A CROSS SECTORAL VALORISATION FRAMEWORK

EDUCATION

EMPLOYMENT

STANDARDS

COLLABORATION

EDUCATION

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As President of EOSE, I am delighted to provide the foreword to this valorisation report which has been produced at the conclusion of the VSPORT+ project funded by the European Commission. EOSE has been active in the field of sport and education for over 10 years and the VSPORT+ project has perhaps been the most extensive and ambitious project in our history. The project has provided us with the opportunity to make a real impact at the national level in 12 European countries and for the first time engage with countries from outside the European Union.

It is worth reflecting on the size and potential of the sport and active leisure sector in Europe. Out of 505 million citizens, 61% take part in physical activity at least once a week¹ and 41%, which amounts to some 200 million people, take part in sport at least once a week. There are 700,000 sport associations in Europe and sport makes up on average 1.6% of Gross Domestic Product of Member States. Around 1.5 million people are employed in the sector.

Sport and active leisure is clearly a sector of significance but one which necessitates a thoughtful and systematic approach to the development of the workforce (paid and unpaid). It is our view at EOSE that to deliver new and different opportunities for everyone to participate in sport and physical activity, the sector must be equipped with a workforce possessing the right skills to lead and deliver to a new and expanding market. We are also fully aware of the potential of sport to deliver outcomes related to economic performance, health, and community cohesion and the growing expectations of Governments.

It is against this backdrop of a young, dynamic and growing sector that EOSE operates. The mission of EOSE is to support the development of the sport and active leisure workforce and enable the sector to fulfil its potential as a social, health and economic driver. To achieve this mission, we work with our national members across Europe to help develop sport education systems in line with the needs of the labour market and in support of European policies and initiatives. The EOSE Lifelong Learning Strategy (LLL Strategy), also known as 7 Step Model, was developed 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. The VSPORT+ project, which builds on the outcomes of the initial LLL Sport project², has given us the opportunity to disseminate our Strategy and, in particular the 7 Step Model which is central to it, and to test it with new countries and more stakeholders. The overall conclusion is that the model can provide a valuable tool in the journey towards a competent workforce in sport in Europe.

EOSE is fortunate to have in place a network of national member organisations committed to the common EOSE Vision for sport and employment and the National Ambassadors for this project were directly 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 dissemination and implementation of the 7 Step Model. To bring together so many stakeholders from the sector at the national and local level was a significant achievement. A particularly positive aspect to the VSPORT+ project was also the opportunity to work and learn from colleagues from Australia and New Zealand who provided a fresh perspective on Vocational Education and Training (VET) developments in the sector in Europe.

The project final conference organised at Wembley Stadium in London (UK), which drew together 64 participants from 20 countries, was a great success and provided an opportunity to reflect with colleagues on how far we had come with our mission and how much work is still to be done. What is certain is that the VSPORT+ project has allowed the sector to take a big step forward towards achieving its aims of a qualified and competent workforce.

The event concluded with a concrete call for action endorsed by all participants who agreed to explore the possibility to further use and implement the 7 Step Model as a process to tackle the identified challenges of the sector and principally improve the relationship between the worlds of education and employment.

We believe the sector now has an obligation to utilise the blueprint for success provided through the VSPORT+ project and ensure that the outcomes produced are converted into a tangible legacy to produce the workforce the sector deserves and which will ensure the sector can deliver its potential in the coming years.

Thierry Zintz
EOSE President

¹ Special Eurobarometer Survey on Sport and Physical Activity, March 2014.
² LLL Sport project: "Actions towards the Lifelong Learning Strategy for Sport and Active Leisure" - Reference 2009-5146/001-001 - funded by the DGEAC through the Lifelong Learning Programme (LLP).– http://eose.org/category_work/european_funded_project/page/2/
The 7 Step Model developed by EOSE and disseminated and exploited through the VSPORT+ project is one of the concrete actions being taken by a non-profit organisation to the new vocational and training agenda in Europe as well as a valuable contribution to sectoral qualifications. It also provides a contribution to the attractiveness of VET to young learners and a clear roadmap to training providers to enable them to link, in an enhanced way, the world of education with the world of the labour market particularly that affecting sport and active leisure but which could easily be transferable to other sectors.

Over the past few years the EOSE's contribution to European reform in education and training has been outstanding. Silently, but steadily, EOSE have paved the way for other sectors to translate through the 7 Step model, the European policies and tools proposed since the turn of the century into practical applications and processes that add value to qualifications and employability especially for young people. One can only admire how the 7 Step model manages to use sport and active leisure to connect in a single document, developments in the labour market, use and impact of occupational standards into training, the required skills and competences as well as the qualification expressed through the learning outcomes principle and a robust quality assurance regime.

EOSE is not only an organisation that promotes sport and active leisure as a means to employment but also sport as a vehicle for employability in other joint sectors such as marketing, retailing, media, sports law and events management. This is remarkable in an economic situation in which many Member States of the European Union are experiencing high unemployment, cuts in national budgets, low spending and an increasing disillusion among young and older citizens. Sport and active leisure provide an unusual learning environment which could place people into a learning pathway in further and higher education but also in employment.

In a world in which sport has become one of the leading industries across the globe, establishing qualifications on a Europe-wide recognition and quality assurance platform is a major achievement for EOSE. In many respects, this augurs well for the future of the ‘observatoire’ as a leading European Sector Skills Authority in the field of sport and active leisure.

I feel proud to have been part of this short history of EOSE and to be attending, as a speaker, the final conference for the VSPORT+ project at Wembley Stadium in London. I look forward to many more years of cooperation on how European tools (EQF, EQVET, ECVET, EUROPASS, ESCO…) can support people in their search for jobs, and, in their quest for a quality of life that meets their aspirations and those of their family.

Dr Joachim James Calleja
Director of the CEDEFOP (European Centre for the Development of Vocational Training)
EOSE would like to take this opportunity to express its gratitude to the whole EOSE network for their help in spreading the message of the VSPORT+ project.

We are obliged to staff members of each partner and consulted organisations for the valuable information provided by them in their respective fields. We are sincerely grateful for their cooperation during the period of the project.

A warm thank you message is of course dedicated to the National Ambassadors, part of the membership of the organisation, whose time, help and guidance contributed to the successful completion of the VSPORT+ Project.

The dedication and commitment of the ambassadors during this three 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 at www.vsportplus.eu.
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 Stephen Studd and Ben Gittus, our colleagues from EOSE Services, as well as to Alan Graver, the external evaluator of the VSport+ 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

Carole Ponchon  
EOSE PR & Project Manager

In 2002, the European Observatoire of Sport and Employment (EOSE) registered in France as a not for profit association and its network is composed of national organisations that share a common interest in sport and physical activity and mainly in skills and workforce development.

The mission of EOSE is to facilitate and support the development of the sport and active leisure sector workforce, in bringing education and employment, to ensure people working and volunteering in the sector have the right skills to perform and enable the Sector to fulfil its potential as a social, health and economic driver.

EOSE seeks to position itself and its members at the centre of Education, Training and Employment policies develop in Europe and to be seen as a respected technical and expert independent organisation with specialist knowledge and expertise in the sport.
Sport and active leisure is a young and dynamic sector which can have a positive impact on individuals and communities across Europe. Sport is embedded within all communities, affecting a large percentage of the population, and can be used to address wider European and Government agendas including health, social inclusion, regeneration and education.

As the sport and active leisure sector continues to grow and flourish in Europe, sport organisations are increasingly seeking a range of competent and qualified individuals with new skills, who are often difficult to find in the established European labour market. At the same time, volunteers remain a huge part of the sector and are under increasing pressure to display the same skills as professional workers. These developments are adding pressure on the sector to review and modernise its qualifications and training systems.

As part of its mission, EOSE has always considered as important the development of innovative activities and tools directly linked to European initiatives to give the sport and active leisure sector legitimacy and also to increase recognition as an important and significant sector. The main focus of EOSE, and previous projects it has been involved in, has been workforce development and the implementation of lifelong learning and VET strategies. This is the backdrop against which the VSPORT+ project took place.

If progress is to be made in developing a single joined-up skills system for sport the different actors within the sector in each country will have to cooperate to develop a shared understanding of the VET challenges and how to implement solutions to these challenges.

The main aim of VSPORT+ Project was to carry out a range of valorisation activities at all levels and most specifically within 12 EU countries to reach a maximum of targeted stakeholders. The goal was to raise awareness, communicate, promote, present, encourage and support the transfer and implementation of the EOSE Lifelong Learning Strategy (also known as the 7 Step Model) within current VET systems to encourage changes and modernisation. The Model provides a processes and a set of tools to support the sector in this modernisation mission.

The end objective was to support the concept of a qualified and competent workforce through fit for purpose training and qualifications aligned with the expectations and realities of the labour market. The VSPORT+ project gave the opportunity to disseminate information about the 7 Step Model across EU, to carry out some activities to encourage and try to convince the main national stakeholders to implement the proposed approach, to meet and present the concept to EU Sport Federations, and to open the work outside the EU in disseminating information, collecting feedback and comparing sport education systems with third-party countries of Australia and New Zealand.
The full title of the project developed by EOSE as mono-beneficiary was “VSPORT+: A Cross-Sectoral Valorisation Framework for the Lifelong Learning Strategy in Sport”. For the purpose of this report, this is shortened to VSPORT+.

The 7 Step Model itself is an innovative and flexible approach to developing a high quality vocational education and training system in line with labour market requirements. The Model includes labour market intelligence, occupational standards, a guide to qualifications and a final crucial step of quality assurance.

The twenty-nine month project which finished at the end of March 2014, used an innovative approach of awareness raising and dissemination through the engagement of experienced and recognised National Ambassadors chosen from the membership of EOSE in twelve different European countries (Belgium, Bulgaria, Cyprus, Finland, France, Hungary, Italy, Latvia, Malta, Slovakia, Spain and UK).

All ambassadors provided a national report detailing the activities they had carried out, main stakeholders in their country, the national situation and issues relating to implementation of the 7 Step Model. Across all countries, a pattern emerged showing that sport education is offered through three main types of providers:

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

Overall, the feedback from the six countries within the cohort for national dissemination was positive. The Ambassador for Spain for example stated there was “complete support for the project from contacted organisations” while the ambassador from Cyprus stated that feedback had been “beyond any expectation”. In some countries, developments which are similar in nature to some of the steps in the 7 Step Model are taking place and Ambassadors reported that this prompted more positive views about the model.

Feedback from the six countries within the cohort for national exploitation was also positive. The following themes were repeated in the feedback throughout the 12 European countries:

- Theme 1: There is strong support for the principles on which the Model is founded. Particularly for the need to understand the labour market and its skills needs.
- Theme 2: There is a lack of capacity and funding to fully implement the model.
- Theme 3: A main benefit is to bring people together in dialogue (actors from education and employment).
- Theme 4: The EU and international context is important. Ambassadors from Hungary and Latvia amongst others reported the increased credibility they had through working on behalf of EOSE and an EU funded project.
- Theme 5: Further funding opportunities should be exploited both at the national and European level to continue the work and the increased implementation of the model.

The project facilitated the opportunity to benchmark the 7 Step Model outside Europe and to involve partners in Australia and New Zealand. The National Ambassador for Australia reported, in their national report, that the 7 Step Model, as presented through the VSPORT+ project, is very much in line with the approach that Service Skills Australia undertakes in the development of qualifications and national standards for job roles within the Australian Sport, Fitness and Recreation industry. The national ambassador for New Zealand was also supportive of the 7 Step Model and commented in the final report that “the model is very similar to the way in which Skills Active works to set national qualifications and standards across the recreation, sport and fitness sector as a whole. It also applies to the way Skills Active works within each sub-sector group. The use of this model works well in New Zealand.”

All the ambassadors reported on the challenges and opportunities related to the implementation of the 7 Step Model. One of the challenges experienced by some of the dissemination Ambassadors was the coordination of various autonomous governmental and non-governmental organisations. Often organisations do not have a history of working together and if progress is to be made in developing a single joined-up skills system for sport the different actors within the sector in each country will have to cooperate to develop a shared understanding of the VET challenges and how to implement solutions to these challenges. Generally the main barrier for future implementation is availability of resources and capacity to take the work forward in each country.
There was a will from many Ambassadors to seek future national or European funding to continue the mission to promote the 7 Step Model and quality vocational education linked to the labour market. This will help to solve the challenges of low resources and funding. EOSE will work with Ambassadors and other members to explore concrete opportunities and continue the work through European grants where possible.

A final part of this report details an Action Plan to continue the work at the national and European level and link to EU policies. The Action Plan looks at opportunities and actions over 1-2 years, 3-5 years and longer term. Perhaps the most significant opportunity to utilise the Model in the future, lies in the outcome of the Feasibility Study investigating the potential to establish a European Sector Skills Council which would build its work around the Model.

Overall the project can be seen to be a success. The national reports from the Ambassadors clearly outline significant activity that took place in support of valorisation activities. The external evaluation confirmed that the aims and objectives of the project had been met, for example the evaluator reported that there is evidence of raised awareness amongst nearly 1,000 organisations and 9,000 individuals as a result of the VSPORT+ project.

Sport and active leisure is a people-facing, service-based industry. The aim of the 7 Step Model for sport, and the VSPORT+ project through valorisation activities, is to produce a qualified and competent workforce (volunteers and employees) within that industry.

This report concludes 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 citizens and bring social, health and economic benefits to the whole of Europe.
Background Overview

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A RESPONSE TO THE CHALLENGES OF THE SECTOR – THE 7 STEP MODEL
IDENTIFYING THE NEED FOR CHANGE

a. The sport and active leisure sector

In 2004, the VOCASPORT Report\(^3\) concluded that: “The sport and active leisure 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”. This broad definition was the one used within the VSPORT+ project.

“It is worth reflecting on the size and potential of the sport and active leisure sector in Europe.”

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 European and Government agendas including health, social inclusion, regeneration and education.

Indeed, this has been showcased in different studies and is officially recognised by key institutions at all levels e.g. World Health Organisation, the European Union, and United Nations. Moreover, the Council of the EU\(^4\) has recently identified sport as a tool to tackle youth unemployment directly as an employer and indirectly as a developer of skills and competencies in young people. Indeed, the Council conclusions underlined that “through engagement in sport, young people attain specific personal and professional skills and competences which enhance employability”.

It is worth reflecting on the size and potential of the sport and active leisure sector in Europe. Out of 505 million citizens, 61\% take part in physical activity at least once a week and 41\%\(^5\), which amounts to some 200 million people. There are 700,000 sport associations in Europe and

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\(^3\) VOCASPORT (2004) – “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)

\(^4\) Council conclusions on the contribution of sport to the EU economy, and in particular to addressing youth unemployment and social inclusion – Council of the EU, November 2013

\(^5\) Special Eurobarometer Survey on Sport and Physical Activity, March 2014.
sport makes up on average 1.6% of Gross Domestic Product of member states. Concerning the labour market, around 1.5 million people are employed in the sector and 35 million citizens actively involved as volunteers.

Moreover and according to a recent study commissioned by the European Commission\(^6\), the economic added value of the sport sector is considered as comparable to the share of agriculture, forestry, and fishing sectors combined.

We believe at EOSE that if the sector is to meet its challenges and impact positively on these wider agendas, it is imperative that those working and volunteering in sport are equipped with the necessary skills and knowledge through fit for purpose qualifications.

But the reality is different as the sector grows across the European Union and employers / sport organisations are often seeking well trained employees / volunteers able to match the requirements of more demanding customers and participants. Overall, there is a recognised widening gap between the competencies required by sport employers and those held by prospective employees and volunteers.

Moreover, in different parts of Europe, the sector is moving from its voluntary sector or state-led roots to a mixed economy of public, private and voluntary organisations offering new services and increasing opportunities for paid employment. New skills and new education and training programmes are therefore needed to meet these new challenges.

It is important to underline that, as the European Union continues to expand, the European Commission has emphasised the need to improve the quality of work, improve the functioning of labour markets, and increase the mobility of workers and learners. 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) with the right skills and knowledge is crucial to aid a mobile workforce and reduce unemployment.

Whether we are talking about elite level sport, competitive sport, delivering fitness or outdoors activities or using sport to engage disadvantaged groups, the skills of those working in the sector are always a central feature if sport is to fulfil its potential.

The diagram below illustrates the contribution sport makes to society and it is clear that education, training and employment play a major role in that aspiration. Indeed, the development of fit for purpose qualifications and training aligned with expectations and realities from the labour market can positively influence the level of skills and competences of the employees and volunteers involved in the sector. With a competent workforce, the sector will enhance its chances to meet its potential and positively impact on the economy (e.g. tourism, employment), health (e.g. participation) and social dimension (e.g. integration) of a nation and the European Union as a whole.

Figure 1: The Sport and Active Leisure sector and its potential

Acknowledgement of the importance of a competent and qualified workforce (paid/unpaid) with the right skills and knowledge is crucial to aid a mobile workforce and reduce unemployment.

b. Education and training realities and challenges

In analysing Vocational Education and Training (VET) in the European Union, EOSE and its members were in the position 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 recognised 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 and also by those seeking employment. Furthermore, a clear career structure showing how to enter and progress through the sector is lacking in sport.

\(^6\) Study on the contribution of sport to economic growth and employment in the EU, November 2012.
This would indeed greatly benefit the sector and will enhance the chances to attract people, describe career progressions and give graduates a better opportunity to find employment in the sector.

Also, historically in many countries, sport training has often been aimed at the needs of volunteers, 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 and the sport federations.

The identified lack of communication and co-operation between the different stakeholders of such a fragmented sector also provides a challenge for putting in place a coherent and high quality vocational education and training system.

Last but not least, sport is also being challenged by the implementation of the European Qualification Framework (EQF) and the impact this is having on National Qualification systems. Traditionally, sport training has sat 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.

c. The need for change

As the sport and active leisure sector continues to grow and flourish in Europe, sport organisations are increasingly seeking a range of competent and qualified individuals with new skills, who are often difficult to find in the established European labour market.

Vocational education and training (VET) is still very limited in the sport 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 and learners’ mobility, transparency and employment potential.

The sector needs to organise itself at the European level to respond to the vocational education and training challenges, encouraged by the European Commission (DGEAC) and in particular the Sport Unit following the entry into force of the Lisbon Treaty\(^7\) which provided the European Union with a soft competence in the field of sport.

There is an emerging 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. The sector needs to face its realities and challenges and for that its education and training systems have to change and be modernised.

Through the development of innovative tools and methodologies, the active engagement of stakeholders and the delivery of transnational and collaborative European projects, the sport and active leisure sector will enhance its capacity to evolve, meet the challenges it faces through education and training, deliver its full potential to society and become recognised as a sector of significance at the European and national level

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FIRST EUROPEAN ATTEMPTS TO ADDRESS THE ISSUES

Aligned with the identified challenges and main European Policies and initiatives on education, employment and sport (see Annex – European Policies), EOSE has been actively involved over the past twelve years, as promoter or partner, in a range of transnational European projects and studies funded by the European Commission.

Indeed, as part of its mission, EOSE has always considered as very important the development of innovative activities and tools directly linked to European initiatives to give the sport and active leisure sector legitimacy and also to increase the possibility to be taken seriously as an important and significant sector at the forefront of implementing initiatives at the European level.

The main focus of several of these projects has been workforce development and the implementation of lifelong learning and VET strategies.

These projects and other activities carried out by EOSE form a coherent progression of actions in support of vocational training and qualifications within the sport and active leisure sector.

**a. The starting point of the journey – VOCASPORT (2004)**

In the context of the European Year of Education through sport in 2004, a study supported by the European Commission (DG Education and Culture) and entitled "VOCASPORT" was carried out by a consortium composed of EOSE, the European Network of Sport Science, Education and Employment (ENSSEE) and Ezus-Lyon, a subsidiary of the Université Claude Bernard Lyon 1 (UCBL).

VOCASPORT stand for “Vocational Education and Training in the field of Sport in the European Union member states: situation and outlook” and had the objective to investigate the situation of employment and Vocational Education Training in the field of sport in the twenty-five European Union Member States.

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8 The objective of the European Year of Education through Sport 2004 was to encourage partnerships between the worlds of education and sport to promote educational and social values of sporting activity - www.europa.eu/legislation_summaries/education_training_youth/sport/l35008_en.htm
9 See www.enssee.eu
10 See www.ezus-lyon.fr
This study can be considered as the first true attempt to give a definitive picture of the sport and active leisure sector in Europe, as well as to highlight the complexity, tendencies and main challenges that exist within the sector in terms of employment and education. The work carried out also unequivocally permitted to identify pragmatic recommendations to raise the skills and competences of those working in this growing and dynamic sector through high quality vocational education and training systems.

b. Implementing the European Qualification Framework in the sector (EQF-Sport)

A new step in the education and training policy in Europe was undertaken by the European Council and the European Commission at the Maastricht conference in December 2004. In line with the Copenhagen declaration\(^\text{11}\) (2002) on VET and in response to requests from the Member States, the social partners and other stakeholders for a common reference to increase the transparency of qualifications, it was decided to support the creation of a “European Qualification Framework” (EQF).

A specific call for proposals was published under the Leonardo da Vinci Programme by the DGEAC in June 2006 (EAC/22/06) with the following title “Award of grants for actions to develop and test the European Qualifications Framework (EQF), including national and sectoral qualifications frameworks”.

The sport sector, convinced by the fact that the Copenhagen process and the European Qualification Framework could provide concrete and adapted responses to the main challenges identified in the field of education and training in the sport and active leisure sector, decided to develop and submit a collaborative response to that call.

In line with that statement, the intention of the work programme of the project lead by EOSE was to develop tools and methodologies to encourage main stakeholders to implement the EQF process within the sector. The main outcome of the project was the production of a guide which contained a Sector Qualifications Strategy including functional mapping, a competence, knowledge and skills framework and a quality assurance process.

This guide was firmly rooted in the European VET initiatives of EQF, the European Credit and Vocational Education and Training System (ECVET) and the European quality assurance in vocational education and training (EQAVET).


This guide gave the birth to the first version of the innovative approach called “Lifelong Learning Strategy for the Sport and Active Leisure”, also known as 7 Step Model or LLL Strategy. Shortly, this Lifelong Learning Strategy was developed for the whole sport and active leisure sector to provide a clear methodology and set of common tools for tackling all VET related issues and challenges identified within the sector at the regional, national and European level. The model aims to bring together the education and employment stakeholders in a collaborative approach to ensure that VET provision is fit for purpose and in line with the needs of the workforce.

c. Implementing and testing the 7 Step Model at the European Level

It has been encouraging that the Lifelong Learning Strategy has then been tested, amended and implemented through a series of European funded projects carried out at the sub-sectoral level in Health and Fitness, the Outdoors and more recently in Golf. EOSE has not been leading these projects but was involved as official partner and technical coordinator in the development of the content of the application forms and the implementation of the Lifelong Learning Strategy.

The Health and Fitness sector

A series of three European funded projects were carried out within the Health and Fitness sector and served as a concrete example for the testing and implementation of the Lifelong Learning Strategy. Implemented in conjunction with the European Health and Fitness Association (EHFA), the Eurofit-qst Leonardo da Vinci project (2004-2006), “European Fitness Qualifications and Training”, gave the opportunity to produce a Functional Map, Competence Framework, Occupational Standards, Learning Outcomes Framework for Fitness Instructors and Quality Assurance guidelines, all in line with EQF, ECVET and EQAVET.

Then, the ECVET-Fitness project (2007), led by EHFA and SkillsActive, was built on the results of the previous Eurofit-qst European project and had the main goal to develop and implement a European credit system for qualifications within the EQF framework in the fitness sector which mapped to...
the emerging ECVET initiative proposed by the European Commission. Last but not least, a third EU funded Leonardo da Vinci project (2008-2010), entitled “The European Accreditation - Fitness project (EA-Fitness)” and lead by Central YMCA Qualifications (CYQ, UK), provided a catalyst to the transfer of innovative accreditation and verification solutions for vocational education and training in the field of Health and Fitness qualifications across Europe.

### The Outdoors sector

Two Leonardo da Vinci projects of two years\(^{12}\) funded through the Lifelong Learning Programme (LLP) were implemented in the outdoors between 2008 and 2012 with the ultimate goal to produce some crucial and indispensable tools and European standards aiming at providing a better visibility of the outdoors sector, in terms of staff competencies.

"These projects showed how the Lifelong Learning strategy can support both the implementation of European VET initiatives and the development and professionalisation of a particular sector of employment."

The first one carried out between 2008 and 2010 was name EQFOA “European Qualification Framework for Outdoor Animators” and the second one (2010-2012) was entitled CLO2 “Professionalising training and mobility for outdoor animators in Europe bridging the gap between sector competences and learning outcomes”.

As it was the case for the Health and Fitness experience, these projects showed how the Lifelong Learning strategy can support both the implementation of European VET initiatives and the development and professionalisation of a particular sector of employment.

### The Golf sector

The European Golf sector followed the same route as Health and Fitness and the Outdoors by developing and implementing a European funded Leonardo da Vinci project of 24 months led by SkillsActive (Promoter), EOSE (Coordinator) and the Professional Golfers’ Associations of Europe (PGA of Europe, Technical leader).

The European Occupational Standards for Golf project\(^{13}\) - Golf Stand (UK/10/LLP-LdV/TOI-343) was developed, on the request from the PGA of Europe, with the main objective to implement the Lifelong Learning Strategy to produce a range of indispensable European occupational standards aiming at defining the competences, skills and knowledge needed for those working in the sector as golf professionals.

\(^{12}\) EQFOA (2008-2010) - European Qualification for Outdoor Animators - UK/06/B/F/PP-162_622 CLO2 (2010-2012) - Professionalising training and mobility for outdoor animators in Europe bridging the gap between sector competences and learning outcomes - UK/08/LLP LdV/TOI/163_178

\(^{13}\) See www.golf-stand.eu
A RESPONSE TO THE CHALLENGES OF THE SECTOR – THE 7 STEP MODEL

As presented within the previous section of the report and aligned with European policies and strategic VET initiatives such as the European Qualification Framework (EQF), EOSE developed in 2009, through the EQF-Sport project, a first version of a co-ordinated response to the main challenges facing the sector in terms of education and employment firstly entitled “Lifelong Learning Strategy for the whole Sport and Active Leisure sector” and now also recognised as the “7 Step Model”. This strategy has then been tested and amended through a series of European projects.

The ultimate objective of this innovative development was to provide a clear methodology and set of tools for the sector which could successfully link the worlds of education and employment and equip the workforce with the expected skills through fit for purpose qualifications and training programmes. In other words, the Lifelong Learning Strategy was developed to provide a framework for the implementation of a coherent approach to ensure that quality vocational education, training and qualifications exist to support the development of this workforce.

One of the key parts of the 7 Step Model is the development of industry-led occupational standards specifying the standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively.

These standards, mainly developed by sport employers and experts, identify the competence and skills needed in a particular sector, sub-sector or occupation and are therefore a valuable resource to ensure that qualifications and training programmes meet the labour market needs and demands.

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.
a. The concept of 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 organised 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 but this too is not consistently established in the sector across Europe.

A sector approach is a way of bringing together all relevant stakeholders to discuss and drive forward key issues in a sector (industry), 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 internationally where the sector approach already exists, there are often organisations known as “sector skills councils” (or similar) 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 the European 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 addition to official recognition and increased funding opportunities, the benefits of the Sector Approach, in our case the Lifelong Learning Strategy / 7 Step Model, can include and provide elements to improve the mobility of workers and learners, recognition of qualifications, a link between employment and training, transparent and flexible education system, mutual trust and firm career pathways.

b. Rationale for the sport and active leisure sector approach - 7 Step Model

In the case of the sport and active leisure sector and aligned with the main challenges identified earlier in this report, the 7 Step Model has been mainly produced in order to:

- Understand and anticipate realities, changes and future skills needs of the labour market.
- Organise the sector in support of the European policies and strategic initiatives especially the European Qualification Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET).
- Promote a transparent and flexible education and training system with clear learning and career pathways.
- Engage main stakeholders from the sector.
- Facilitate the link between the worlds of education and employment.
- Match education and training to the needs of the labour market.
- Equip the workforce with the right skills and competences through fit for purpose qualifications and courses.
- Facilitate the economic growth and social impact of the sector.
- Improve the recognition of competences and qualifications.
- Support mobility, transparency and mutual trust of qualifications.

b. Describing the 7 steps of the Model

The 7 Step Model has been developed to be flexible enough to be used by a wide range of stakeholders in the fields of both sport and education.

Indeed, the Model can be utilised as a set of tools and a reference point to achieve a variety of education or employment objectives and also to develop an organisations’ role in the sector.

Flexible enough to be used by a wide range of stakeholders in the fields of both sport and education.

It is important to note that the 7 Step Model can be applied to the sport and active leisure sector as a whole, to a sub-sector such as fitness or the outdoors, or to a single sport such as Golf or Basketball for example.
Also, the work can be carried out at the regional, national, European or International level.

Figure 2: The 7 Step Model (EOSE, 2014)

The first step consists of conducting Labour Market Intelligence (LMI) to collect qualitative and quantitative data from various sources using a range of techniques to be able to understand the characteristics of the sector and its current labour market (paid and unpaid), to assess the potential for growth and change and to identify the priorities areas which:

- Have an impact on the economic growth and impact of the sector.
- Relate to the government expectations and strategies (e.g. health, education, sport, economy).
- Correspond to the strongest needs of employers and the labour market.
- Represent a significant percentage of the workforce.
- Require new or increased skills.

The main use of this information is to describe the relationship between employers and occupations and to assess how well the labour market is functioning, the existing and emerging skill shortages and training requirements, the appropriateness of the existing VET system, and the prediction of current and future skills priorities.

This step can be considered as the starting point for the development of occupational standards and qualifications or training programmes.

**Starting point for the development of occupational standards and qualifications or training programmes.**

Step 2 is a natural progression from Step 1 and all data collected about the labour market can be used to inform the Occupational Map. Both steps can be combined to provide a comprehensive and concise overview of the sector, its contribution to wider agendas, the characteristics of the labour market, trends and challenges affecting the workforce, the types of job roles and key occupational areas, and opportunities for career progression.

**Contributes to the context and background for the development of occupational standards and education and training strategies.**

The Occupational Map contributes to the context and background for the development of occupational standards and education and training strategies for a sector, a sub-sector or an occupation.
Chapter III
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STEP 3: OCCUPATIONAL DESCRIPTORS

Step 3 of the Model consists of developing Occupational Descriptors for the main occupations and job roles in a sector/sub-sector or a single sport identified within the Occupational Map. Organisations often use different job titles for roles that are essentially similar. The aim of this step is to identify this commonality.

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Identify key tasks, skills and attributes which relate to a specific occupation as well as knowledge, qualifications and career routes.
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The approach of the sport and active leisure sector is to develop, using various working methodologies (e.g. focus group), a simple document which looks similar to sample job description and typically includes:

- Occupation title.
- Occupation description.
- Occupation responsibilities.
- Skills and Knowledge required.
- Attitudes and personal requirements.
- Qualifications and experience.
- Continuous Professional Development (CPD).
- Career progression.

Occupational descriptors identify key tasks, skills and attributes which relate to a specific occupation as well as knowledge, qualifications and career routes, and therefore become a useful reference point for the development of occupational standards.

STEP 4: FUNCTIONAL MAP

The Functional Map is a visual representation that describes the work activities taking place across an occupational sector or a specific sport. A Functional Map can be developed for an occupational sector, a specific sport or a specific occupation. It provides a complete breakdown of all functions or work activities that need to be carried out by individuals.

The Functional Map begins by defining a “Key Purpose” for a particular sector or occupation and would normally expand through “Key Areas”, “Key Roles” and “Key Functions”, each level in more detail than the last – these are developed by asking what functions need to be performed in order for the previous function to be achieved.

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Provides a complete breakdown of all functions or work activities that need to be carried out by individuals.
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Therefore, the more detailed part of the Functional Map lists the “key functions” of work that are carried out by individuals. It is these elements that provide the starting point for developing Occupational Standards and for identifying gaps in existing standards.

STEP 5: COMPETENCE FRAMEWORK (OCCUPATIONAL STANDARDS)

The Competence Framework is made up of Occupational Standards which are units of competences describing the skills and knowledge necessary to work in a sector.

The occupational standards are an extension of the Functional Map where each “key function” is 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.

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Occupational standards describe what needs to be achieved in the workplace.
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Occupational standards describe what needs to be achieved in the workplace and they are specifically related to employment whether this is in a paid or voluntary capacity. The competence framework sets a benchmark against which training organisations can measure their qualifications and training courses.
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**STEP 6: GUIDE TO QUALIFICATIONS AND LEARNING OUTCOMES**

Step 6 is the point in the model where there is a switch to focus on education rather than employment. The Guide to Qualifications and Learning Outcomes is a comprehensive reference point to ensure there is a link between education and employment, it allows training providers to create units of learning in line with the occupational standards and develop appropriate teaching and assessment strategies.

In addition to guidance on the development of learning outcomes, the guide should also provide direction on teaching, credit and assessment strategies.

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).

**STEP 7: QUALITY ASSURANCE PROCESS**

Step 7 can be considered as the final step of the 7 Model and is designed to ensure trust between the worlds of employment and education. The process of quality assurance is crucial in order to ensure the efficient implementation of VET systems.

To ensure trust between the worlds of employment and education.

Quality Assurance is the final step of the Model and ensures that there is confidence and trust that the other steps within the model are delivered in a consistent and quality way to produce a competent and qualified workforce.

**d. Roll out of the 7 Step Model to other sectors**

The 7 Step Model was originally developed for the sport and active leisure sector. However, the principles of labour market intelligence, occupational standards, learning outcomes and quality assurance are equally relevant to any sector where there is a coordinated effort to reform vocational education in line with the labour market and the European tools.

The principles of labour market intelligence, occupational standards, learning outcomes and quality assurance are equally relevant to any sector.

Therefore, EOSE is pleased to make information and learning about the implementation of the 7 Step Model available to other sectors. EOSE takes part in many cross-sector forums and workshops at the European level where it has the chance to present the innovative Model.

It is encouraging to underline that the Director of CEDEFOP, Dr Joachim James Calleja, has both praised the 7 Step Model and emphasised its relevance to other sectors. Indeed, in his remarks at the VSPORT+ final conference in London, Dr Calleja stated: “EOSE have paved the way for other sectors to translate through the 7 Step Model, the European policies and tools proposed since the turn of the century into practical applications and processes that add value to qualifications and employability especially for young people."

To ensure trust between the worlds of employment and education.

The point in the model where there is a switch to focus on education rather than employment.

The principles of labour market intelligence, occupational standards, learning outcomes and quality assurance are equally relevant to any sector.

It is directly related to “verification” or “accreditation” of qualifications delivered by 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.

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).
CHAPTER IV

THE VSPORT+ PROJECT

The foundations for the VSPORT+ project were laid in 2011 in the LLL Sport project “Actions towards the Lifelong Learning Strategy for Sport and Active Leisure” (Reference 2009-5146/001-001), led by EOSE. It was funded by the DGEAC through the Lifelong Learning Programme (LLP) and focussed on the further development, dissemination and implementation of the Lifelong Learning Strategy / 7 Step Model within the sport and active leisure sector.

Indeed, unlike with the European funded projects presented in Health and Fitness, the Outdoors and Golf, this one year LLL Sport project concentrated on awareness raising and dissemination of the 7 Step Model 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; encouraging and supporting the implementation of the strategy at the national level through positive engagement of stakeholders from the fields of sport and education at the national (and sub-national) level.

The result of LLL Sport, in support of the Education and Training framework 2020\textsuperscript{14}, the ratified Lisbon Treaty and the European White Paper for Sport\textsuperscript{15}, was to help national and local stakeholders to better align with EQF, and to contribute and introduce changes into national VET systems by transferring the innovative 7 Step Model in the sport and active leisure sector.

"Still significant challenges and barriers to overcome before the Model to be fully embedded at European and national levels."

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

Despite this positive level of interest and engagement with the project and the 7 Step Model across Europe, at the


end of the work plan there were still significant challenges and barriers to overcome before the Model to be fully embedded at European and national levels. These challenges included 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 it.

Further dissemination and exploitation of the 7 Step Model was considered necessary by National stakeholders on a European, national and regional basis. It was clear from the LLL Sport project that a momentum has been built around the implementation of EQF and lifelong learning strategies in sport and active leisure. All national stakeholders involved in the delivery of the project unanimously reported a desire to keep up this momentum with further sustained activities, possibly through future funding or project work.

a. VSPORT+ Project: what is it about?

EOSE was seeking to develop a follow up project and found a European funding opportunity through the Lifelong Learning Programme (LLP) and more precisely under the Key Activity 4 - Multilateral Project entitled “Dissemination and Exploitation of results”.

The full title of the project developed by EOSE as mono-beneficiary was “VSPORT+: A Cross-Sectoral Valorisation Framework for the Lifelong Learning Strategy in Sport”. For the purposes of this report, this is shortened to VSPORT+.

The project timeline was from November 2011 to March 2014 so a total of 29 months of activity.

VSPORT+ very much builds on a number of previous European projects but principally on the success of the LLL Sport project. It was developed as a direct follow up and its key objectives were to:

- Further raise awareness and ensure a successful dissemination of the Lifelong Learning Strategy (7 Step Model) at the International, European, national, regional and local levels.
- Encourage and support the transfer, use and implementation of the 7 Step Model at all levels.
- Stimulate and introduce changes within current vocational education systems by transferring and implementing the 7 Step Model.
- Ensure VET systems and qualifications are fit for purpose and aid employability, transparency and mobility.
- Develop a Cross Sectoral Valorisation Framework to raise awareness of the 7 Step Model.

b. VSPORT+: an effective and innovative working methodology

The twenty-nine month project which finished at the end of March 2014, used an innovative approach of awareness raising and dissemination through the engagement of experienced and recognised National Ambassadors chosen from the membership of EOSE in twelve different European countries (Belgium, Bulgaria, Cyprus, Finland, France, Hungary, Italy, Latvia, Malta, Slovakia, Spain and UK).

These National Ambassadors were selected because of their recognised profile in their respective countries, their strong knowledge and expertise of the sport and active leisure sector, their understanding of the national system in place and the size of the network of stakeholders from the sector they were able to solicit and consult efficiently through the project.

Give them the ability to become National Ambassadors and sustainable agents of change in their respective countries.

At the early stage of the project, the twelve National Ambassadors were trained by EOSE on European policies, the challenges of the sport and active leisure sector in terms of education and training and on the 7 Step Model. The objective was to give them the ability to become National Ambassadors and sustainable agents of change in their respective countries.

Indeed, each National Ambassador involved within the VSPORT+ project was responsible:

- To act as an EOSE representative at the national level and communicate on the main challenges and priorities of the sector.
- To explain and promote the concept, challenges and content of the 7 Step Model developed for the whole sport and active leisure sector.
- To disseminate information about the Model, make all
the relevant resources available and raise awareness at the National, regional and local level.

- To mobilise and facilitate exchanges and interactions with main national stakeholders having a role in education and training.
- To put in place mechanisms to encourage and support the implementation of the Model aiming to ensure the development of a competent workforce for the sector.

The first task of the National Ambassadors was to define a detailed action plan identifying the stakeholders to be reached and the adapted channels to be used to obtain the targeted impact. EOSE made the use of a flexible approach for the development of the twelve action plans. Having in mind the objectives of the project, each Ambassador was free to design an action plan relevant to the specificities and characteristics of the education and sport systems of the country considered. Indeed, each Member State is different so to enhance the impact, reach a maximum of stakeholders and increase the sustainability of the work, it was crucial to leave National Ambassadors to decide the stakeholders to be targeted, the most relevant ways to reach them, the timeline and supported material to be used etc.

After validation of the action plans, each Ambassador implemented the envisaged list of concrete activities at the national and local level to raise awareness, communicate, present and encourage the use of the 7 Step Model. Some Ambassadors were mainly focusing on the dissemination process whereas the most experienced ones were responsible for managing both dissemination and exploitation tasks in their country.

Then, each Ambassador prepared a detailed national report providing through a first section information about the general national context, the sport and active leisure sector, the education and training system, the main stakeholders and the level on implementation of the national qualification framework. The second part of each national report described all activities carried out at the national level and more important the feedback received around the implementation of the 7 Step Model. The final part focused on the main challenges, successes and future opportunities to encourage the implementation of the Strategy.

The success of the project strongly depended on the involvement of these National Ambassadors and the support, engagement and commitment of key national stakeholders.

**Figure 3: VSPORT+ National Ambassador Concept (EOSE, 2012)**
c. Making the best of Third-Country partners: Inclusion of Australia and New Zealand in the project

During the project bidding phase of the VSPORT+ project, it became clear that it was possible to include transnational partners from outside of the European Union. EOSE was keen to exploit this opportunity, especially as links had already been created with the relevant skills development organisations in Australia and New-Zealand.

It was therefore possible to include Service Skills Australia and Skills Active Aotearoa (New Zealand) in the VSPORT+ project as transnational third country partners. Both of these organisations are the equivalent of a “sector skills council” and therefore sit at the heart of vocational education and training in their respective countries.

Service Skills Australia is one of 11 Industry Skills Councils funded to support skills development in their industries which includes sport and recreation. They consult and engage with industry, training organisations, government and other stakeholders to develop and support the implementation of nationally recognised training products that respond to industry skill needs.

Skills Active Aotearoa is the New Zealand Industry Training Organisation for the recreation, sport and fitness sectors. The four main functions of the organisation are to set skills standards, provide work-based learning opportunities, quality assure assessment processes and provide leadership within their industries on skills and training needs.

The two organisations acted as National Ambassadors for the VSPORT+ project disseminating information about the project and the 7 Step Model in their countries and discussing the content of the Model with selected stakeholders.

Representatives from these organisations attended the VSPORT+ Final Conference organised in London (February 2014) and national reports were also prepared detailing the national situation for VET in sport and how it links and compares to the 7 Step Model.

d. Opportunities

VSPORT+ gave the opportunity to further raise awareness and disseminate information about the 7 Step Model across European countries, to carry out some activities to encourage and try to convince the main national stakeholders to implement the Model, to meet and present the innovative concept to some interested European Sport Federations, and to open the work outside the European Union in disseminating information, collecting feedbacks and comparing European sport education systems with those in Australia and New-Zealand.

Through the delivery of the work plan, it was anticipated that the VSPORT+ project could successfully promote and encourage the use of the 7 Step Model and thus bring benefits to the sector or a competent and qualified workforce in support for a growing sport and active leisure sector.

EOSE is delighted to have been given the opportunity to deliver such an ambitious project which supported the concept of a qualified and competent workforce and contributed to lead to the modernisation of the sport training systems and to facilitate the changes the sector needs to become more organised and successful in taking its place as a sector of significance at the European level.

An ambitious project which supported the concept of a qualified and competent workforce and contributed to lead to the modernisation of the sport training systems.
NATIONAL SPORT AND EDUCATION SYSTEMS: THE BIG PICTURE

National detailed reports developed by each Ambassador involved through the VSPORT+ project were analysed and the following section provides a summary of the main findings regarding the national education and sport systems but also the situation around the national qualification framework.

a. Key facts and data

As a starting point, both the dissemination and exploitation National Ambassadors provided general information about their country. This included for example the geographic position, population, language, Gross domestic product (GDP), annual growth and some information on history, the constitution and the role of government.

It was extremely important to explain this general data to then be able to move on and understand the details of the sport and education systems and factors impacting on them.

For example, the national report from Bulgaria presented the economic situation in terms of GDP growth, purchasing power and inflation. The report from Finland discussed the industrial development and diversification of industry within the nation. The Belgium report proposed that it is impossible to understand the infrastructure of sport or education in Belgium without first understanding the national three level structure made up of the federal state, communities and regions.

Crucially, this information firmly located the VSPORT+ project within the social, economic, historical, geographical and cultural systems and drivers within each country.

b. National sport and active leisure sector

Each ambassador described the national sport system in their country placing emphasis on the issues and
structures of most importance. Many of the countries were able to draw on national statistics to illustrate the size and significance of the sport sector. The reports from the UK, Malta and Latvia in particular were able to provide detailed statistics on the number of sports organisations, number of employees and further workforce data such as gender, age and ethnic mix.

Some ambassadors reported on sport participation figures and the most practiced sport, for example in Cyprus this is football with 13.2% of participants playing this sport.

The report from Latvia provided a useful breakdown of the main themes within the infrastructure and delivery structure for sport in the country, based around elite sport, sport for all, disability sport, children, and facilities. This breakdown of themes is not dissimilar in most other countries although in many countries the definition of sport is widened to include sub-sectors such as fitness and outdoors. Other common areas which were discussed in the national reports included anti-doping, education and training, dual career, and governance.

All ambassadors discussed the role of government and governmental organisations in the sport system in their country. For example, sport in France was described as a State model where responsibility for sport is shared between government and the sport movement. The Hungary report detailed the role of both governmental and non-governmental organisations.

The voluntary and professional divide in sport was discussed in some national reports and the reports from Bulgaria and Finland in particular emphasised the voluntary basis of sport in those countries.

The cultural importance of sport was discussed by some national ambassadors in their reports as well as the delivery structure for sport from the national to the regional and local level. Finally the importance of international cooperation in the field of sport was discussed in several of the reports.

c. 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:

- Stages of education;
- Compulsory school age;
- Reforms to higher education;
- Organisation of the VET system;
- Relevant Ministries;
- Types and numbers of institutions;
- Regulations;
- The place of apprenticeships;
- 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 in the VET system and at Higher Education level to oversee national education. The report from Bulgaria in particular discusses the role of “co-ordinating bodies”. Reforms in the Hungarian higher education system in 2005 included defining types of programme, accreditation, titles and grading.

The reports highlighted the national variances in the education and training systems. There seems to be the most differences in the structure of vocational education as opposed to school and Higher Education systems which are more similar.

Reforms in both higher and vocational education have created conditions for favourable responses to the 7 Step Model.

The voluntary and professional divide in sport was discussed in some national reports and the reports from Bulgaria and Finland in particular emphasised the voluntary basis of sport in those countries.

Reforms in both higher and vocational education have created conditions for favourable responses to the 7 Step Model, for example where there is a move to using learning outcomes or, like in the case of Cyprus where there is an increased focus on quality assurance.

d. Sport and active leisure education and training systems

All twelve national reports from the National Ambassadors contained a section on the education and training system in sport and active leisure. Within this section, the ambassadors discussed the role of higher and vocational education providers and sports organisations such as national Olympic committees or sports federations.
An analysis of the sections on education and training in sport and active leisure from each of the ambassadors highlighted both similarities and differences between the countries. Across all countries a pattern emerged showing that sport 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 the focus across Europe for 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 from education which is seen throughout Europe and is necessary for the sector to achieve its sporting, social and economic potential.

One main difference between countries highlighted by the national reports is the level to which employment in sport is regulated by law.

One main difference between countries highlighted by the national reports is the level to which employment in sport is regulated by law.

The United Kingdom, France and Malta are examples of countries within the project which already have established national qualifications frameworks (it should be noted that in the United Kingdom there are actually three qualifications frameworks). 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 VET as well as higher education.

In Hungary, Bulgaria and Latvia, a new 8 level National Qualifications Framework is being developed. The development of a NQF in Italy is in the early stages. In Slovakia, the developments around NQF focus on two pillars of national register of qualifications and national register of occupations. Spain has a National Institute of Qualifications which oversees a National System of Vocational Qualifications. In Belgium there is a Flemish Qualifications Framework and ongoing work to implement a framework in the French speaking community.

The development of National Qualifications Frameworks supports the implementation of such things as learning outcomes, level descriptors and quality assurance which will all support the implementation of the 7 Step model in the sport sector. The Bulgarian report stated that the emerging NQF will give learning outcomes a more prominent role in planning education provision. 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, indeed many of the new NQFs appearing around Europe mirror the EQF 8 level structure.

It was a key part of the VSPORT+ project to promote the principles on which the EQF is founded, and the project as a whole has shown support from the sport and active sector for the EQF and other European tools such as ECVET and EQAVET.

A key challenge for sport is that in most countries much of the traditional education and training provision delivered through the sport movement (Sport Federations) sits outside the national qualification frameworks where they have existed.

**f. Summary of sport and VET systems in Australia and New Zealand**

**Australia**

Within sport, fitness and recreation in Australia, there are a range of national, state and local organisations. At the national and state level, most sub-sectors have a "peak" or membership body that operates to provide services such as education, business and voice for lobbying for their area of responsibility.

All education and training that is nationally recognised and accredited must align with the Australian Qualifications Framework (AQF) which establishes the quality of Australian qualifications. The AQF is based on levels, qualification types, learning outcomes and accreditation.

Service Skills Australia manages the Sport, Fitness and Recreation Training Package which contains all of the qualifications applicable to the Sport, Fitness and Recreation Industry.

The Australian model could be seen to be quite a **centralised process where all vocational qualifications** nationally must use the qualification titles and training components, including units, designed by Service Skills Australia. Higher Education has more freedom to develop their own qualifications.

**New Zealand**

As with many of the Maps of Stakeholders from Europe, the one from New Zealand places **government Ministries and governmental organisations at the top of the map as the main strategic facilitators for the industry**. In New Zealand this would include the Ministry of Business, Innovation and Employment, and Sport New-Zealand. Sitting below these governmental organisations are a range of sector and member organisations, operators and employers.

Within the vocational education system the Tertiary Education Commission (TEC) and New Zealand Qualifications Authority (NZQA) sit under the Ministry of Education. Under the TEC and NZQA sit the various industries which agree and set industry best practice, the Industry Training Organisations (ITOs) such as Skills Active and the various training providers.

**The New Zealand Qualifications Framework** was established in 2010 as a single unified framework for all New Zealand qualifications, **it is a 10 level structure based on level descriptors and learning outcomes.**

Part of the role of Skills Active Aotearoa, as an Industry Training Organisation, is to act as a standards setting body. This means Skills Active Aotearoa develops unit standards and national qualifications for their industries of recreation and sport, fitness, snow sport and outdoor recreation.
ENGAGEMENT AND INTERACTION WITH NATIONAL STAKEHOLDERS

a. National Maps of Stakeholders

One of the main tasks of the national dissemination and exploitation 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 United Kingdom, 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 national 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 (HE 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 lifelong learning in 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 all important stakeholders.

As an example, the national Map of Stakeholders for Italy grouped the main stakeholders together under seven main headings:

- Sport Movement;
- Employers;
- Employees and Professionals;
- Users;
- Education and training providers;
- National qualifications authority;
- Government.

This appears to be a useful taxonomy which neatly summarises the types of stakeholder which appear in all the national reports.

Developing the Maps of Stakeholders allowed the ambassadors both to build a frame of reference for their dissemination or exploitation activities within the VSPORT+ 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 7 Step Model.

b. Analysis of national activities

One of the first tasks for all twelve National Ambassadors, at the beginning of the VSPORT+ project, was to produce a detailed national action plan. The national action plan was a comprehensive agenda of activities which would take place nationally during the life of the project in each of the 12 European countries. Although the action plans were signed off by the central project team from EOSE, there were no strict rules on which activities the ambassadors should undertake. The ambassadors, who were selected for their knowledge of, and contacts in, the sport and education landscape in their country, were free to select the most relevant and beneficial activities to their dissemination or exploitation role.

Two products in particular helped the Ambassadors with their work to carry out the tasks in their action plan. Firstly, the translation of some of the project material was of immense value to the Ambassadors and made their job much easier. The Ambassador from Spain, for example, stated “The translation of the communication material was not an easy task but it was a priceless added value to have flyer, national leaflet and the brochure in Spanish”. Secondly, the Ambassadors found it useful to have copies of a concrete example illustrating each of the seven steps from the model which had been developed for the European golf sector. This allowed presentation of the steps with a concrete example and not just as a theoretical model.

Details of the working methodology and national activities carried out can be found in each of the national reports. The following columns give a snapshot of both activities carried out and stakeholders engaged through the project across the 12 European countries.

**EXAMPLES OF STAKEHOLDERS ENGAGED**

<table>
<thead>
<tr>
<th>Stakeholder Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Ministry</td>
</tr>
<tr>
<td>Education Ministry</td>
</tr>
<tr>
<td>National Qualifications Authority</td>
</tr>
<tr>
<td>Governmental sport organisations</td>
</tr>
<tr>
<td>Non-Governmental sport organisations</td>
</tr>
<tr>
<td>Professional sport clubs</td>
</tr>
<tr>
<td>National sport federations</td>
</tr>
<tr>
<td>Universities</td>
</tr>
<tr>
<td>VET training providers</td>
</tr>
<tr>
<td>Quality assurance/ accreditation agencies</td>
</tr>
<tr>
<td>National Olympic Committees</td>
</tr>
<tr>
<td>Sports Councils</td>
</tr>
<tr>
<td>Sport for all organisations</td>
</tr>
</tbody>
</table>
Chapter VI
ENGAGEMENT AND INTERACTION WITH NATIONAL STAKEHOLDERS

TYPES OF ACTIVITIES CARRIED OUT

- Sending letters and flyers
- Face to face meetings
- Radio broadcast
- Newsletters and leaflets by email
- Articles in sector magazines and websites
- E-mails
- Internet content
- Round tables
- Key note presentation at conference and events
- Journal articles
- Briefing sessions
- Discussion at international seminar
- Lectures

Feedback from national dissemination activities

Overall, the feedback from the six countries within the cohort for national dissemination was positive. The Ambassador for Spain stated there was “complete support for the project from contacted organisations” while the Ambassador from Cyprus stated that feedback had been “beyond any expectation”.

In some countries, developments which are similar in nature to some of the steps in the 7 Step Model are taking place and Ambassadors reported that this prompted more positive views about the model.

For example, in Latvia, there is support for uniform sport profession standards – clearly if this occurs it could be guided by the theories behind the development of occupational standards defined in Step 4 and 5 of the 7 Step Model. In Slovakia, a sectoral system of qualifications is being developed and the steps of the new procedure developed in the country for sport qualifications so far takes into account the needs of the labour market in line with the main principles of the EOSE lifelong learning strategy.

In Bulgaria, in respect of the 7 Step Model, it was reported that their “consistent and interconnected realisation can elicit the desired dynamic for the long term changes in policy, strategy and programming of the lifelong learning sector and the sport and active leisure”. Feedback from Finland also stressed support for the model as a strategic tool.

It should also be noted that a word of caution was expressed in some countries including Bulgaria and Finland about whether the model was “another theoretical model” and whether it might be too technical and slow to react to fast-paced changes in employment and education.

Feedback from national exploitation activities

Feedback from the six countries within the cohort for national exploitation was also positive, many of the stakeholders had previous contact about the model during the LLL Sport project. In the United Kingdom, there is clearly support for labour market intelligence and occupational standards based skills system as this is already in place through national sector skills councils.

In Malta, the ambassador stated that there is “increasing recognition of the value of systematically linking education in sport to the needs of the labour market” – new knowledge of the 7 Step Model and European VET tools can only help with this process.

Positively in Belgium, there was strong feedback from the Ministries of sport, while in Italy it was noted that it is “important to empower a network of stakeholders and to support the development of a national qualifications framework specifically for the Italian sport system”.

In Hungary, the feedback was positive and the motivation for collaboration is now strongly in evidence. It was also noted in Hungary that the final step in the model, quality assurance, is key to the implementation and sustainability of the model.

Common themes from feedback from the twelve ambassadors

As stated, overall feedback from the twelve countries was positive – it was agreed across the nations that the model is beneficial and these are the “right issues to discuss”. In addition to the feedback mentioned above, five main

c. Feedback received and main issues around the use of the 7 Step Model

Right issues to discuss.
common themes from the feedback from the ambassadors can be extracted and presented as such:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1</td>
<td>There is strong support for the principles on which the Model is founded. Particularly for the need to understand the labour market and its skills needs.</td>
</tr>
<tr>
<td>Theme 2</td>
<td>There is a lack of capacity and funding to fully implement the model.</td>
</tr>
<tr>
<td>Theme 3</td>
<td>A main benefit is to bring people together in dialogue (actors from education and employment).</td>
</tr>
<tr>
<td>Theme 4</td>
<td>The EU and international context is important. Ambassadors from Hungary and Latvia amongst others reported the increased credibility they had through working on behalf of EOSE and an EU funded project.</td>
</tr>
<tr>
<td>Theme 5</td>
<td>Further funding opportunities should be exploited both at the national and European level to continue the work and the increased implementation of the model.</td>
</tr>
</tbody>
</table>

d. Feedback from the Golf sector around the use of the 7 Step Model

The main opportunity to gain feedback from European Sport Federations came from the sport of golf. The Professional Golfer’s Associations (PGAs) of Europe have indeed implemented the 7 Step Model in its entirety and are extremely positive about the effects it has had on education and training in the golf sector.

The new Occupational Standards for golf professionals in Europe are now the basis of a comprehensive quality assurance programme delivered by the PGAs of Europe to their network of national PGAs who deliver education and training.

There is an increased link between golf qualifications and national qualifications frameworks and the European tools such as EQF and EQAVET.

Ian Randell, CEO of the PGAs of Europe, spoke in support of the 7 Step Model at the VSPORT+ final conference at Wembley Stadium: “We had doubts when we started implementing the 7 Step model as part of the Golf Stand Project. But believe me, we got more than we expected. Indeed the project has created opportunities to develop synergies between our members, especially in terms of mobility, far beyond what we could have imagined. Last but not least, we are still using the outcomes of the projects and we have developed a continuous re-evaluation process to ensure we adapt our standards regularly”.

e. Feedback on relevance and links to 7 Step Model in Australia and New Zealand

The National Ambassador for Australia reported, in their national report, that the 7 Step Model, as presented through the VSPORT+ project, is very much in line with the approach that Service Skills Australia undertakes in the development of qualifications and national standards for job roles within the Australian Sport, Fitness and Recreation industry.

The “environmental scan” which is published for each industry in Australia is based on labour market intelligence which is Step 1 of the Model. Occupational Descriptors (Step 3) are embedded in the training packages that Service Skills Australia produces. Occupational Standards and Qualifications (including level, learning outcomes, and assessment criteria) are also developed within the training packages which links to Steps 5 and 6 of the Model. Step 7, quality assurance, is the joint responsibility of Service Skills Australia and other agencies primarily the Australian Skills Quality Authority.

The national ambassador for New Zealand was also supportive of the 7 Step Model and commented in the final report that “the model is very similar to the way in which Skills Active works to set national qualifications and standards across the recreation, sport and fitness sector as a whole. It also applies to the way Skills Active works within each sub-sector group. The use of this model works well in New Zealand”.

The “Needs Analysis” stage in New Zealand would map to steps 1 and 2 from the model which is a comprehensive investigation which includes research, consultation and working groups. “Graduate profiles” would be similar to Step 3 Occupational descriptors. New Zealand Unit Standards are their occupational standards which is Step 5 of the model. Unit standards and graduate profiles make up qualifications and learning outcomes (Step 6) and finally a robust system of quality assurance is in place in New Zealand to ensure the integrity of qualifications which maps to Step 7 of the model.

In conclusion to this section, it can be highlighted how positive and beneficial it was to have partners in the project from outside of the EU to benchmark the 7 Step Model and to learn from their experiences in delivering VET in sport in two advanced nations.

There is clearly great similarities and significant implementation of the 7 Step Model in the partner countries of Australia and New Zealand.
CHAPTER VII

FUTURE CHALLENGES AND OPPORTUNITIES FOR THE USE OF THE MODEL

a. Challenges, successes and future opportunities from national dissemination

The main success from the National dissemination Ambassadors was to bring together relevant stakeholders, sometimes for the first time, to discuss vocational education and training and connecting people from the world of education and employment, and to present them the 7 Step Model as a concrete response to these challenges.

If we take the example of Latvia, there has been the development of a national network and the creation of a working group to look at issues related to lifelong learning. Spain confirmed the aim to increase the number of professional qualifications in the sport sector.

There is clearly the opportunity to link the 7 Step Model to existing national plans for vocational education in sport in some of the dissemination countries.

The Ambassador from Slovakia reported the future development of a sector qualifications framework for sport and that there will be a possible need for assistance to develop qualification standards.

One of the challenges experienced by some of the dissemination Ambassadors was the coordination of various autonomous organisations. Many governmental and non-governmental organisations do not have a history of working together and if progress is to be made in developing a single joined-up skills system for sport, the different actors within the sector in each country will have to cooperate to develop a shared understanding of the VET challenges and how to implement solutions to these challenges.

It was also noted that practical implementation of the Model can be quite difficult to translate into practice with real examples – this will only happen over time as more
countries, federations and partners actually buy-in to, and start applying the Model in their own context.

A lack of resource was also seen as a main challenge, although the Ambassadors suggested innovative solutions to this such as seeking sponsorship or to propose a follow up funded project at the European or national level. In particular, many national sport federations only have a few members of staff, so the human resource is simply not there to understand and implement the model without collaboration or external resource. Even in some larger organisations with more members of staff in place, finding the financial resource to implement the model among competing pressures on budgets remains an issue.

Overall, the main barrier for future implementation is availability of resources and capacity to take the work forward in each country.

Political decisions in each country also impact on the potential implementation and can create barriers to understanding and implementing the model. For example, there are differences between countries about whether sport is a regulated or unregulated sector and between countries or even within a country there are different legal drivers which may or may not support implementation.

It is also interesting to underline that the Ambassador from Bulgaria made the point that such challenges can be mitigated if account is taken of the political, economic and social traits of the country – for example if there is a focus on higher education or a larger voluntary workforce, these are the types of traits that must be taken account of when raising awareness about the model, so it resonates and has relevance to the intended audience.

b. Challenges, successes and future opportunities from national exploitation

The countries within the cohort for national exploitation had all been a part of the previous LLL Sport project to disseminate the 7 Step Model, it was therefore hoped that there was a more informed starting point to discussions with many national stakeholders.

As stated previously, the United Kingdom already has a high level of implementation of the model through the Sector Skills Council, this can be seen as a success although it was reported that there have been some recent changes which could affect the implementation in the future as the current Government reform the UK skills system. The UK National Ambassador took the opportunity of the VSPORT+ project to reconfirm to relevant stakeholders that aspects of the skill system which have been in place for many years such as labour market intelligence and occupational standards remain important and are increasingly recognised internationally as being essential to implement a quality VET system. In both France and Belgium, it was noted that although the 7 steps are not implemented in their entirety, activities which take place are very similar and aligned to most of the steps.

Ambassadors from Hungary and Malta stressed the importance of the VSPORT+ project to bring people together and to promote the education and training agenda. Indeed, the Ambassador from Hungary felt it would have been much more difficult to do this without the backing of a European funded project and the credibility that this has brought.

The Ambassador from France stated that “there is a strengthening of the dialogue with social partners, employees and employers of the sector” and also “the 7 Step Model was a good tool to make relationships between systems easier”.

One of the challenges reported by the national exploitation Ambassadors included working across more than one community such as is the case in Belgium for example where there are three different language speaking communities with their own sporting and education infrastructure. This is also a key feature of the UK sport and skills system where each of the four nations which make up the United Kingdom have autonomy for some aspects which relate to the 7 Step Model such as different qualification frameworks, while other aspects are relevant to the whole of the UK like the development of occupational standards.

As with the dissemination Ambassadors funding and capacity were also reported as common challenges in the implementation of the model. A further interesting challenge relates to national sport federations who very much link to the education system of the European or international federation for that sport.
They reported that to succeed you must first convince international governing bodies before then moving to the National Federations as often they do not run their own autonomous education system – work that took place in this regard at the European level is discussed later on in the report.

All the exploitation Ambassadors highlighted the potential for future opportunities to implement the 7 Step Model in their respective countries, especially where it is linked to existing national developments.

In Italy, it was reported that one of the next opportunities will be the establishment of an informal network of stakeholders to further exchange on the education and training issues and explore priorities for action. In Hungary, the establishment of a national “Observatoire” for sport and employment, HOSE, will greatly enhance the potential for future dialogue around the issues raised in the VSPORT+ project.

Malta has taken the positive step of applying for a European grant (European Social Fund) through the National Managing Authority to develop the sports administration workforce by delivering training from international tutors in line with the needs of the labour market through the implementation of the 7 Step Model.

c. Common themes from the twelve ambassadors related to challenges, successes and future opportunities for the implementation of the 7 Step Model

The main theme from all of the ambassadors was that the 7 Step Model is a strong basis to better link education and employment and to bring people together. These are indeed the major successes.

One question which was raised in France amongst other countries was to which level the 7 Step Model can be applied at – for example to a country, a sport, a sub-sector, a federation etc. The answer to this question is that the model is flexible enough to apply to any of these entities.

Some Ambassadors reported that a challenge remains the language and common agreement on definition of terms. However, it is exactly these issues that the Model addresses and for which it sets out a process.

The main theme related to future opportunities relates to linking to the political agenda which is in support of lifelong learning. All countries but three in particular –Italy, Hungary and Slovakia– explicitly stated that the 7 Step Model will match the political agenda for reform in vocational education and this provides many future opportunities for implementation.

Finally there was a will from many Ambassadors to seek future national or European funding to continue the mission to promote the 7 Step Model and quality vocational education linked to the labour market. This will help to solve the challenges of low resources and funding. EOSE will work with Ambassadors and other members to explore concrete opportunities and continue the work through European grants where possible.

d. The 7 Step Model and European Sport Federations

During the VSPORT+ project, dissemination activities also took place with other European sport federations including in the sports of swimming (LEN - European Aquatics) and handball (EHF - European Handball Federation), representatives from both of these organisations attended the VSPORT+ Final Conference organised in London (24th/25th February).

A number of dedicated meetings have also taken place with the European federations for basketball (FIBA Europe), tennis (Tennis Europe) and judo (European Judo Union) during the project’s period. These meetings gave the opportunity to better understand the education and training challenges facing by these federations, present them the 7 Step Model and explore interest and possible ways of cooperation through the use of the Model.

A further level of success was achieved with the International Rugby Board (IRB) who used some of the principles from the 7 Step Model to benchmark rugby coaching qualifications from around the world and produce a comparative table to enable mobility of labour for rugby coaches.

Using the Valorisation Framework outlined below, following this successful start to engagement within the VSPORT+ project, European Sport Federations will be a key target area for further dissemination and exploitation activities following the completion of the project.
The representative from LEN who attended the Final Conference expressed -during round table discussion- interest for the 7 Step Model approach and its "organic growth potential as dialogue and collaboration facilitator to overcome the barriers currently faced at European level to find synergies".

Similarly, the representative from the EHF -invited as a keynote speaker- somehow buy-in the approach while stating that “[EHF is] eager to learn, ready for contributing and here to find synergies in order to get the competences and dynamism to build-up fit-for-purpose transferable learning programme”.

It is also encouraging that the approach had been warmly welcomed by the Olympic movement. In her foreword to the first EOSE book (to be published in the first semester of 2014), Claudia Bokel, Chair of the IOC Athletes Commission, who also attended the VSPORT+ final conference as a keynote speaker, expressed priceless and clear support: “As Chair of the IOC Athletes Commission, I endorse the mission of EOSE. Indeed ‘facilitating and supporting the development of the sport and active leisure sector workforce, in bringing education and employment, to ensure people working and volunteering in the sector have the right skills to perform and enable the Sector to fulfil its potential as a social, health and economic driver’ is a mission that all responsible in sport should support.”
a. A consensus for further valorisation activities

As previously highlighted, the economic added value of the sport sector - though it is still under-estimated - is bigger than agriculture and fishery combined. The sector has thus a major role to play in the EU2020 Strategy for Growth and Jobs.

Aligned with EU policies and strategic VET initiatives EOSE has developed the “Lifelong Learning Strategy for Sport and Active Leisure” (also known as 7 Step Model) to provide a co-ordinated response to the main education and employment challenges and realities facing the sector. It provides a process to manage the dialogue between employment and education to identify the skill and competency requirements of the workplace and to develop VET provision to meet those needs.

Following the completion of the VSPORT+ project it will remain part of EOSE’s mission and strategy to continue to work towards raising awareness and encouraging the implementation of the 7 Step Model across the European Union, with the help of all its members, recognised National Ambassadors and network of contacts. Indeed, a continued commitment to developing a mobile and competent workforce through a transparent VET system is of great importance to sport and will need to be pursued.

There is a consensus which was signed off during the VSPORT+ Final Conference that further valorisation
activities will have to be carried out after the end of the project period. The main objective of all this work will be to maintain a high level of interaction and ensure continuity with the stakeholders met through the project and which have demonstrated an interest, but also to reach some further stakeholders from some more countries across Europe.

The aim of that section of the report is to formulate a blueprint which can be implemented throughout the sport and active leisure sector in Europe, and to other sectors, following the completion of the VSPORT+ project. This will ensure a clear legacy from the project and encourage activities which can potentially reach and impact all the main stakeholders at the sectoral, European, National, regional and local levels in support of implementation of the 7 Step Model.

The expected targeted valorisation activities, in support of the 7 Step Model, will have the ambition:

- To further raise awareness of the 7 Step Model and the expected benefits of the development of Occupational Standards across the widest possible range of stakeholders and potential users in Europe.
- To communicate about the 7 Step Model to the relevant departments of European, National and Local Government and to target new countries to be reached.
- To use and implement the widest possible range of means available and developed through the VSPORT+ project to ensure that the whole sector, key stakeholders and the wider public are made aware of the innovative 7 Step Model.
- To inform the audience that the use of the Model will enhance the attractiveness of VET, reinforce the cooperation between stakeholders and the link with employers, the transparency of qualifications and their recognition which will strengthen the mobility and the transferability of skills and competences.
- To promote the use of the European tools and initiatives (e.g. EQF, ECVET).
- To provide support to interested stakeholders in the implementation of the 7 Step Model.

b. Main target audiences to be reached

The list of target groups that would be relevant to maintain contact with or reached concerning the 7 Step Model can be defined at the European and National level as follows:

**European Level:**
- European Union and decision makers;
- European sport federations.

**National Level:**
Each country in Europe has a particular system in place with various stakeholders who can be targeted with valorisation activities:
- Governments;
- National Qualifications Authorities;
- National sport movement;
- Employers;
- Education and training providers;
- Individuals/employees.

Figure 4: Target audiences of the valorisation activities around the 7 Step Model

**c. Next steps at the national level**

It was reported by National Ambassadors that much activity occurred within their country because of the funding, allocation of time, and credibility that came with the VSPORT+ project.

Clearly many stakeholders at the national level gained a level of interest in the 7 Step Model during the project and it will be important to retain them and build on this interest if possible.

The project tools developed during the lifespan of the project will remain available to the National Ambassadors. That includes for example the multilingual national Leaflet presenting the challenges of the sector and the need for change and modernisation of the VET system, the Brochure summarising the 7 Step Model and expected benefits per type of stakeholders, the updated website with downloads.
ACTION PLAN FOR CONTINUITY AND SUSTAINABILITY

Chapter VIII

and latest news (available at www.vsportplus.eu), the catalogue of PowerPoint slides to support Ambassadors if a presentation is needed, etc.

In some cases, it will be the role of the organisation for which the ambassador works to continue the work to support vocational education and training in sport, for example SkillsActive in the United Kingdom. In other cases, and in order to take the work forward in a coordinated way, there may be a need to develop a bid for a project or pilot at the national level, such as the European Social Fund bid developed in Malta to use the 7 Step Model and train sports administrators.

d. Next steps at the European level

The external evaluator for the VSPORT+ project, after speaking with National Ambassadors and collating survey responses, provided a number of suggestions for the future sustainability of the work programme in support of the 7 Step Model.

- Firstly, the evaluator suggested writing a transition plan to outline the work that EOSE and National Ambassadors and their organisations can continue with following the VSPORT+ project.
- Secondly, the evaluator suggested aiming for three practical pilots for the 7 Step Model during the period 2014/2015.
- Thirdly, the evaluator suggested linking to the CEDEFOP Transitioning Support scheme and funded Policy Learning Workshops.
- Finally, the evaluator suggested making one or more applications within the new Erasmus+ Programme to bring transnational partners together to collaborate and implement the 7 Step Model in a sector or a specific sport in a number of European countries.

In summary, according to the evaluator “it is important for the VSPORT+ partnership collectively to continue momentum where feasible in a scenario where no further external cash resource is guaranteed, but where further external funding is proactively sought.”

e. Linking with EU policies and exploring the galaxy of opportunities

As previously demonstrated, further action to implement the 7 Step Model is both necessary for the sport and active leisure sector in Europe and also fits perfectly with European policies, on Sport, VET and Employment, opening up many perspectives.

It is for example encouraging to consider the initiative “New Skills for New Jobs” highlighting four 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.

In fact, this is precisely what the 7 Step Model is trying to achieve. Thus, EOSE will make sure to pursue and build upon the successful dissemination strategy developed to provide leadership for the sector and tools for change so that the proposed flexible approach can be mainstreamed.

For the years to come, it is anticipated that EOSE Cross Sectorial Valorisation Framework will be based upon three pillars:

- Supporting and accompanying projects and initiatives dealing with workforce development and the recognition of the sector: providing guidance and acting as a knowledge facilitator.
- Proposing concrete bridges between EQF and sport qualifications especially through the testing of the concept of the knowledge alliance: development of a Centre of Excellence.
- Ensuring a pioneer position in the development of a sector approach: leadership on setting up a sector skills council for sport and active leisure.

The feasibility study on setting up a European Sector Skills Council is a good sign. The initiative to establish the Sector approach has been taken by the DG Employment and Social Affairs by supporting the establishment of European Sector Skills Councils where there is both the capacity and capability to bring the sector together in an organised way AND the demand and willingness to do so. The sport and active leisure sector has been given the opportunity to undertake a feasibility study during 2014 to investigate whether the sector is willing and able to take this step. EOSE is the promoter of this project and is working in partnership with the social partners to undertake the study.

The development of the voice of employment as represented by the social dialogue partners (EASE – the European Association of Sport Employers and Uni-Europa Sport as the voice of employees) is a crucial factor in establishing the ESSC and the social dialogue group is in the official test phase. The 7 Step Model would be a key tool to underpin the work of an ESSC, giving it a structured and tested process to lead the review of vocational education and training in the sector across Europe.
### f. Proposed Valorisation follow-up Action Plan

#### SHORT TERM, +1-2 years

<table>
<thead>
<tr>
<th><strong>European level</strong> (EOSE at the front line)</th>
<th><strong>National Level</strong> (Ambassadors at the front line)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First step towards the setting up of a European Sector Skills Council through a Feasibility Study to assess the need and willingness from the sector</td>
<td>Further discussion with the National Ambassador from Cyprus to explore the concrete possibility to develop a national application through the European Social Fund aiming at implementing the 7 Step Model in the sport sector</td>
</tr>
<tr>
<td>Development of an application under Erasmus+ KA2 (Strategic Partnership) to conduct concrete follow up implementation of the 7 Step Model to another part of the sector: Middle Management positions.</td>
<td>Test phase:</td>
</tr>
<tr>
<td>Liaise with the CEDEFOP transitioning liaison scheme:</td>
<td></td>
</tr>
<tr>
<td>- Opportunity to reach other sectors (e.g. finance, bank, IT) and present the model as a good practice.</td>
<td>- Networking at events using the available communication tools developed during the VSPORT+ project.</td>
</tr>
<tr>
<td>- Position EOSE at the forefront of learning outcomes and sector approach.</td>
<td>- Support for national round tables to be organised to reach and meet key stakeholders.</td>
</tr>
<tr>
<td>Explore potential for a collaborative and high quality response to the upcoming call for a European Study on Sport Qualifications expected to be published by the Sport Unit (DGEAC) during summer 2014.</td>
<td>- Wide dissemination of the first EOSE book to be published during summer 2014 (concept of the 7 Step Model).</td>
</tr>
<tr>
<td>Leadership for the Sector and tools for change provided:</td>
<td>- Supporting a Sector led Qualifications Framework.</td>
</tr>
<tr>
<td>- Development of new communication tools to present the 7 Step Model.</td>
<td>Exploring the possibility to develop some new national applications with interested National Ambassadors having identified a need and interest from the sport stakeholders in their country.</td>
</tr>
<tr>
<td>- Update of the current VSPORT+ website.</td>
<td>Training of some further EOSE Members (European policies, challenges of the sector, 7 Step Model) to give them the ability to become National Ambassadors and sustainable agents of change in their respective countries.</td>
</tr>
<tr>
<td>Advocate for the sport movement to buy-in the approach:</td>
<td></td>
</tr>
<tr>
<td>- Further discussion with European sport federations met during the VSPORT+ project to explore possible cooperation.</td>
<td></td>
</tr>
<tr>
<td>- Contacting and meeting with other European sport federations.</td>
<td></td>
</tr>
</tbody>
</table>
### MID TERM, +3-5 years

<table>
<thead>
<tr>
<th>European level</th>
<th>National Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration with European Social Partners for the setting up a European Sector Skills Council for sport and active leisure sector depending on the conclusions of the Feasibility Study.</td>
<td>Training providers from EOSE membership to use the 7 Step Model for the development or revision of sport qualifications based on learning outcomes and in line with NQF/EQF.</td>
</tr>
</tbody>
</table>
| Enhance collaboration with other sectors:  
  - Pool of best practices, experience and knowledge exchanges between sectors advanced in Sector Skills Council Development.  
  - Support for the development of ESCO in conjunction with the broader Arts and Recreation sector. | Further development and strengthening of those national organisations having an Observatory role:  
  - Data collection and analysis.  
  - Source of knowledge.  
  - Strategic facilitator. |
| 7 Step Model disseminated widely as a process for qualification reform:  
  - 2 EU Federations to implement the Model/develop occupational standards.  
  - 80% of EU Sport Federations aware of the approach by 2016. | Cross-country fertilisation:  
  - Experienced ambassadors playing the role of mentor for new organisations. |
| Exploring possibilities for new applications to be developed under the Erasmus+ Programme to bring transnational partners together to implement the 7 Step Model in a sector or a specific sport in Europe. | Exploring the possibility to develop further national applications with interested National Ambassadors having identified a need and interest from the sport stakeholders of their country. |
| Advocate for the sport movement to buy-in the approach:  
  - Concrete collaboration with European sport federations met during the VSPORT+ project.  
  - Contacting and meeting with other European sport federations. | Training of some further EOSE Members to give them the ability to become National Ambassadors and sustainable agents of change in their respective countries. |

As a conclusion of the Action Plan, let us recall the main foreseen benefits of the implementation of the 7 Step Model.

**Should we manage to reach a point where the 7 Step Model is widely disseminated as a process for qualification reform and modernisation, we will have developed together:**

- A framework of skills and competences to be translated into national qualifications and training programmes at a national level in line with NQF/EQF.
- A common framework that supports learning mobility and transferability between countries.
- Understanding of occupational standards and learning outcomes approach.
The VSPORT+ project was an ambitious 29 month project in support of developing vocational education and training in Europe in the sport and active leisure sector.

The aim of the project was to carry out valorisation activities at all levels and specifically within 12 European Member States to reach a maximum of targeted stakeholders.

Through an innovative methodology of National Ambassadors tasked to focus on either dissemination or exploitation activities, the goal was to raise awareness, communicate, promote, present, encourage and support the transfer and implementation of the Lifelong Learning Strategy (7 Step Model).

The project also gave the opportunity to liaise with other third party countries, Australia and New Zealand, and disseminate information to pan-European sports bodies and organisations from outside the sport sector.

Evidence of raised awareness amongst nearly 1,000 organisations and 9,000 individuals as a result of the VSPORT+ project.

Overall the project can be seen to be a success. The national reports from the Ambassadors clearly outline significant activity that took place in support of valorisation activities.

The external evaluation confirmed that the aims and objectives of the project had been met, for example the evaluator reported that there is evidence of raised awareness amongst nearly 1,000 organisations and 9,000 individuals as a result of the VSPORT+ project.

This report began with a positive endorsement for EOSE and the 7 Step Model from the Director of CEDEFOP, Dr Joachim James Calleja. The VSPORT+ project was then placed in the conceptual framework of developing the sport and active leisure workforce by detailing the role of EOSE and previous activities in the sector.

The main activities in the project carried out across the 14 targeted countries have also been presented including feedback, successes, challenges and future opportunities.
EOSE sees the VSPORT+ project as a stepping stone on the journey to implementation of the 7 Step Model and development of a competent workforce.

There is a consensus which was signed off during the VSPORT+ Final Conference that further valorisation activities will have to be carried out after the end of the project period to maintain a high level of interaction and ensure continuity with the stakeholders met through the project, but also to reach some further stakeholders from some more countries across Europe.

This will ensure a clear legacy from the VSPORT+ project and encourage sustainable activities which can potentially reach and impact all the main stakeholders at the sectoral, European, National, regional and local levels in support of implementation of the 7 Step Model.

Sport and active leisure is a people-facing, service-based industry. The aim of the 7 Step Model for sport, and the VSPORT+ project through valorisation activities, is to produce a qualified and competent workforce (volunteers and employees) 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 citizens and bring social, health and economic benefits to the whole of Europe.

The journey is still long and the support and involvement of all stakeholders of the sector will remain crucial to attain these objectives of change and modernise the existing education and training system.
a. The importance of linking to EU policies

Recent European developments in education and training in sport have been influenced by policy and initiatives at the European level in sport, vocational education and training (VET) and employment.

Sport and Active Leisure is not a well-defined or universally recognised sector, ensuring that all developments in the sector are in line with European policies 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 European level.

Linking to EU directives and initiatives gives the sport sector greater legitimacy and has been instrumental in developing and implementing the innovative 7 Step Model promoted through past European funded project and carried forward under VSPORT+.

The objective of the VSPORT+ project was directly linked with the priorities included within the Education, Employment and Sport Policies

Figure 5: European Policies targeted through VSPORT+
b. Sport policy in the EU

Sport as a policy area has been developing at the European level over a number of years. First of all, article 165 of the Lisbon Treaty\(^\text{16}\) accorded for the first time the European Union with a formal soft competence in the field of sport. The Treaty provided 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 was an important step forward for the sport sector.

The European Commission issued a White Paper on Sport in July 2007\(^\text{17}\) and, this, along with its accompanying action plan Pierre de Coubertin, 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 as 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”\(^\text{18}\). 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.

The Commission’s Communication highlights a number of ways in which sport can contribute to the targets set out in the Europe 2020 Strategy 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”.

On 20th of May 2011, the Council of the European Union adopted a resolution on a European Union Work Plan for Sport for the period 2011-2014\(^\text{19}\). The Work Plan for Sport was based on the list of themes identified in the Communication and the White Paper on Sport. A priority was given by Member States and the Commission for the period covered by the present work plan on the following three themes: 1) Integrity of sport, in particular the fight against doping, match-fixing and the promotion of good governance, 2) Social values of sport, in particular health, social inclusion, education and volunteering, and 3) Economic aspects of sport, in particular sustainable financing of grassroots sports and evidence-based policy making. The implementation of this Work Plan was supported by a number of informal expert groups which built on the work of the EU Working Groups established in 2005 including “Education and Training in Sport” and “Sport and Economics”, where skills, competences and employability have been topics. One of the new expert groups will again deal with “education and training in sport”. A follow-up Work Plan for Sport for the period 2014-2017 is under development and should be officially signed off and published in the next couple of months to set the priorities for the next four years.

The European Commission acts together with EU Member States and other countries to strengthen VET across Europe. The “Copenhagen Process”\(^\text{20}\) established in 2002, laid out the basis for co-operation in VET, with 33 European countries involved.

to the challenges that remain in creating a knowledge-based Europe and making lifelong learning a reality for all. It provides common strategic objectives for Member States, including a set of principles for achieving these objectives, as well as common working methods with priority areas for each periodic work cycle”.

The main aim of the “ET 2020” Framework is to support Member States in further developing their educational and training systems and it has fixes four essential strategic objectives:

- Making lifelong learning and mobility a reality.
- Improving the quality and efficiency of education and training.
- Promoting equity, social cohesion and active citizenship.
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

On 9th of June 2010, the European Commission presented a 10 year vision for the future of vocational education and training in the Communication “A New Impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy”22. Building on and contributing to the Europe 2020 strategy and the ET 2020 strategic framework, this communication proposed a new vision for vocational education and training (VET) in the European Union (EU). It focused on elements central to the Copenhagen process, drawing on the ET 2020 strategic objectives.

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), the European Credit System for Vocational Education and Training (ECVET), and the European Quality Assurance Reference Framework for VET (EQAVET).

d. Employment policies in the EU

On 16 December 2008 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”23 proposed 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” initiative 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.

In the December 2008 and June 200924 Communications, the Commission announced its intention to explore the possibility to setup European Sector Councils on Employment and Skills.

In 2010, a report25 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). In that report, the expert group on New Skills for New Jobs (NSNJ) recommends the creation of EU sector councils as one of its key actions for the analysis of the skills needs and the development of proposals for updated qualifications in each sector. Sector councils are defined as 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.

Through An Agenda for New Skills and Jobs26, the Commission indicates that “it supports the creation of Sector Skills Councils at European level when an initiative comes from stakeholders such as social partners or the relevant observatories “. The target is to improve knowledge on skills needs and so to reduce skills mismatch and ensure up-skill workers.

Recently, as part of the Bruges Communiqué27 on enhanced European cooperation in Vocational Education and Training, European Ministers for Vocational Education and Training, the European Social Partners and the European Commission underlined the role of the European sector skills councils in improving the quality and efficiency of vocational education and training (VET) as well as its attractiveness and relevance by strengthening the anticipation of skills and competences development.

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22 Communication «A New Impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy»
23 New Skills for New Jobs – Anticipating and matching labour market and skills needs
24 COM(2009) 257 final: A Shared Commitment for Employment
25 Report entitled “Sector Councils on Employment and Skills at EU level: A study into the feasibility and potential impact” produced by ECORYS Nederland BV in cooperation with KBA, March 2010 – Directorate-General for Employment, Social Affairs and Inclusion
26 COM(2010) 682/3: An Agenda for new skills and jobs: A European contribution towards full employment
ANNEX II

GLOSSARY
OF SELECTED TERMS

Meant to offer you an overview of some key terms used within the report, this Glossary has been designed using many official and recognised references, mainly from CEDEFOP. It has the goal to avoid misinterpretation and to ensure a common understanding.

Should you look for any other definitions, please have a look at our online interactive multi-lingual glossary available at: www.eose.org/glossary-2

DISSEMINATION

Dissemination is the term used to describe the process of communicating the key themes to end-users, specific target groups, key stakeholders inside and outside the sector, and the general public. The content of the communication will not only include the results and products at the end of the project but also the key themes, objectives and progressions of the project from its inception.

ECVET - EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

A device in which qualifications are expressed in units of learning outcomes to which credit points are attached, and which is combined with a procedure for validating learning outcomes. The aim of this system is to promote:

- mobility of people undertaking training;
- accumulation, transfer and validation and recognition of learning outcomes (either formal, non-formal or informal) acquired in different countries;
- implementation of lifelong learning;
- transparency of qualifications;
- mutual trust and cooperation between vocational training and education providers in Europe.
GLOSSARY OF SELECTED TERMS

**EQF - EUROPEAN QUALIFICATION FRAMEWORK FOR LIFELONG LEARNING**

A reference tool for the description and comparison of qualification levels in qualifications systems developed at national, international or sectoral level. The EQFs main components are a set of eight reference levels described in terms of learning outcomes (combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation. The eight levels cover the entire span of qualifications from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic and professional and vocational education and training. EQF is a translation device for qualification systems.

**EQAVET - EUROPEAN QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING**

New reference framework to help EU Member assurance in States and participating countries develop, improve, guide and assess the quality of their own vocational education and training systems.

The methodology proposed by the framework is based on:

- A cycle consisting of four phases (planning, implementation, assessment and review) described for VET providers/systems;
- Quality criteria and indicative descriptors for each phase of the cycle;
- Common indicators for assessing targets, methods, procedures and training results – some indicators are to be based on statistical data, others are of a qualitative nature.


**EXPLOITATION**

The term Exploitation describes the process of Disseminating at different levels, to key actors and target groups. The intention of this process is not simply to raise awareness of the project but to ensure the engagement of stakeholders in the key themes and objectives and also to encourage and support the implementation of the results/tools created through the project. Exploitation is made up of two key elements, ‘mainstreaming’ and ‘multiplication’.

**INFORMAL LEARNING**

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner’s perspective.

**NON-FORMAL LEARNING**

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner’s point of view.
GLOSSARY OF SELECTED TERMS

SPORT

The sport and active leisure 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.

VOCASPORT report, 2004

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

VALORISATION

Valorisation is the term which covers both dissemination and exploitation activities but describes the clear intention of making the project results more valuable to all of those targeted. Where dissemination and exploitation seek to engage with and inform key stakeholders, valorisation aims to ensure the implementation and use of products by a diverse range of individuals and organisations.

VET – VOCATIONNAL EDUCATION AND TRAINING

Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
“Challenges still exist in a sector where the potential has not yet been fully determined, in particular when it comes to translating social and educational values into concrete actions. I share the views of experts who believe that the modernisation of the education system in the field of sport should be driven by the demands and needs of the sport and active leisure sector, a growing sector with increasing international dimensions.”

**Androulla Vassiliou**, EU Commissioner for European Commissioner for Education, Culture, Youth & Sport, Cyprus

“The VSPORT+ project was a real opportunity to contact the French stakeholders and make them aware about the main European challenges. […] Even if some stakeholders think first they are far from these issues, they all discovered different possibilities and ways used abroad with interest. So, beyond this project, materials and documents, the most important, in my opinion, was to gather, meet and exchange. It was big opportunity to move on.”

**Jean Louis Gouju**, Director of the CAFEMAS, France

“The VSPORT+ project represented a key opportunity for the alignment of the Italian strategy in the field of training and education to the European Policy. The adoption of the 7 steps model represented, also, the first step toward the modernization of the Italian sport and active leisure sector.”

**Simone Digennaro**, Grant Researcher at the University of Cassino and Southern Lazio, Italy

“We had doubts when we started implementing the 7 Step model as part of the Golf Stand Project. But believe me, we got more than we expected. Indeed the project has created opportunities to develop synergies between our members, especially in terms of mobility, far beyond what we could have imagined. Last but not least, we are still using the outcomes of the projects and we have developed a continuous re-evaluation process to ensure we adapt our standards regularly.”

**Ian Randell**, Chief Executive of PGAs Europe

“The main impact of the VSPORT+ Project had been to receive feedback from stakeholders (representatives from Ministries, Sports Federations & Associations, the Olympic Committee, educators – University teachers) thereby to know more about national specific character.”

**Juris Grants**, Professor at the Latvian Academy of Sport Education, Latvia

“The consistent and interconnected realisation of the 7 steps can elicit the desired dynamic for the long term changes in policy, strategy and programming of the lifelong learning sector and the sport and active leisure.”

**Daniela Dasheva**, Vice rector for research, project and international activities at the National Sports Academy, Bulgaria

“As Chair of the IOC Athletes Commission, I endorse the mission of EOSE. Indeed ‘facilitating and supporting the development of the sport and active leisure sector workforce, in bringing education and employment, to ensure people working and volunteering in the sector have the right skills to perform and enable the Sector to fulfil its potential as a social, health and economic driver’ is a mission that all responsible in sport should support.”

**Claudia Bokel**, Chair of the IOC Athletes Commission, Germany

“There has been an anarchy regarding the qualifications and competencies for people working in the sport system in the country… This is the very first attempt to approach this issue through a sustainability perspective for developing the human resources in the sport industry in the country”.

**Nicos Kartakoullis**, Vice President for Development at the University of Nicosia, Cyprus

“At the end of the day, people need employment, recognition for their work and quality of life within well-defined structures and processes. In this context, the 7-step model is a valid tool, particularly in providing this sector with a European context, which may be easily exported to other regions of the world but also to other sectors, such as the financial sector which is also currently working on a similar model.”

**Dr Joachim James Calleja**, Director of CEDEFOP

“We believe the sector now has an obligation to utilise the blueprint for success provided through the VSPORT+ project and ensure that the outcomes produced are converted into a tangible legacy to produce the workforce the sector deserves and which will ensure the sector can deliver its potential in the coming years.”

**Thierry Zintz**, President of EOSE, Belgium
**Main Expected Benefits of the Implementation of the 7 Step Model**

### European Level

<table>
<thead>
<tr>
<th>European level</th>
<th>European Sport Federations</th>
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<tbody>
<tr>
<td>♦ Mobility in learning and employment as a reality and in line with EU policy.</td>
<td>♦ Exemplar role in the development of the sector.</td>
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<tr>
<td>♦ Increased employment in the sector.</td>
<td>♦ Understanding of the characteristics and tendencies of the labour market.</td>
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<tr>
<td>♦ Support to qualification reform and improved transparency and transferability.</td>
<td>♦ Flexible education system with fit for purpose qualifications.</td>
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<tr>
<td>♦ Improved quality and access to education and training.</td>
<td>♦ Lifelong learning opportunities (CPD).</td>
</tr>
<tr>
<td>♦ Pathways between informal, non-formal and formal learning.</td>
<td>♦ A competent workforce.</td>
</tr>
<tr>
<td>♦ Clear pathways from education to employment and for lifelong learning.</td>
<td>♦ More people and participants attracted.</td>
</tr>
<tr>
<td>♦ Positive effect on the population: health, employment, social inclusion and economy.</td>
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### National Level

<table>
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<tr>
<th>Governments</th>
<th>Sport Employers</th>
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<tbody>
<tr>
<td>♦ Mobility of labour and learning.</td>
<td>♦ Better knowledge of the situation (skills gaps identified).</td>
</tr>
<tr>
<td>♦ Reduced rate of unemployment in the sector.</td>
<td>♦ Adapted in-house training plans and course.</td>
</tr>
<tr>
<td>♦ Improved quality and transparency of education and training.</td>
<td>♦ Effective and highly skilled workforce retained.</td>
</tr>
<tr>
<td>♦ Linked worlds of education and employment.</td>
<td>♦ Reduced turnover.</td>
</tr>
<tr>
<td>♦ Promoting active citizenship.</td>
<td>♦ Social dialogue supported.</td>
</tr>
<tr>
<td>♦ Positive effect on the population: health, employment and economy.</td>
<td>♦ Better offer, more participants attracted.</td>
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<tr>
<th>Sport Movement</th>
<th>National Qualifications Authorities</th>
</tr>
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<tr>
<td>♦ Enhanced recognition as a significant sector/sport.</td>
<td>♦ Sport qualifications based on learning outcomes and in line with NQF/EQF.</td>
</tr>
<tr>
<td>♦ Better understanding of the labour market.</td>
<td>♦ A sector led Qualifications Framework supported.</td>
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<tr>
<td>♦ Enhanced dialogue among the sector.</td>
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<tr>
<td>♦ Clear training and career pathways.</td>
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<tr>
<td>♦ More people and participants attracted.</td>
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<table>
<thead>
<tr>
<th>Education and Training Providers</th>
<th>Individuals / Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Pioneer position in the development of the sector.</td>
<td>♦ Improved learning and career pathways.</td>
</tr>
<tr>
<td>♦ Skill gaps identified.</td>
<td>♦ Access to relevant education and professional development.</td>
</tr>
<tr>
<td>♦ Fit-for-purpose qualifications/courses developed.</td>
<td>♦ Increased employment opportunities and progressions.</td>
</tr>
<tr>
<td>♦ Links with labour market.</td>
<td>♦ Learning mobility as a reality.</td>
</tr>
<tr>
<td>♦ Improved portability of qualifications.</td>
<td>♦ Recognition of qualifications.</td>
</tr>
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Implementation of the 7 Step Model Better quality sport and active leisure for all contribution of the sector to the ET2020 and EU2020 strategies

- A framework of skills and competences to be translated into national qualifications and training programmes at a national level in line with NQF/EQF
- A common framework that supports labour and learning mobility and transferability between countries.

More citizens getting access to quality sport and active leisure activities contributing to their healthy, social, physical and emotional balance
This report has been funded with the support from the European Commission. It reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contain therein.