

## EduPASS Methodology v2

### 1. Introduction

This revised document offers an approach to addressing several of the requirements of the EduPASS Project. It contains the following sections:

1. Introduction.....	1
2. Objectives of EduPASS's PR (project results) .....	1
3. Overview of Results R1: Educator and Coach Education and Training in Europe.....	1
4. The Scope of our Research .....	2
5. Clarifying terms: Non-formal and informal education .....	2
6. The KSAV Analytical Framework.....	4
7. Mapping of existing profiles in project countries.....	7
8. PAMPS European Questionnaire .....	7
9. Literature Review .....	8
10. Delphi study .....	9

Time is limited, but partners can still add/edit/reject the suggestions made here!

### 2. Objectives of EduPASS's PR (project results)

EduPASS' objectives are:

- to bring together European HEI and other stakeholders active in the education and training of PE educators and coaches and to foster their cooperation and mobility exchange
- to provide an overview of respective educational programmes at bachelor's and/or master's levels in Europe
- to inform and facilitate the formulation of a profile of a non-formal PE educator and informal junior coach as well as a modular curriculum for educational programmes on bachelor and/or master level in HEI based on this profile and core principles for both profiles
- to make this modular curriculum available for any interested stakeholders
- to foster the delivery of non-formal and informal QPE by strengthening the non-formal PE educator and the informal coach profession <sup>1</sup>

### 3. Overview of Results R1: Educator and Coach Education and Training in Europe

In order to have a basis for the development of R2 (Recommendation on Educator and Coach Education), R3 (Educator and Coach profile), and R4 (Theoretical and methodological

---

<sup>1</sup> The underlined text has been added to the objectives presented in the initial application.

framework for Educator and Coach Education), a general analysis of the current situation regarding Educator and Coach Education in Europe is necessary. The outputs of R1 are as follows, with the ticked statements being those that are most directly related to the proposed framework presented in this document:

- √ An overview of the current situation in Educator and Coach Education in Europe will be developed in the form of a report available online. It will inform about the following aspects:
  - Existing profiles for educators in early childhood settings and junior coaches for children and adolescents in primary and secondary school age in Europe
  - Existing concepts, models and curricula for Educator and Coach Education in Europe
  - Existing links to European frameworks, e.g., the European Qualification Framework (EQF)
- √ A literature review on evidence in Educator and Coach Education
- √ A Delphi consensus study on Educator and Coach Education

As outlined above, there are three primary activities that will be encompassed by this proposed approach:

1. A mapping to identify existing profiles for educators and coaches in the project countries (Germany, Ireland, Luxembourg and Spain)
2. A European questionnaire to discover existing profiles for educators and coaches in other European countries
3. A literature review on evidence in Educator and Coach Education
4. A Delphi consensus study on Educator and Coach Education

#### **4. The Scope of our Research**

EduPASS is interested in the teaching and learning of sport, physical activity, and other forms of movement during childhood and adolescence. Unfortunately, there is no precise and inclusive word or phrase for these types of activities. So, we propose a new term:

#### **PAMPS:<sup>2</sup> physical activity, movement, play, and sport?**

PAMPS are non-formal and informal activities, including all forms of physical activities, movement-based games, active play, competitive, non-competitive, and cooperative sports. This means it encompasses organised early movement activities and supervised physically active play, organised sports clubs, out-of-school sport, dance, martial arts, or other clubs, active recess, and other physical activity settings outside of curricular provision.

#### **5. Clarifying terms: Non-formal and informal education**

To maintain a shared understanding of the main contexts of EduPASS, the following working

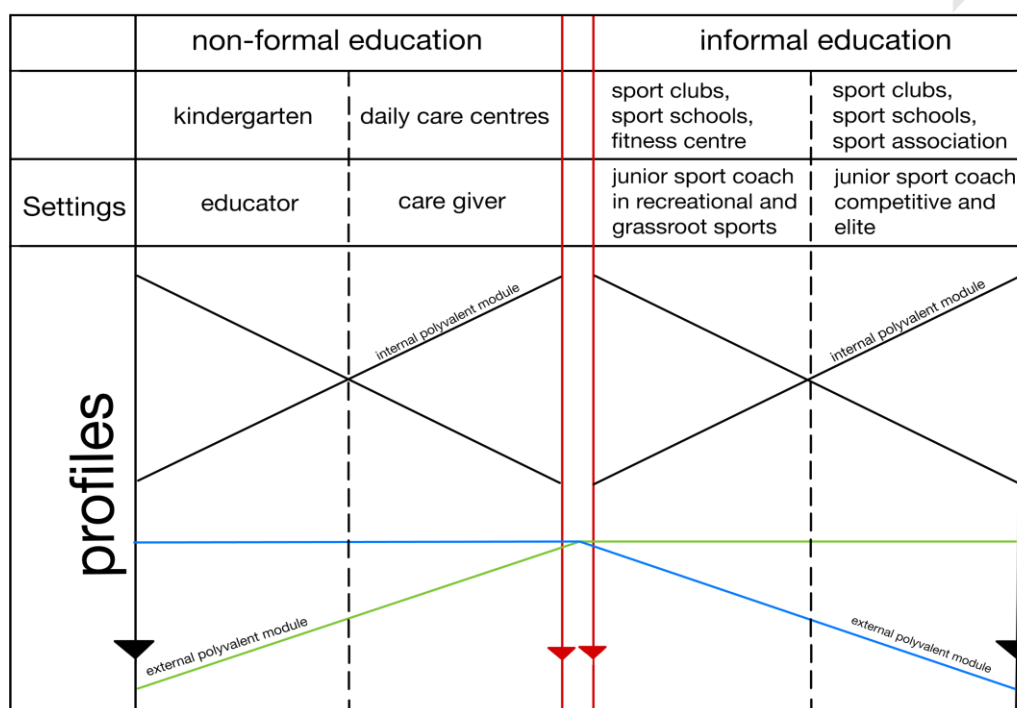
---

<sup>2</sup> Alternatives are welcome, although time is running out. The English verb 'to pamper' means to treat with great kindness and attention, so it might be relevant!

definitions will be followed.

**Non-formal education** inducing non-formal learning usually occurs outside of a formal school classroom setting. Although non-formal learning takes place outside formal classroom settings, learners receive well-structured and well-planned programmes (in terms of learning objectives, learning time) where some form of learning support is present. Like formal education (but unlike informal, incidental or random learning), non-formal education is education that is institutionalised, intentional and planned by an education provider (e.g. by a childcare institution). The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of (lifelong) learning of individuals.

**Informal education** inducing informal learning is characterised by learning experiences that do not involve the structures of schools. They take place outside of the formal learning school setting and with a greater emphasis on real-world and community-based learning experiences. Informal learning is defined as forms of learning that are intentional or deliberate, but are not institutionalised. It results from daily activities related to work, family or leisure (e.g. through activities in sports clubs) and is not organised or structured in terms of objectives or learning support. It is consequently less organized and less structured than either formal or non-formal education. Like formal and non-formal education, informal learning can be distinguished from incidental or random learning.<sup>3</sup>



<sup>3</sup> There are many competing definitions of informal and non-formal education. We have taken as our starting point the model proposed by Roland, which has the virtue of being clear and easy to understand. It is also consistent with the EUC Directorate-General for Education, Youth, Sport and Culture's (2020) 'Prospective Report on the Future of Non-Formal and Informal Learning: Towards Lifelong and Life-wide Learning Ecosystems'. Claude and Richard will develop a justifying note on this issue shortly.

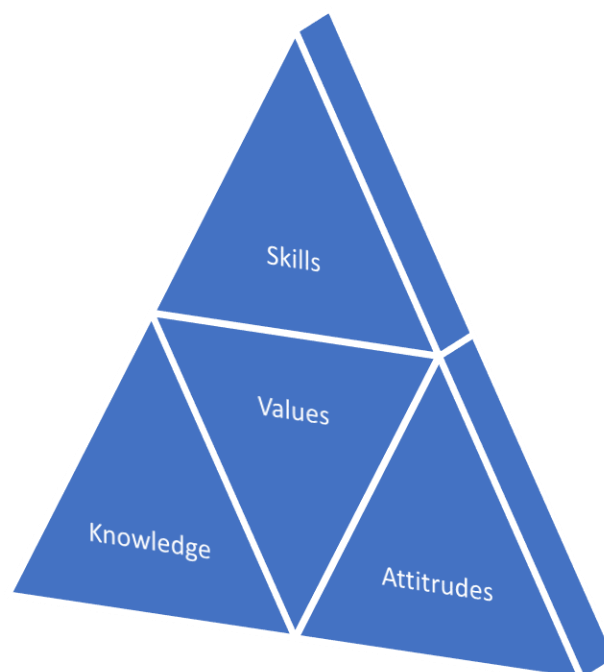
The key difference between non-formal and informal education in this model is that non-formal education refers to the structured educational programmes which take place outside of the formal educational classroom setting to develop the skills of the learners. In contrast, informal education refers to more unstructured education received by the learners from the community.

Based on these working definitions, it is possible to articulate a simple framework<sup>4</sup> as follows:

## 6. The KSAV Analytical Framework

As discussed in our last meeting, we are proposing a deductive framework that will help simplify and accelerate the processes of data-gathering, analysis, and reporting processes. The suggested framework is based on the widely used Knowledge-Skills-Attitudes-Values (KSAV) competences model of the OECD. Our context differs from the OECD's remit of general education and training, so we will need to adapt the model for our purposes.

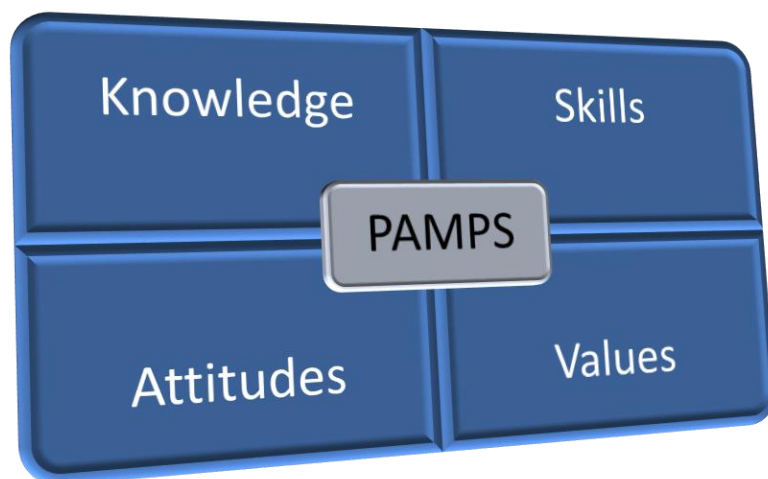
The 'KSAV' framework is not a formal theory. It is a practical approach used by the OECD, UNESCO, and other multi-national organisations for organising a discussion about educational and professional competences. It can be presented in a visual form, adapted for our purposes. Two models are presented with a slightly different focus.<sup>5</sup>



---

<sup>4</sup> Source: Naul, R. (2022). Mapping nonformal and informal settings of education and nonformal and informal learning in different settings of education in Germany.

<sup>5</sup> Both models follow the suggestion that we revert to four competences (and do not combine Attitudes and Values). Please let us know your preference.



The presentation differences are entirely aesthetic. Simpler forms can easily be developed. The significant difference is one of relative importance. The first image implies that values underpin all the other areas of competence, which is consistent educational and health philosophy.<sup>6</sup> This central role for values in PAMPS seems to reflect our discussions of competences. The basic idea is that we need to be clear about the things that are most important in education and/or health before we decide about the knowledge, skills, and attitudes that shape provision. However, as with other aspects of this proposal, we can choose to use the second model, which makes no such assumptions.

The framework itself has rarely been the focus of analysis and justification. It seems to be an intuitive model reflecting current discussions of competence-based practice. However, some early analyses of competencies and outcome-based education informed the evolution of the KSAV framework.

The origin of this way of thinking seems to be the ‘DeSeCo’ (Definition and Selection of Competencies<sup>7</sup>) initiative from Switzerland. The DeSeCo Project was designed to bring a wide range of expert and stakeholder opinions together to produce an international, coherent, and widely shared analysis of which competencies are necessary for coping with the challenges of the modern world. DeSeCo was an explicitly competence-based approach, with competence defined as: “*the ability to meet a complex demand*”<sup>8</sup>. Each competence corresponds to a combination of interrelated cognitive and practical skills, knowledge, and

---

<sup>6</sup> Fulford, K.W.M. & Stanghellini, G. (2018). Values and values-based practice. In: Stanghellini G, Broome M, Fernandez A, Fusar Poli P, Raballo A, Rosfort R, editors. Handbook of phenomenological psychopathology. Oxford: Oxford University Press; Prendeville, P., & Kinsella, W. (2022). Ethics, values and Values Based Practice in educational psychology. *Cambridge Journal of Education*, 1-23.

<sup>7</sup> Rychen, D. S., & Salganik, L. H. (2002). *Definition and Selection of Competencies (DeSeCo): theoretical and conceptual foundations*. Neuchatel, Switzerland: Swiss Federal Statistical Office; Rychen, D.S. (2008). OECD Referenzrahmen für Schlüsselkompetenzen – ein Überblick. In I. Bormann & N. G. Haan (Eds). *Kompetenzen der Bildung für nachhaltige Entwicklung*. Wiesbaden (pp. 15–22), Germany: Verlag für Sozialwissenschaften.

<sup>8</sup> Rychen, D. (2004). *An overarching conceptual framework for assessing key competences in an international context: Lessons from an interdisciplinary and policy-oriented approach*. Luxembourg: Office for Official Publications of the European Communities, p. 321.

personal qualities, such as motivation, values and ethics, attitudes, and emotions. Working definitions for these key terms are as follows:<sup>9</sup>

- Knowledge: includes theoretical concepts and ideas, in addition to practical frameworks based on the experience of having performed in the relevant settings;
- Skills: the abilities and capacities to carry out processes and be able to use one's knowledge in a responsible way to achieve a goal;
- Attitudes: learned tendencies or readiness to evaluate things or react to some ideas, people, or situations in specific ways, either consciously or unconsciously. Attitudes are underpinned by values and beliefs and influence behaviour;
- Values: culturally defined principles and core beliefs shared by individuals and groups that guide and motivate attitudes, choices, and behaviour and serve as broad guidelines for social life.

Between the development of DeSeCo and OECD's recent OECD 'Education 2030' programme, the KSAV framework came to be synonymous with the necessary competences for educational programmes. These two approaches share some key features that are relevant to our current concerns:

- While competencies can be discussed and analysed separately, they will be applied holistically.
  - *For us, this emphasises the need for practical teaching and coaching to integrate the discrete competences when applied in PAMPS contexts.*
- Competences are functional, helping individuals solve real-world, professional challenges.
  - *This suggests that we prioritise those competences likely to maximise professional learning and promote student learning.*
- All competences are necessary for the effective performance of professional tasks, but some are key and deserve greater attention as of primary importance.
  - *This suggests that we differentiate between necessary and core (essential) competences.*<sup>10</sup>

The preceding discussion leads to the raising of two questions:

1. What are the necessary KNOWLEDGE, SKILLS, ATTITUDES, and VALUES of professionals working with children and young people in PAMPS?
2. What are the core KNOWLEDGE, SKILLS, ATTITUDES, and VALUES of professionals working with children and young people in PAMPS?

---

<sup>9</sup> These are loosely based in the OECD's 'Future of Education and Skills 2030': <https://www.oecd.org/education/2030-project>, and UNESCO's 'Glossary of Curriculum Terms': <http://www.ibe.unesco.org/en/glossary-curriculum-terminology>

<sup>10</sup> Apologies for the confusion with the terms 'foundation' and 'core'. They were distant memories of my time as a PE teacher in England. The National Curriculum distinguished between 'Foundation' and 'Core' elements, with the former being legally binding content, and the latter legally binding and prioritised. PE was a foundation subject; Mathematics was a core. However, since none of you taught in England in the 1980s, you were not to know that! So, a – hopefully – clearer use of language has been suggested.

And there is an additional, implicit question:

3. How can instructional and accreditation systems effectively develop these knowledge, skills, attitudes, and values?

## **7. Mapping of existing profiles in project countries**

We ask the project partners for a mapping of the structure of non-formal and informal educational profiles in the participating project countries (Germany, Ireland, Luxembourg and Spain):

- Most popular profiles of non-formal education, as well as related existing training concepts, models and curricula, with their links to the EQF
- Most popular profiles of informal education, as well as related existing training concepts, models and curricula, with their links to the EQF

The results of this mapping should be presented in a short document following the example of Germany (see the document *EduPASS Mapping Germany*). An overview in the form of a table or figure following the example on page 2 of that document would be appreciated.

## **8. PAMPS European Questionnaire**

The PAMPS European questionnaire has been devised to gather valuable information about policies and practices related to non-formal and informal physical activity, movement, play, and sport in European countries.

Relevant experts will be identified to act as the national coordinator for their country. They will be asked to gather together a group of experts within their country to support in the completion of the questionnaire. These experts need to cover the general scope needed to complete the questionnaire:

- Experience or extensive knowledge of either non-formal or informal PE;
- Experience or extensive knowledge of physical activity, movement, play, and sport in one of these settings.

We suggest this framework and revised timeline for reviewing:

- |   |                  |
|---|------------------|
| 1. Feedback to the draft questionnaire        | 28 October 2022  |
| 2. Identification of national coordinators:   | 31 October 2022  |
| 3. Revision of the questionnaire :            | 4 November 2022  |
| 4. Contact national coordinators:             | 4 November 2022  |
| 5. Deadline for filling in the questionnaire: | 2 December 2022  |
| 6. Data analysis:                             | 9 December 2022  |
| 7. Working draft:                             | 16 December 2022 |

## 9. Literature Review

The multifaceted and time-limited nature of EduPASS means that systematic reviews will not be viable. Therefore, we propose that evidence will be gathered using a *rapid reviewing methodology*:

*“Rapid reviews are a form of evidence synthesis that may provide more timely information for decision making compared with standard systematic reviews.”<sup>11</sup>*

This approach follows many of the strategies used by more established approaches, adapted for a faster and more flexible response. Essentially, we would intend to realise some of the virtues of systematic reviewing (rigour, comprehensiveness) but in a more flexible and time-efficient way.

Searches of English language sources will be undertaken using a range of specialist academic databases (PsycARTICLES, PsycINFO, SPORTdiscus, CINAHL Complete), Google Scholar, and academic social networking sites, ResearchGate, and Academia.edu. In addition, summaries of non-English sources will be provided by EduPASS partners in their own languages/contexts (see Appendix).

The following inclusion criteria are suggested to keep searches focused:

- Published from 1 September 2012 to 1 September 2022 (depending on the eventual timeline);
- Published in peer-reviewed articles or ‘grey literature’;<sup>12</sup>
- Study conducted in either non-formal or informal settings;
- Study investigated physical activity (PAMPS) either as the sole or substantial focus;
- Empirical study or systematic review;
- Empirical studies based substantially or wholly in Europe.

The proposed search terms are:

Settings	Outcomes	Age range
Non-formal: Kindergarten; care* <sup>13</sup> ; educat*; after-school; extra-curricul*;	Competenc* Knowledge; understanding; theor*; disciplinary; subject; pedagogical	children; youth; young people; infants; adolescents; teenagers; junior

<sup>11</sup> Hartling, L., Guise, J. M., Hempel, S., Featherstone, R., Mitchell, M. D., Motu'apuaka, M. L., ... & Umscheid, C. A. (2016). EPC methods: AHRQ End-user perspectives of rapid reviews. Rockville: Agency for Healthcare Research and Quality

<sup>12</sup> Materials and research produced by organisations outside of the traditional academic publishing channels, such as government or NGO reports, working papers, and evaluations.

<sup>13</sup> ‘\*’ indicates that the root letters, plus any ends (centre; center; centres; centers).



Informal: sport*; fitness; leisure; recreation*	Skills; abilities; capacity*; capability*  Attitudes; mindset*; motivation; disposition; approach  Values; belief*; ethic*; moral*; standards; professional*	
--	---	--

We suggest this framework and revised timeline for reviewing:

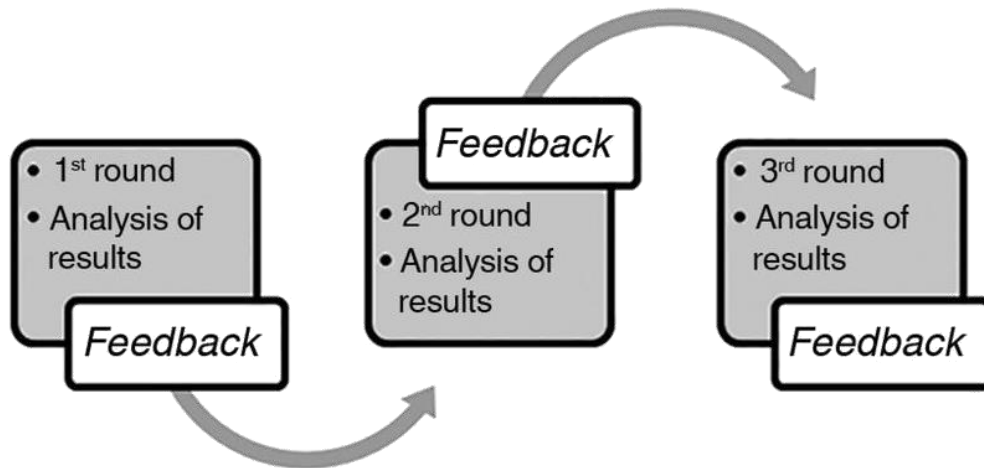
1. Agree methodology and search terms: 25 August 2022
2. Implementation by partners: 6 November 2022
3. First draft: 25 November 2022
4. Feedback on first draft: 2 December 2022
5. Working draft: 16 December 2022

Draft a **thematic bibliography** after the process (e. g. Google doc)

## 10. Delphi study

As discussed in previous meetings, the Delphi method is a consensus-gathering approach to elicit and refine a group of experts' views on a specific topic. Essentially, it is a research methodology based on the 'wisdom of the crowd'. It allows experts to share their ideas, individually and as part of a group, whilst avoiding potential confrontation of their views. Anonymity throughout the process and multiple rounds of controlled feedback help the research team limit the influence of peer comments. The Delphi method is well-suited to the EduPASS project as it allows us to explore ideas and the formation of an informed group judgement, where empirical evidence is limited.

This is the basic method:



As with the PRIME-PETE, we will aim to set up country groups made up of one expert for non-formal and one for informal PAMPs. Each of these people will send the questionnaires (Rounds 2 and 3) to up to 10 others in their fields of expertise. If some countries are unable to identify and recruit 10 experts for each category, those responses will be weighted accordingly.

In other words:

1. A panel of experts needs to be recruited, made up of people involved with non-formal and informal PAMPs who we judge able to offer credible opinions on the two problems;
2. The researchers devise the survey questions (perhaps four questions: 'what are the knowledge / skills / attitudes / values required for people supporting the physical activity, movement, play, and sport? In non-formal or informal settings?') and an explanatory document outlining our working definitions of the key terms); the same questionnaire will be used for both groups (non-formal and informal), and respondents will be asked to answer from their specific expertise.
3. Due to time constraints, we propose beginning this process with a quorum (a smaller representative group) in the first round. This group will be sent an online questionnaire and are asked to list up to five answers to each category (knowledge, skills, attitudes, & values of non-formal and/or informal PAMPs);
5. The researchers analyse, clean (remove duplicates), identify the responses, and send the next questionnaire based on the first set of answers to all national groups of experts;
6. The experts respond to the second set of questions by indicating their agreement with the aggregated answers, using a 7-point Likert scale;
7. The researchers analyse the answers, identify the most strongly supported statements, and send the final questionnaire;
6. The statements ranked most positively by the group are selected as the final list.

Our urgent tasks are:

1. Define our 'ideal' expert group. What types of jobs or roles will they have? Will we require any minimum amount of experience?
2. Liaise with national organisations and representatives to identify suitable experts for the process.
3. Prepare the explanation sheet and the online survey program.

We suggest this framework and revised timeline for reviewing:

8. Agree on criteria for inclusion as an expert: 28 October 2022
9. Contact organisations and representatives: 31 October 2022
10. Draft the explanation sheet: 31 October 2022
11. Preparation of survey instrument: 31 October 2022
12. Implement the first round: 2-9 November 2022 before Madrid
13. Implement the second round: 16-23 November 2022 after Madrid
14. Implement the third round: 30 November – 7 December 2022 before end of February
15. Working draft: 16 December 2022

APPENDIX 1: MULTI-LANGUAGE RESEARCH SUMMARY FORM

<b>Focus:</b>
<b>Country:</b>
<b>APA Reference:</b>
<b>Summary (emphasising findings and recommendations):</b>
<b>Url:</b>