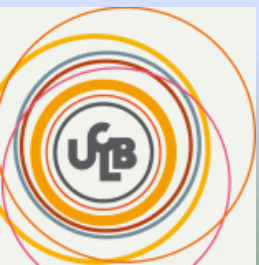# European and national education policies and lifelong learning strategies

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European and national education policies and lifelong learning strategies

1- **General framework of the European education and training policy**

2- **Strategies and tools developed to implement the European education and training policy**

3- **Sport as a pilot sector to implement the European education and training policy**

4- **Guidelines for the development of a European education and training policy in the voluntary sport sector**

1- General framework of the European education and training policy

1.1 Background: Lisbon declaration(2000)

Make the Community:

"*the most advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion*"

1.2 General framework of the European education and training policy (LLL)

Barcelona 2002 (General education)	Copenhagen 2002 (Vocational education and training)	Bologna 1999 (Higher Education)
Contribute through lifelong learning to the development of the Community as an advanced knowledge	Promote transparency, comparability, transferability and the recognition of competences	introduce a common system of academic degrees , promote the mobility of students, teachers and researchers, ensure high quality teaching and incorporate the

2- Strategies and tools developed to implement the European education and training policy

● **2.1 The European Qualification Framework**

- A common reference for all qualifications in all E.U. member states and areas of activity;

- Composed of 8 levels, from 1 (basic) to 8 (expert);

- Based on competences (capacity to operate) and including knowledge and skills;

- Which can be gained by different routes (formal, non formal, informal learning).

●2.2 Validation of Non Formal and Informal Learning (VNFIL)

-   Non formal learning: intentional learning without accreditation

-   Informal learning: unintentional learning (learning by doing)

-   Three routes (including formal learning) which might be equaly recognised

-   Already several E.U. member states officially endorse VNFIL policies (including delivery of Masters or PhD based on equivalent learning outcomes).

● 2.3 European Credit Transfer Systems (ECTS-general- ECVET-vocational)

- ECTS created in 1986 within Erasmus system to gain credits abroad and be recognised at home. Mostly based on learning hours but on the way to be more competence related

- ECVET starting in 2010 and just been implemented . Based on « units of competences » (learning outcomes) corresponding to educational and vocational profiles

- A key tool for the mobility of students and workers

● 2.4 Quality assurance

- Promote mutual trust and improve transparency while respecting the diversity of national contexts and subject areas

- 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.

3- Sport as a pilot sector to implement the European education and training policy

- **3.1 Applying EQF to the sport sector**

- A « sport sector » including professional sport, voluntary sport and commercial sporting leisure;

- Concerning paid staff (employees), represented by their Unions (UNI-Europa as European umbrella organisation);

- With employers representative organisations (European Association of Sport Employers, EASE as European umbrella organisation);

- In a process of establishing a European « Sport Social Dialogue Committee »

● 3.2 A specific methodology: from employment to training assessment

1
Organisation of labour

2
Occupation mapping

3
Functional mapping
(tasks)

4
Competences

5
Learning outcomes

6
Quality assurance

● 3.3 Three on going subsectorial approaches

Fitness instructors

- Industry Occupational Map for the Fitness Sector across Europe

- A European profile for fitness instructors

- A framework of competences and standards for the technical elements of a fitness instructor

- A European Register of Exercise Professionals

Outdoors animators

- Industry Occupational Map for the outdoors industry across Europe

- A European profile for outdoors animators

- A framework of competences and standards for outdoors animators

Golf occupations

- Industry Occupational Map for the Golf industry across Europe

- A European profile for golf occupations

- A framework of competences and standards for the main golf occupations

● 3.4 Where is the voluntary sport sector?

- Till now, within the sport sector, quite nothing has been done to include the voluntary sport sector in the LLL policy

- The social partners (EASE and UNI-Europa) are mostly interested in paid staff

- Even if their importance is highly celebrated and recognized, volunteers seems to be outside of the scope

- Do we have to remain in a position where the competence of volunteers is not a key topic (« benevoles »= « goodwillers »)?

4- Guidelines for the development of a European education and training policy in the voluntary sport sector

- **4.1 The specific nature and goals of voluntary organisations?**

- **4.2 Take care of the specificity of the human resources of voluntary organisations?**

●4.1 The specific nature and goals of voluntary organisations?

- a fundamental difference between « service organisations » (selling already made services) and « voluntary organisations/associations » (associate members producing collectively activities)
- non profit oriented but producing also (mainly?) « collective goods » such as democracy, tolerance and citizenship

●4.2 Take care of the specificity of the human resources of voluntary organisations?

- Volunteers have limited time and it is not possible to take more of their time to train them formally;

- Volunteers take no longer lifelong engagements (turn over)

- There is a huge tacit knowledge within organisations which has been traditionnaly transmited through « compagnonship » (no « formalisation » and little improvement)

- A good paid staff in voluntary organisations increases the number and quality of volunteers

●4.3 Enhancing a human resource development policy in the voluntary sport sector?

- Mapping the key roles and functions run by volunteers in voluntary sport organisations;

- Mapping and formalizing (through « e-manuals ») the key related competences;

- Sharing the knowledge and competences in voluntary sport organisations (developing « learning communities /organisations » such as treasurer's communities of practice…);

- « Professionalizing » volunteers (developing their competences) through mentoring and learning communities and limited formal/non formal learning

Thank you for your attention!

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