

MINUTES OF THE LEONARDO DA VINCI MEETING

DEVELOPING THE PROFESSIONAL SKILLS OF THE FUTURE SPORTS INSTRUCTORS IN ACCORDANCE WITH THE EQF

GRANADA, SPAIN

1ST PARTNERSHIP MEETING

Sunday 25th – Monday 26th October, 2009

THEME OF THE MEETING: THE SCHOOLING OF THE FUTURE SPORTS INSTRUCTORS

PARTICIPANTS:

Partner	Representatives
Serymar Training, Granada, Spain	Julio Jiménez Garcia Ana Fernández Ruda Maria del Mar Martinez Ortega Sergio Caballero
CERES, Rome, Italy	Gabriella Pappadà Ricardo Antonazzo
Dimitra ITD, Athens, Greece	Efstathia Chatzi George Petrou
Zeuxis Innovations Ltd, Nicosia, Cyprus	Michael Efrem Savvas Theofilou
Liceul cu Program Sportiv Iasi, Romania	Ilie Gheorghică Fănița Cepoi Irina Prodan Mirela Andrici Isabela Tănasă Ana Duceac Viorel Popovici Carmen Nechita Gabriela Mihalache

Sunday, 25th October 2009

Ms Irina Prodan – coordinator of the project – opens the meeting and welcomes the participants. She introduces the Romanian team and then the partners in Spain, Italy, Greece and Cyprus introduce themselves, as well. She presents the meeting agenda and suggests that the presentations should be delivered starting with the host partners.

Each partner introduces his/her organization, every presentation being followed by questions from the participants regarding the nature of the activities that are carried out.

After the coffee break, the partners meet in order to present the schooling system for sports instructors in their countries. Ms Irina Prodan introduces the topic by means of a PowerPoint presentation of the EQF, touching on its definition, aims, the recommended target date for countries to relate their national qualification frameworks to the EQF, structure, learning outcomes and their configuration and meaning in the context of the EQF, and ends the presentation by talking about the relevance of the project within this framework.

Mrs Efstathia Chatzi suggests that, to begin with, some terms should be clarified so as to make sure that the appropriate professional status is approached. Thus, a difference has to be made between “sports instructor”, “trainer” and “coach”.

Ms Ana Fernandez Ruda introduces the schooling process of the sports instructors in Spain. The study has been done for athletics, football and handball, revealing that there are three levels of sports instructors (Level 1, 2 and advanced), and that the courses are organized by homologated centres (public or private) run directly by the Regional Autonomous Governments or by the State. In Spain, Vocational training and federations are subordinated to the Spanish Ministry of Education. She also presents the admission requirements for each level, as well as the organization of the instruction process in terms of course hours and common modules.

Mrs Gabriella Pappadà delivers the presentation on the Italian schooling system for sports instructors starting with its configuration on an institutional level. In Italy there is a complex system for training future sports instructors based on the acceptance of the rules and regulations determined by a pyramidal structure that recognizes its vertex in the International Olympic Committee (IOC), whose principles have to be respected by the International Federations (IFs), even though they are autonomous, independent and they regulate the technical aspects for each sport. At a national level, the IOC is represented by Italian National Olympic Committee (CONI), and the IFs by the National Federations. They are considered as the most competent to organize courses for the future sports instructors, and therefore any professional certification in this field can only be provided by them. A unique case is represented by fitness, as not all the fitness centres in Italy are members of the Italian Federation of Aerobic and Fitness (FIAF), with a consequent partial recognition of this federation. Mrs Gabriella Pappadà further presents the levels of sports instructors in Italy, touching on the entrance requirements, evaluation methods, profile, abilities and knowledge for each of them. Further on, Sistema Nazionale di Qualifiche dei tecnici sportive / The National Qualification Framework of Sports Professionals (SNaQ) is brought into question, since it is proposing a transition from 5 to 4 levels of training, the mapping of the levels on the basis of the EQF (which becomes the reference model), new qualifications and new training courses within the context of lifelong learning.

Mrs Efstathia Chatzi introduces the schooling process in Greece, starting with a description of the Greek Education System. Although the system includes Physical education Schools, they do not have any legal right to issue any kind of professional accreditation for its students. Vocational accreditation and qualifications can only come from each Sport Federation. In this respect, three levels of training are provided for the future sports instructors, C being the entry level, and A being the highest. She further introduces the requirements the applicants have to fulfil in order to access each of the levels, as well as the course structure. Mrs Chatzi also mentions that the qualification the sports instructors receive is recognized in some European countries, which thus allows for labour

mobility. Mr George Petrou talks about the interest Dimitra ITD has in one segment of sports activities – namely, outdoor sports.

Mr Savvas Theofilou presents the organizations that regulate the sports activities in Cyprus (The Cyprus Sports Organization – CSO or KOA, the Sports Academy, the Cyprus Olympic Committee), as well as the qualifications/skills sports instructors have to possess. He also mentions that many sports instructors who work in Cyprus come from abroad, being trained within different education systems. Ms Prodan asks for some clarifications regarding the levels of sports instructors, the institutions that can organize courses for sports instructors, and admission requirements. Mrs Chatzi mentions that the Cypriot and the Greek systems are practically the same, and Mr Theofilou adds that there is no structured system that allows for the training of the future sports instructors.

Ms Irina Prodan delivers the presentation on the Romanian schooling procedure for sports instructors. The Romanian education system includes Physical Education Schools that, apart from the core curriculum, also comprise a differentiated curriculum consisting in theoretical and practical training of their students. Along with the Bacalaureate exam, the students also have the possibility to take a separate exam at the end of their studies that, on passing, will certify them as sports instructors and will enable them to work as such. Within the Romanian framework of professional qualification, this means level 3. There is only one level of training for sports instructors in Romania, and further education means qualification as trainer or PE teacher. She also presents the structure of the syllabus for Sports Theory and Sports Practice, which is based on general and specific competences, mentioning that the knowledge, skills and competence the EQF defines only fall in the category of competence in the Romanian system. Moreover, the syllabus is the same for all the sports, the contents being the only ones that differ. Therefore, in order to develop the same specific competence, an athletics and a handball teacher-trainer will use different types of exercises. In order to illustrate this point, Ms Prodan presents a short film made by Isabela Tănasă, Viorel Popovici, Laurențiu Andone and Ana Duceac during their training sessions.

Ms Prodan further presents a comparative analysis on the schooling systems for sports instructors using the data she has collected so far. Although the Spanish, Italian, and Greek schooling systems comprise three levels of sports instructors, there are differences in terms of admission requirements, and in the training process itself. Thus:

- The theoretical and practical training of seemingly equivalent levels of qualification (Level 1 in Italy and Level C in Greece) differs in terms of competences / knowledge / abilities;
- The organizations that are enabled to organize these courses are different with each country;
- Entry age (by the time they are 19, the students in the sports schools in Romania have already acquired this professional status; in Greece, Cyprus, Spain and Italy they have to be over 18 or over 25).

Further on, she says that, under the circumstances in which the schooling systems are so different, what the partners should do further is to set and define the EQF levels in terms of knowledge, skills and competences and, as the theoretical and practical requirements vary with each sport, the set of good practices should only touch on the common themes / competences, attaching sets of exercises that could be used in order to train the future sports instructors in accordance with the established EQF level.

Mrs Chatzi says that the requirements for each sport are different and impossible to cover within the project. Mr Antonazzo says that, since the schooling of the future sports instructors only takes place

inside the vast network of National Federations and is regulated by them, the outcomes of this project would not be relevant within a system that is already firmly established. The partners agree that each country should focus on one sport only, and, in order to answer the needs of each institution, they all agree that only the basic level will be approached. Thus, Italy will focus on fitness, Greece on outdoor sports, Cyprus on football, Spain on handball and Romania on athletics. The strategy the partners agree upon is that they will design a curriculum for the basic level of sports instructor in these sports, working around the learning outcomes (knowledge, skills and competences) in the EQF framework.

Monday, 26th October 2009

The second day of the meeting opens with Mr Julio Jiménez's presentation of the partner website. Mr Jiménez, proposes two names for the domain. All the partners agree that the address of the website is going to be www.eqf-sports.eu . He further on introduces the structure of the website, which will be as follows:

- **The Project** (this section will contain general information)
- **Partners** (this section will introduce the partner institutions)
- **Calendar** (the activities of the project as scheduled)
- **Documents** (this section will contain information that is relevant in the context of the project in the form of PowerPoint presentations, Word documents, short films)
- **Photos** (from the project meetings)
- **Private area** (accessible to the partners only)
- **Contact**
- **Newsletter**

Mr Jiménez says that in five weeks' time the entire website will be functional, and asks for each partner institution's logo. He also speaks about the mail accounts that could be associated with the website, with the possibility for every partner to choose an address.

Ms Prodan further invites the partners to decide on the EQF level the basic course for sports instructors should be set on. The partners read together through the learning outcomes for levels 1-4, and decide on the third level, as it provides the sports instructor with autonomy and, at the same time, requires specialized knowledge in terms of methods and techniques used in training. She also mentions that, in the context of the discussions which have taken place, the "models of good practice" the project propose as a result will consist in the curricula the partners will further work on.

Ms Irina Prodan further discusses the following organizational aspects with the partners:

- The second and the third project meetings. The partners all agree that the second project meeting in Nicosia, Cyprus, will start one day earlier than initially planned, and will thus take place between the 25-28 February 2010. Regarding the third project meeting, Ms Prodan says that it overlaps the national exam in language competences in Romania. All the partners agree that the meeting in Rome, Italy, will take place between the 20-23 May 2010.
- The first issue of the project newsletter, with December 2009 as the deadline for its publication. The partners decide that the newsletter will be published in English, with

translations in each of the partnership languages. The Romanian partners will be in charge with the English version.

- Evaluation of the first meeting. The partners will receive a questionnaire by e-mail to assess the first project meeting.

At the end, each partner is invited to share his/her opinions/impressions on the meeting. Ms Prodan thanks everyone for their participation.

Mrs Maria del Mar Martinez Ortega, Director of **Serymar Training**, hands in the certificates of attendance.

Sincerely,

Irina Prodan – project coordinator