federations • Role of the Belgian Olympic and Interfederal Committee (BIOSC)
France 	<ul style="list-style-type: none"> • Employment issues including collective agreements and collective bargaining system • Labour market access • Role of Sports Ministry • Training by sports federations • Main providers and numbers • Social partners • University education in sport
Hungary 	<ul style="list-style-type: none"> • Regulated professions in sport • Course accreditation by the sports ministry • Recognition of sport disciplines • Law related to sports qualifications • State and local government responsibilities related to sport • Role of the sports federations • The separation of education service providers from examination centres • Higher education sport training
Italy 	<ul style="list-style-type: none"> • Lack of relationship between Sport VET and National VET system • Responsibility of National Olympic Committee (CONI) • Number of universities delivering sport courses • Types of sport higher education programmes • Number of courses by level • Lack of quality assurance system

	<ul style="list-style-type: none"> • Relationship of sport qualifications to law • Training within sports federations • Limited social dialogue
Lithuania 	<ul style="list-style-type: none"> • Supply of employees in the sport sector • Supply of service workers • Number of graduates from vocational training programmes • Provision of courses in higher education • Numbers of courses and graduates on sports programmes • The specific national university level higher education institution - Lithuanian Academy of Physical Education (LAPE). • Education within institutions linked to job roles
Malta 	<ul style="list-style-type: none"> • Teaching of Physical Education • Educational Institutions and the courses they offer • New EQF level 1 programme • University courses • Training from sport federations linked to European bodies
Portugal 	<ul style="list-style-type: none"> • Sport options within secondary education • Sport vocational courses • Sport technology courses • Sport specialised technology courses • Sport in higher education – universities and polytechnics • Bologna process • New laws affecting education level required for sport professions • Training within sport federations
Slovenia 	<ul style="list-style-type: none"> • Relationship between sport VET and National VET system • Provisions of the Law on Sport (1998) as relevant to education • Numbers of vocational courses • Role of special VET consortium • Training by sports governing bodies or other umbrella sports organizations • Council of Sports Experts
United Kingdom 	<ul style="list-style-type: none"> • Role of SkillsActive, the Sector Skills Council • National Occupational Standards • National Qualifications Framework • Role of awarding bodies • Provision of sports courses in higher education • Apprenticeships • Training in sport governing bodies • Differences for the four countries in UK • National Skills Academy

FURTHER INFORMATION AND CONTACT

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Further information about the LLL Sport project funded by the European Commission is available on www.eose.eu/blog



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Education and Culture DG

Lifelong Learning Programme



LLL Sport European Report

"Actions towards the Lifelong Learning
Strategy for the Sport and Active
Leisure Sector"

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