



# EOSE INFONOTE

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*For skills matters!*

FEATURED IN THIS NOTE : # GENERIC  
INFORMATION ABOUT LLL PRINCIPLES #

## Principles on lifelong guidance and counselling

Guidance refers to a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills.

Guidance aims to provide career development support for individuals of all ages, at all career stages. Quality guidance services should be available to all individuals, regardless of their employment situation and independently of their socioeconomic status, ethnicity or gender. Guidance can also support social inclusion by addressing the needs of at-risk groups, such as youth disengaged from education and training, or migrants striving for labour market integration. By contributing to reconciling the needs of individuals with the needs of the labour market and of enterprises, guidance aims to support employment and economic growth.

To achieve the purpose of universally available quality guidance services across Europe, the Council of the European Union has adopted, in

2008, a Resolution on improving the role of lifelong guidance in lifelong learning strategies. The Resolution acknowledges the centrality of guidance for education and training policies as well as its leading role in supporting employment growth and successful careers for individuals.

One area in the sport sector where guidance has been at the forefront of policy and applied actions is that of "dual careers". This relates to athletes, normally competing at a high level for their age group, training extensively to compete in their sport, while at the same time needing to study and prepare for a life outside or beyond their sports participation.

Often the sport sector is not well understood in terms of the employment opportunities available. With vast numbers of people now studying sport as a vocational or academic discipline at institutions across Europe it is essential that guidance service providers are fully aware of the skills and competences gained on sport qualifications and their relation to job roles both within and outside the sector. This will ensure everyone who studies or achieves recognition in sport can receive guidance to allow them to reach their full potential.



### Implementation in the sport sector

One example of the importance of guidance in the sport sector is in the area of "dual careers" supporting athletes to balance competing in sport with work or study. This issue has been given prominence at the European level.

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### Key ideas and facts

There are a range of European tools and principles for vocational education and training, their implementation will increase transparency of qualifications, support mobility and benefit citizens by providing a systematic way to validate and document their knowledge, skills and competence.

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# Implementation in the sport sector

In higher education institutions, personal and careers guidance is normally centralised and provided by a central team. This makes it very important for the sport sector to accurately research and define employment opportunities in the sector and ensure this information is available to those providing careers guidance.

Vocational education providers should also ensure that adequate guidance is available, based on up-to-date labour market information and the availability of further study opportunities.

With regards to the concept of "dual career", athletes often face challenges to combine their sporting career with education or work. The aim to succeed at the highest level of a sport demands intensive training and competitions at home and abroad, which can be difficult to reconcile with the challenges and restrictions in the educational system and the labour market. Not only high levels of motivation, commitment, resilience and responsibility from the athlete, but also special arrangements are needed to avoid the situation where talented and elite sportspeople are forced to choose

between education and sport or work and sport. Such "dual career" arrangements should be beneficial for athletes' sporting careers, allow for education or work, promote the attainment of a new career after the sporting career, and protect and safeguard the position of athletes

Most athletes can only develop dual careers if they benefit, alongside a balanced performance team, from effective supporting services. The conflicting requirements of sport, education and work, different legal and financial frameworks, a general lack of time and high pressure due to expected exceptional performance in sport make the availability of such services a precondition for success.

Supporting services may notably include:

- ⇒ Psychological assistance including personal development training courses,

career discovery, planning, development and coaching, lifestyle management, skills to prepare and cope with transition and change, crises interventions;

- ⇒ Educational guidance and information;
- ⇒ Employment guidance and information, preparation for a new job

Those providing these support services to elite athletes are a good example of the provision of lifelong guidance and counselling in the sport sector.



## Milestones



- ⇒ 2002 – [Copenhagen Declaration](#). First agreement of Member States to aim to improve the performance, quality and attractiveness of vocational education and training through enhanced cooperation at European level.

- ⇒ 2008 - The Council of the European Union [Resolution on improving the role of lifelong guidance](#) in lifelong learning strategies

- ⇒ 2010 – [Bruges Communiqué](#). Long-term strategic objectives for European cooperation in VET for the period 2011-20 set by Member States.

- ⇒ 2012 - The EU Expert Group on Education and Training in Sport submitted EU Guidelines on Dual Careers of Athletes.

- ⇒ 2015 - [Guidelines for Policies and Systems Development for Lifelong Guidance](#).



## Key ideas and facts



The European Commission, Member States, and the social partners, have established common European tools and principles for vocational education and training. Namely:

- ⇒ European Qualifications Framework (EQF)
- ⇒ European credit system for VET (ECVET)
- ⇒ Europass
- ⇒ European quality assurance framework for VET (EQAVET)
- ⇒ Principles and guidelines for identifying and validating non-formal and informal learning
- ⇒ Principles on lifelong guidance and counselling

These tools and principles constitute an integrated framework, their implementation will increase transparency of qualifications, support mobility and benefit citizens by providing a systematic way to validate and document their knowledge, skills and competence. All are based on learning outcomes which make it easier to understand what the holder of a certificate or diploma knows, understands and is able to do.

The EQF and ECVET operate at the systemic level to make easier the recognition of qualifications across Europe. By supporting

quality assurance, EQAVET provides a basis for confidence and trust in national VET qualifications and their international comparison through the EQF. Europass, ECVET, validation and guidance support individuals looking for a job or applying for training.

All of these tools and principles have had an impact on the sport sector at the European and national level.

## National examples

### Finland

In Finland there is good emphasis on careers guidance and this applies to the sports sector. Advice for “dual career” of athletes – when they compete and train for another career – is given prominence. Dedicated councillors are in place, including at sport institutions, and the training of entrepreneurs is important in sport sector and included in guidance.



### Germany

In Germany there are centralised units for guidance in German universities.



### Hungary

Guidance must be provided by law since 2013 and must be timetabled in institutions. There is a link to the EU principles. It is provided well in sport sector and overall guidance is regulated.



### Lithuania

There is demand from the sport sector for lifelong guidance and counselling, especially for top-level athletes as for dual career. Most HE institutions have Career Centres which plays a role of lifelong guidance and counselling.



### FOR MORE INFO

EOSE has developed a State of Play report in 2015. Available on demand.

GET IN TOUCH WITH EOSE SECRETARIAT :  
[EOSESEC@EOSE.ORG](mailto:EOSESEC@EOSE.ORG)

## To go further

Council of the European Union (2008), *Council Resolution on better integrating lifelong guidance into lifelong learning strategies*

[http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/educ/104236.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf)

European Commission (2012), *EU Guidelines on Dual Careers of Athletes Recommended Policy Actions in Support of Dual Careers in High-Performance Sport*

[http://ec.europa.eu/sport/library/documents/dual-career-guidelines-final\\_en.pdf](http://ec.europa.eu/sport/library/documents/dual-career-guidelines-final_en.pdf)

### DOWNLOADS

ELGPN (2015), *EU Guidelines for Lifelong Guidance Policies and Systems*

<http://www.elgpn.eu/publications/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance>



## Latest developments

### European Commission Sport Unit Expert Group

With the introduction of the new EU Work Plan for sport 2014 - 2017, the Sport Unit in DGEAC of the European Commission updated its structure and set up five reformed expert groups to look at particular areas related to sport policy. One of the Expert Groups is for Human Resource Management in Sport, which deals with education, training, employment and volunteering in sport. This Expert Group continues to take an active interest in the implementation of national qualifications frameworks in the sport sector and the relationship between national sport federations and requirements for education from international federations.

### Sector Skills Alliances (SSAs)

Sector Skills Alliances are an initiative designed to promote European cooperation within a specific sector of the economy.

SSAs develop vocational skills from the perspective of labour market needs, ensuring cooperation between education and employment.

In the sport sector EOSE led a Consortium supported by the Directorate-General Employment and Social Affairs to carry out a feasibility study on setting up a Sector Skills Council for skills and employment for the sport and active leisure sector in the EU (the designation of council later changed to alliance with the launch of a new funding programme under Erasmus+ KA2 in 2016). This was supported by the whole sector.

### European Skills, Competences, Qualifications and Occupations (ESCO)

The EC through the DG Employment and Social Affairs has launched a new portal and database to support employment and recruitment services in all member states as they seek to tackle unemployment and assist job seekers. The system is called ESCO.

The ESCO classification system identifies key occupations in the labour market and categorises the skills, competences and qualifications relevant for the EU labour market and the education and training pathways.

In the sport and active leisure sector 25 occupations have been defined under the headings of: Sports coaches and instructors; Sport managers and operations; Sportspeople, Fitness; and outdoors. This work would be greatly enhanced by the work of an SSA.



## EOSE INFONOTE

EOSE is an international organisation working towards the development of the sport and active leisure sector, expert in building bridges between the worlds of education and employment and ensuring the development of a competent workforce with the right skills.

Its vision has been defined as "A sport and active leisure sector that is playing its full part in the economic, health and social development of Europe and its member states." And its mission consists in "facilitating and supporting the development of the sport and active leisure sector workforce, 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".

+33(0) 437 431 577

+33(0) 437 430 988



@eosesec@eose.org

@EOSE\_skills

www.EOSE.org