

No.	Country	Section 1: About You	Section 2: Non-Formal Learning				Section 3: Informal Learning			
			Policy	Education and Training		Research	Policy	Education and Training		Research
				General	PAMPS			General	PAMPS	
1	England	Y	Y	Y	Y	Y	Y	Y ¹	Y ²	N
2	Bulgaria	Y	Y	Y	Y	Y	Y	Y	Y	Y
3	Ireland	Y	Y	Y	Y	Y	Y	Y	Y	Y
4	Spain	Y	Y	Y	Y	Y	Y	Y	Y	Y
5	Czech	Y	Y	Y	Y	Y	Y	Y	Y	Y ³
6	Italy	Y	N	P	Y	Y	N	P	Y	Y
7	Sweden	Y	Y	Y	Y	Y	Y	Y	Y	Y ⁴
8	Netherlands	P	P	Y	Y	Y	P	N	Y	P
9	Germany	Y	P	Y	Y	Y	P	Y	Y ⁵	Y

¹ Same answer as non-formal in section 2

² Same answer as non-formal in section 2

³ Same answer as non-formal in section 2

⁴ Same answer as non-formal in section 2

⁵ Identical answer as informal in section 2

SECTION 1: ABOUT YOU

Countries	Contact Person(s)	Number of people consulted in the completion of the questionnaire	Information for the consulted experts				
England	Name/Title: Dr Kristy Howells Position: Reader – Sport Pedagogy and Physical Education E-mail: Kristy.howells@canterbury.ac.uk	1	Area of Expertise: Number of Years Experience in Non-formal or Informal PAMPS: 40+				
Bulgaria	Name/Title: Professor Eleonora Mileva Position: Coordinator of the Association of Sports Pedagogues of Bulgaria E-mail: emileva2002@gmail.com	4	<table border="1"> <tr> <td data-bbox="1062 805 1915 915"> Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 25 </td> </tr> <tr> <td data-bbox="1062 915 1915 1026"> Area of Expertise: Non-formal education Number of Years Experience in Non-formal or Informal PAMPS: 30 </td> </tr> <tr> <td data-bbox="1062 1026 1915 1136"> Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 20 </td> </tr> <tr> <td data-bbox="1062 1136 1915 1247"> Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 20 </td> </tr> </table>	Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 25	Area of Expertise: Non-formal education Number of Years Experience in Non-formal or Informal PAMPS: 30	Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 20	Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 20
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Area of Expertise: Physical Education and Sport Number of Years Experience in Non-formal or Informal PAMPS: 20							
Ireland	Name/Title: Declan O’Leary Position: Coaching Development Manager	4	<table border="1"> <tr> <td data-bbox="1062 1274 1915 1385"> Area of Expertise: Sports Coaching Development Number of Years Experience in Non-formal or Informal PAMPS: 30 </td> </tr> <tr> <td data-bbox="1062 1385 1915 1417"> Area of Expertise: Sports Coaching Development </td> </tr> </table>	Area of Expertise: Sports Coaching Development Number of Years Experience in Non-formal or Informal PAMPS: 30	Area of Expertise: Sports Coaching Development		
Area of Expertise: Sports Coaching Development Number of Years Experience in Non-formal or Informal PAMPS: 30							
Area of Expertise: Sports Coaching Development							

	E-mail: doleary@sportireland.ie		Number of Years Experience in Non-formal or Informal PAMPS: 25 Area of Expertise: Childcare Education
			Number of Years Experience in Non-formal or Informal PAMPS: 15 Area of Expertise: Childcare Education
			Number of Years Experience in Non-formal or Informal PAMPS: 25 Area of Expertise: sport management.
Spain	Name/Title: Jerónimo García Fernández Position: Associate Professor E-mail: jeronimo@us.es	5	Number of Years Experience in Non-formal or Informal PAMPS: 10 Area of Expertise: health and sport
			Number of Years Experience in Non-formal or Informal PAMPS: 10 Area of Expertise: sport management.
			Number of Years Experience in Non-formal or Informal PAMPS: 15 Area of Expertise: sport management.
			Number of Years Experience in Non-formal or Informal PAMPS: 15 Area of Expertise: sport management.
			Number of Years Experience in Non-formal or Informal PAMPS: 15
Czech	Name/Title: Petr Vlček, Assoc. prof. Position: researcher E-mail: vlcekpetr3407@gmail.com	2	Area of Expertise: various sport clubs e.g. karate club Number of Years Experience in Non-formal or Informal PAMPS: 27
			Area of Expertise: various sport clubs e.g. gymnastic and athletic club Number of Years Experience in Non-formal or Informal PAMPS: 20

Italy	Name/Title: Erica Gobbi, PhD Position: Associate professor E-mail: erica.gobbi@uniurb.it	3	Area of Expertise: Sport sector and physical education Number of Years Experience in Non-formal or Informal PAMPS: 20
			Area of Expertise: Sport sector and sports science research Number of Years Experience in Non-formal or Informal PAMPS: 10
Sweden	Name/Title: professor Suzanne Lundvall Position: professor at Gothenburg University E-mail: suzanne.lundvall@gu.se	1	Area of Expertise: educated PE teacher and worked as PETE educator since 1990s and combined as teacher educator and researcher since early 2000s Number of Years Experience in Non-formal or Informal PAMPS: Around 10-15 years in a more strict sense
			Area of Expertise: I have been engaged as organisational leader and coach in club sport which also includes projects departing from the principles of Non-formal and informal PAMPS. Added to that is the organisation of and setting for 'daily physical activity during the school day' in Sweden. Number of Years Experience in Non-formal or Informal PAMPS: 10-15 years
Netherlands	Name/Title: <i>Annet Komen</i> Position: <i>Researcher and policy advisor at the national PE association</i> E-mail: <i>annet.komen@kvlo.nl</i>	4	Annet Komen Area of Expertise: PE, research and policy Number of Years Experience in Non-formal or Informal PAMPS: 5
			Amika Singh Area of Expertise: PA in youth, research and policy Number of Years Experience in Non-formal or Informal PAMPS: Research >20years. Policy 5 years

			<p>Jorieke Steenaart Area of Expertise: PE policy and teaching</p> <p>Number of Years Experience in Non-formal or Informal PAMPS: 12</p>
			<p>Wikke van Stam Area of Expertise: Community Sport Coaches (CSC)</p> <p>Number of Years Experience in Non-formal or Informal PAMPS: Research: 6 years, CSC: 15 years</p>
Germany	<p>Name/Title: Prof.Dr.Dr.h.c. Roland Naul Position: retired Sen.Prof.</p> <p>E-mail: r.naul@wwu.de</p>	<p>Three Prof. Naul Dr. Brückner Dr. Aschebrock</p>	<p>Area of Expertise R. Naul: Non-formal (FMS. Small aside games) Number of Years Experience in Non-formal or Informal PAMPS: 40 years</p> <p>Area of Expertise S. Brückner: informal Number of Years Experience in Non-formal or Informal PAMPS: 20 years</p> <p>Area of Expertise: H.Aschebrock Non-formal Number of Years Experience in Non-formal or Informal PAMPS: 40 years</p>

SECTION 2: NON-FORMAL LEARNING

Policy

Does your country currently have laws, policies, declarations, or statements regarding non-formal settings?

No.	Countries	Policy		
		Laws	Policies	Declarations/ Statements
1	England	Y	Y	Y
2	Bulgaria	Y	Y	Y
3	Ireland	Y	Y	Y
4	Spain	N	Y	Y
5	Czech	Y	Y	Y
6	Italy	Y	Y	Y
7	Sweden	N	Y	Y
8	Netherlands	N	Y	N
9	Germany	N	Y	Y

No.	Countries	Name/s and summaries of major laws, policies, declarations, or statements		
		Laws	Policies	Declarations or Statements
1	England	<p>Related to health and safety.</p> <p>But then depends on size of the provider – may also have fire safety laws if have a club house and follow bribery act and slave act and gdpr (<i>General Data Protection Regulation</i>) and dbs (Disclosure and Barring Service) regulations.</p>	<p>Sporting Future – a new strategy for an active nation – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf</p> <p>Sport England – towards an active nation strategy 2016 – 2021</p> <p>https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/sport-england-towards-an-active-nation.pdf?VersionId=zE6hDbFaa9dNK8tRqxP2HuVIM2Ls79HG</p> <p>UK Sports’ Strategic Plan – powering success inspiring impact and UK Sports’ equality, diversity and inclusion strategy.</p> <p>https://www.uk sport.gov.uk/about-us/strategic-plan</p>	<p>Key report is Lords Report December 2022, - A national plan for sport, health and wellbeing –</p> <p>https://publications.parliament.uk/pa/ld5802/ldselect/ldsportrec/113/113.pdf</p> <p>Plus the governments’ responses</p> <p>https://www.gov.uk/government/publications/government-response-to-the-house-of-lords-national-plan-for-sport-and-recreation-committee-report/government-response-to-the-house-of-lords-national-plan-for-sport-and-recreation-committee-report-a-national-plan-for-sport-health-and-wellbeing</p> <p>Code of Sports Governance</p> <p>https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2021-12/A%20Code%20for%20Sports%2</p>

				<p>OGovernance..pdf?VersionId=Q0JD6BVXB.VgwbGEacG0zWsNPIWcGDHh</p> <p>Duty of Care (linked to those leading non formal settings)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/610130/Duty_of_Care_Review_-_April_2017_2.pdf</p>
2	Bulgaria	<p>Youth Act, https://lex.bg/bg/laws/ldoc/2135786802</p> <p>Law on Vocational Education and Training, https://www.navet.government.bg/bg/media/zpoo.pdf</p> <p>Law on preschool and school education, https://lex.bg/bg/laws/ldoc/2136641509</p> <p>Law on recognition of professional qualifications</p> <p>Inclusive Education Act, https://lex.bg/bg/laws/ldoc/2137177670</p>	<p>National Youth Strategy 2021-2030</p> <p>National strategy for vocational education and training</p> <p>Strategy for the development of vocational education and training in the Republic of Bulgaria</p> <p>Strategic framework for the development of education, training and learning in the Republic of Bulgaria 2021-2030</p> <p>National strategy of the Republic of Bulgaria for equality, inclusion and participation of the Roma 2021-2030</p>	<p>Ordinance 11 of 2016 on the assessment of student learning outcomes</p> <p>National conferences in non-formal education</p> <p>National conferences for youth</p> <p>International and national conferences in physical education and sport</p> <p>Books, collections, articles in the area of non-formal education</p>
3	Ireland	<p>In relation to laws, they are all overseen by the Department of Children, Equality, Disability, Integration and Youth – gov.ie -</p>	<p>As indicted, all work with children is guided by Children First - gov.ie - Children First (www.gov.ie)</p>	<p>Childcare Inspection Tool - V3_EYIFIT001_Focused_Inspectio</p>

	<p>Department of Children, Equality, Disability, Integration and Youth (www.gov.ie). This applies to children in all settings.</p> <ul style="list-style-type: none"> • The Child Care Act 1991 • The Children’s Act 2001 • The Child Care Amendment Act 2007 • The Child Care (Placement of Children in Foster Care) Regulations 1995 • National Standards in Foster Care, 2003 • Child and Family Act 2013 • Children First: National Guidance for the Protection and Welfare of Children <p><u>The Children First Act 2015 is legislation in Ireland that places a legal obligation on defined categories of people who provide services to children to report any protection concerns involving a child. It also outlines best practice procedures for all organisations dealing with children.</u></p>	<p>In relation to PAMPS, there is also a National Play Policy - NCO Play Policy/english (assets.gov.ie).</p>	<p>n Tool - 15_02_2017.pdf (tusla.ie).</p>
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		<p><u>The government is responsible for the development of a wide range of policy and service activity, both direct and indirect, for children and young people in Ireland. The Child and Family Agency is responsible for family support, protection and welfare of children and 'children in care' under the Child Care Act, 1991 as amended.</u></p> <p>TUSLA - The Child and Family Agency is now the dedicated State agency responsible for improving wellbeing and outcomes for children. It represents the most comprehensive reform of child protection, early intervention and family support services ever undertaken in Ireland. - Tusla - Child and Family Agency.</p> <p>The Child and Family Agency's services include a range of universal and targeted services:</p> <ul style="list-style-type: none">• Child protection and welfare services;• Educational welfare services;• Psychological services;• Alternative care;		
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		<ul style="list-style-type: none"> • Family and locally-based community supports; • Early years services; • Domestic, sexual and gender-based violence services. 		
4	Spain	N/A	Instituto Andaluz del Deporte. training in professional associations (agesport, FAGDE, AEESDAP)	There are intentions in regional federations to carry out non-formal training.
5	Czech	<p>Act on the Promotion of Sport: This Act defines the position of sport in society as a publicly beneficial activity provided in the public interest and sets out the tasks of ministries, other administrative authorities and the powers of local authorities in promoting sport.</p> <p>https://www.zakonyprolidi.cz/cs/2001-115</p>	<p>Youth policy</p> <p>The term youth politics is often misunderstood as youth interest in politics. In reality, it means a vision for the future, specific goals, priorities and actions of the state to help young people to use their leisure time in a meaningful way, to fulfil their ambitions through the promotion of formal and non-formal education, to participate actively in society, to find employment more easily and to improve their overall life situation.</p> <p>In particular, modern youth policies have the following objectives:</p> <p>create more opportunities for young people in terms of education and employment,</p>	<p>E.g.: Memorandum o podpoře uznávání výsledků neformálního vzdělávání při práci s dětmi a mládeží“ (http://userfiles.nidm.cz/file/OKP/memorandum-unv-final.pdf)</p>

			<p>improving the inclusion and full participation of all young people in decision-making processes in society; and</p> <p>strengthen solidarity between the young generation and society as a whole.</p> <p>Youth policy in the Czech Republic is based on maximum cooperation with other partners and ministries dealing with any area related to the lives of young people. Another principle is to set individual youth policy measures on the basis of verified data from research and analysis, as well as direct consultation with young people.</p> <p>Non-formal education takes place outside the formal education system (formal education leads to a certain level of education evidenced by a certificate, e.g. a report card, diploma) and does not lead to a complete school education. It is an organised educational activity outside of the established formal school system which offers those interested a deliberate development of life experiences, skills and attitudes based on a coherent value system. These activities are usually voluntary. The organisers are children and youth</p>	
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			associations and other non-governmental non-profit organisations (NGOs), school-based leisure education facilities - mainly leisure centres, educational agencies, clubs, cultural facilities and others.	
6	Italy	<p>⁶Perulli, E. (2016). 2016 update to the European inventory on validation of non-formal and informal learning". It is a complete summary document on non-formal and informal learning in Italy. It has been published as a Country report for the CEDEFOP (European Centre for the Development of Vocational Training), and it contains specific laws and policies currently operating in Italy. I think it could be used as a reference for the Italian context, since it is a comprehensive vision on the topic. The document is available at: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IT.pdf</p> <p>In the document are reported and also summarized laws and policies related to non-formal and informal settings of learning in Italy and could serve to gain information on these perspectives. Unfortunately, I am not able to provide more specific information.</p>		
7	Sweden	<p>Swedish School Curricula states the recommendations of daily PA since 2003.</p> <p>The convention of Children right's also guides the management of non-formal settings.</p>	<p>The Swedish National Agency of Education declare that health promoting schools should offer PA. They have a specific web page on the web site with information and materials to encourage schools to take actions with guidance material, examples etc. The web page is called 'More movement in Schools'.</p> <p>Here is also advertised different materials, film clips, and networks; for example a network for schools called 'restless legs'.</p>	N/A

⁶ Participant put the answers on top o the table

8	Netherlands	N/A	<p>-Preventie akkoord (Prevention agreement) – <i>This agreement focuses on reducing smoking, obesity and problematic alcohol use.</i> https://open.overheid.nl/documenten/ronl-1f7b7558-4628-477d-8542-9508d913ab2c/pdf</p> <p>-Bewegalliantie (PA alliance) – <i>Part of the previous agreement that focuses on PA. Aim: in 2040 75% of the Dutch people meets the PA guidelines</i> https://www.rijksoverheid.nl/actueel/nieuws/2022/07/06/bewegalliantie-van-start-met-carl-verheijen-als-voorzitter</p> <p>-Sportakkoord (sport agreement) – <i>This agreement focuses on strengthening the organization and finance of sports to be future-proof.</i> https://www.sportakkoord.nl/wp-content/uploads/sites/3/2020/12/Nationaal-Sportakkoord.pdf</p> <p>-Rijke schooldag (rich/dynamic schoolday) – <i>To ensure that all pupils in the Netherlands can develop themselves to the fullest, the Rijke Schooldag in primary and secondary education gives an impulse to talent development, with additional activities in the fields of sports, culture, cognitive guidance and social-emotional support.</i> https://www.gelijke-kansen.nl/</p>	N/A
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			<p>- Brede Regeling Combinatiefuncties (...)</p> <p>– <i>This arrangement appoints professionals (CSC) to involve people who are not yet involved in sports, exercise and culture.</i></p> <p>https://www.rijksoverheid.nl/documenten/publicaties/2023/02/06/bestuurlijke-afspraken-brede-regeling-combinatiefuncties-2023-2026</p>	
9	Germany	N/A	Safety rules, respectful behaviours, non-sexual harassment	Guidelines to organize and to manage training sessions, tournaments, events

No.	Countries	Are there laws or legislations or equivalent statute that regulate persons working in non-formal settings?	Name of the law(s)	How the law(s) regulate(s) employment in non-formal settings
1	England	Y	Health and Safety and Work Act 1974	<p>The Health and Safety at Work Act 1974 ('the Act') and the regulations made under it, apply to club organisers who are both employers and self employed. The law requires them to do what is reasonably practicable¹ to ensure peoples health and safety.</p> <p>Plus as above depends on if have a club house or just outside – if have buildings then there are building regs, fire, plus then also gdpr and data storage and bribery act laws as well as the need for dbs also need safeguarding training.</p>
2	Bulgaria	Y	<p>Youth Act</p> <p>Law on Vocational Education and Training</p> <p>Law on preschool and school education</p> <p>Law on recognition of professional qualifications</p> <p>Law on Higher Education</p>	<p>The laws contain specific requirements, rules and articles that regulate the professional qualification and recognition or validation of qualifications and training periods of those working in the field of non-formal education.</p>
3	Ireland	Y	<p>General Labour Laws apply.</p> <p>Safeguarding and Vetting legislation apply.</p>	<p>All people employed need to undertake Safeguarding training and be Garda vetted.</p>

			<p>EARLY LEARNING AND CHILDCARE SECTOR</p> <p>With effect from 15 September, 2022 two new Employment Regulation Orders (EROs) were commenced which provide for minimum hourly rates of pay and other conditions of employment for various roles in the Early Years Services Sector.</p> <p>Early Learning and Childcare Sector - Workplace Relations Commission</p>	
4	Spain	Y	<p>Ley del Deporte 2022.</p>	<p>Professions are established depending on the qualification of the professional. There are 11 regional laws in which each one has different regulated professions. In turn, the law of sport in Spain (2022) establishes an intention to regulate professions linked to sport.</p> <p>Link: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-24430</p>
5	Czech	⁷ N/A	<p>Act on the Promotion of Sport: This Act defines the position of sport in society as a publicly beneficial activity provided in the public interest and sets out the tasks of ministries, other administrative authorities and the powers of local authorities in promoting sport.</p> <p>https://www.zakonyprolidi.cz/cs/2001-115</p>	<p>Professional qualifications in non-formal and informal education for children and young people: The National Qualifications System (NQS) is a state-guaranteed nationwide system based on professional qualifications, which are introduced as an element of further education by Act No.179/2006 on the verification and recognition of the results of further education. On this basis, citizens can have their actual knowledge and skills acquired at school, in a non-profit organisation, in practice, in a course or through self-study recognised. Professional</p>

⁷ Left empty, did not put “x” on either yes or no

				<p>qualifications are described in the National Qualifications Framework at http://www.narodnikvalifikace.cz/</p> <p>In 2014-2015, following the Keys for Life and K2 - Quality and Competitiveness in Non-Formal Education projects, professional qualifications (PK) in the field of non-formal and informal education for children and young people were approved. Further CPs in this area are in the process of being developed and approved.</p>
6	Italy	N/A	N/A	N/A
7	Sweden	N	<p>⁸Swedish School Curricula states the recommendations of daily PA since 2003.</p> <p>The convention of Children right's also guides the management of non-formal settings.</p>	<p>⁹The Swedish National Agency of Education declare that health promoting schools should offer PA. They have a specific web page on the web site with information and materials to encourage schools to take actions with guidance material, examples etc. The web page is called 'More movement in Schools'.</p> <p>Here is also advertised different materials, film clips, and networks; for example a network for schools called 'restless legs'.</p> <p>Child education care has a focus on kids between 6-12 who can join the activities that the schools offer. During recesses different school staff helps to organise activities and material. The chains of responsibility do vary.</p>

⁸ Commented "see above", answers copied from "Name/s and summaries of major laws, policies, declarations, or statements- laws" in section 2: Non-formal learning

⁹ Commented "see above", answers copied from "Name/s and summaries of major laws, policies, declarations, or statements- policies" in section 2: Non-formal learning

8	Netherlands	Y	Certificate of Good Behaviour (VOG)	A certificate is obligated before hiring.
9	Germany	Y	Federal Law of Education in Social Pedagogy	Entry level and study programme, load

Education and Training

General Education and Training

No.	Countries	Please tell us about the education of professionals working in non-formal learning settings. Where relevant, please distinguish between <u>four age-ranges</u> (based on the International Standard Classification of Education (ISCED)):			
		Kindergarten	Primary	Secondary	Senior Secondary
1	England	N/A	N/A	N/A	N/A
2	Bulgaria	N/A	N/A	N/A	N/A
3	Ireland	<p>There is an Early Childhood Curriculum Framework - aistear-they-early-childhood-curriculum-framework.pdf (ncca.ie)</p> <p>There are also awards on the Irish National Framework of Qualifications</p> <p>QQI – NFQ Level 5 / EQF Level 4 - Certificate Specification (qqi.ie)</p> <p>QQI – NFQ Level 6 / EQF Level 5 - Certificate Specification (qqi.ie)</p> <p>QQI – NFQ Level 7 & Level 8 Awards – these are awarded by Third Level / Higher Education Institutions, Examples can be found here - 20 Bachelor's degrees in Early Childhood Education in Ireland - Bachelorsportal). A</p>	<p>QQI – NFQ Level 5 / EQF Level 4 - Certificate Specification (qqi.ie)</p> <p>QQI – NFQ Level 6 / EQF Level 5 - Certificate Specification (qqi.ie)</p> <p>QQI – NFQ Level 7 & Level 8 Awards – these are awarded by Third Level / Higher Education Institutions, Examples can be found here - 20 Bachelor's degrees in Early Childhood Education in Ireland - Bachelorsportal). A</p>	<p>Youth Worker Training – There are also training courses in Community Development and Youth Development, for example - Events – National Youth Council of Ireland.</p>	<p>Youth Worker Training – There are also training courses in Community Development and Youth Development, for example - Events – National Youth Council of Ireland</p>

		- 20 Bachelor's degrees in Early Childhood Education in Ireland - Bachelorsportal). A specific example is TUD Blanchardstown (Early Childhood Care and Education / Cúram agus Oideachas Luath-Óige TU Dublin).	specific example is TUD Blanchardstown (Early Childhood Care and Education / Cúram agus Oideachas Luath-Óige TU Dublin).		
4	Spain	N/A	N/A	N/A	N/A
5	Czech	<p>In 2014-2015, following the Keys for Life and K2 - Quality and Competitiveness in Non-Formal Education projects, professional qualifications (PK) in the field of non-formal and informal education for children and youth were approved. Further CPs in this area are in the process of being developed and approved.</p> <p>Children and young people in the context of this standard are understood as participants in education and training between the ages of 3 and 30.</p> <p>Approved in 2014</p> <ul style="list-style-type: none"> • Volunteer coordinator <p>Approved in 2015</p> <ul style="list-style-type: none"> • Senior leader of a children and youth recovery event • Independent leader of children and youth leisure activities • Leisure activities leader for children and young people 			

		<p>Approved in 2017</p> <ul style="list-style-type: none"> • Specialist in international cooperation with children and young people • Safety guarantor for work with children and young people in leisure and non-formal education <p>¹⁰</p>			
6	Italy	N/A	N/A	N/A	N/A
7	Sweden	N/A	N/A	N/A	N/A
8	Netherlands	N/A	N/A	N/A	N/A
9	Germany	N/A	N/A	N/A	N/A

¹⁰ Participant did not separate the answers into different sections.

No	Countries	Are educational or training opportunities available for people wishing to work in non-formal settings in your country?	What education is available for people wishing to work in non-formal settings?	Are there entry or selection requirements? (Yes/No)	What is the typical content of these courses?
1	England	Y	<p>This is very role dependent.</p> <p>Health and Safety training</p> <p>Safeguarding training</p> <p>Prevent training</p> <p>Code of practice or conduct</p> <p>Equality, diversity and inclusion</p> <p>Best practice.</p>	<p>At least 16 years of age</p> <p>Communicate effectively in English – includes listening, speaking, reading and writing.</p> <p>Supply ID.</p> <p>If you are taking foundation degree upwards route for qualification need GCSE or equivalent to get onto the courses</p>	<p>Depends on the route, again page 7 gives guidance for early years content of the courses:</p> <p>https://journal.fi/jecer/article/view/116984/76577</p> <p>Some may include child development.</p> <p>How to have conversations with other coaches, parents, volunteers, children, teenagers.</p> <p>Disability training.</p>
2	Bulgaria	Y	<p>Bachelor or master</p> <p>Secondary education (High school)</p>	Yes	<p>Pedagogy and Education, Sport, Music, Arts, Maths, Bulgarian and foreign language, Methods of training, Practice at school and kindergarten</p>

3	Ireland	Y	Childcare Training Youth Worker Training	Yes	NFQ L6 Childcare Award – Modules: 6N1942 Child Development 6N1944 Early Childhood Curriculum 6N1945 Childhood Social Legal and Health Studies 6N1950 Communications 6N1948 Team Leadership 6N1949 Personal and Professional Development 6N1973 Supervision in Early Childhood Care 6N1974 Equality and Diversity in Childcare 6N1975 Disability Awareness 6N1957 Special Needs Assisting 6N1972 Creative Studies for Special Needs 6N1932 Early Learning Philosophy 6N1933 Early Learning Environment 6N1935 Early Childhood Literacy and Numeracy 6N1936 Early Childhood Arts and Culture 6N2023 Child Psychology
4	Spain	Y	All kinds. Non-formal education in sport in Spain is	No.	Depends. There are all kinds. However, there is a lot of training in

			provided by associations, regional federations, national federations and public and private institutions. There is training in coaching, health, sports marketing, brand image, personal branding, project management...		sports coaching, training and health, special populations and sport management in general.
5	Czech	¹¹ N/A	<p>Volunteer coordinator</p> <p>Approved in 2015</p> <p>Senior leader of a children and youth recovery event</p> <p>Independent leader of children and youth leisure activities</p> <p>Leisure activities leader for children and young people</p> <p>Approved in 2017</p>	<p>Verification and recognition is carried out through so-called authorised persons, which are natural or legal persons who obtain authorisation for a specific professional qualification, which is an authorisation to examine applicants issued by the relevant ministry (the so-called authorising body).</p>	<p>Independent head of leisure activities for children and youth (code: 75-009-N)</p> <p>Authorising body: Ministry of Education, Youth and Sports Education, Teaching and Social Care (code: 75)</p> <p>Refers to the profession: NQF - EQF: 5</p> <p>Professional competence</p> <p>Title Level</p> <p>Identifying the needs of children and young people 4</p> <p>Designing the content and structure of educational activities based on set educational objectives 5</p>

¹¹ Participant left it empty in both yes or no

			<p>Specialist in international cooperation with children and young people</p> <p>Safety guarantor for work with children and young people in leisure and non-formal education</p>		<p>Developing the content of an educational activity into a time-based scenario 5</p> <p>Evaluation of the educational activity and achievement of the set educational objectives and required competences 5</p> <p>Creating and conducting educational activities for children and young people with regard to special educational needs,</p> <p>prevention of risk behaviour and the principles of multicultural and environmental education 4</p> <p>Implementation of crisis intervention in work with children and young people in leisure time 4</p> <p>Orientation in the legal and economic framework for working with children and young people in leisure 4</p> <p>Assessing occupational health and safety and fire protection when working with children and young people 4</p> <p>Drawing up an annual plan for leisure activities with children and young people 5</p>
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					Managing the implementation team for year-round leisure activities with children and young people 5 Organisational and financial support for year-round leisure activities with children and young people
6	Italy	Y ¹²	Universities or courses organized by private schools and associations; it depends on the topic.	Yes and no, it depends on the specific field.	Various and they covered the specific field of interest.
7	Sweden	N	Universities are giving short courses that train teachers and education care pedagogues in the lower school grades to be able to support non-formal and informal PA. Though these courses are short. To some extent club sport and health organisation do train project leaders and coaches to be able to engage in these types of PA and movement activities taking place in or after school. But as the Swedish Model for club sport	Yes, for university courses, not for sport clubs and other health organisations.	Basic pedagogy in a broad range of sport and PA including dance and outdoor education. Complemented with the learning of child development, needs and aspects of democracy, children rights and social justice (value basis/grounds).

¹² Unfortunately, we are not so expert of non-formal learning in other topics different from PAMPS; in the following the information we were able to retrieve.

			is built on voluntarily engaged trainers/coaches it is a bit difficult to find people that can work during day time in schools or directly after school. There is no ordinary club sport as part of 'after school activities.		
8	Netherlands	Y	<p>1. Pedagogical staff for kindergarten and day-care facilities outside school hours and during hole days. (secondary vocational education, mbo)</p> <p>2. Community coaches: University of applied science (hbo), and secondaty vocational education (mbo))</p> <p>https://www.mulierinstituut.nl/publicaties/27077/monitor-brede-regeling-combinatiefuncties-2022/(page 24) associat degree</p>	Yes	<p>1. Everything necessary to work in child-care</p> <p>2. PE teacher, sport instructor</p>
9	Germany	Y	<p>Secondary vocational training schools, up to 3 years of study</p> <p>Combined BA and kindergarten diploma</p> <p>Level 0</p>	<p>YES, school degree after 10 years of general education</p> <p>Abitur degree for univ. studies</p>	Six essential learning fields with up to 3,600 lessons, described in a former document in detail

No	Countries	Are they informed by a particular philosophy or tradition?	To what jobs do graduates progress?	Do graduates receive a diploma/certificate/ etc. after graduation?
1	England	Not guaranteed too.....	Depends on the educational settings, could be moving up within the nursery setting to nursery manager. Or heading to more coaching / teaching / education qualifications.	Yes for all levels.
2	Bulgaria	Yes, they are.	Teachers' qualification at different level Pedagogues, Social pedagogues Coaches in sports clubs Social workers Psychologists	Higher education diploma
3	Ireland	<p>The National Curriculum for Early Childhood (Aistear) is based on 12 principles of early learning and development. These are presented in three groups:</p> <p>1. The first group concerns children and their lives in early childhood: ■ the child's uniqueness ■ equality and diversity ■ children as citizens.</p> <p>2. The second group concerns children's connections with others: ■ relationships ■ parents, family and community ■ the adult's role.</p> <p>3. The third group concerns how children learn and develop: ■ holistic learning and development ■ active learning ■ play and hands-on</p>	<p>Childcare employees:</p> <ul style="list-style-type: none"> • Early Years Educators and SAC Practitioners • Lead Educators (Room Leaders) and School Age Childcare (SAC) Coordinators • Graduate Lead Educators (Room Leaders) and Graduate School Age Childcare (SAC) Coordinators • Deputy/Assistant Manager • Centre Manager • Graduate Centre Manager <p>Youth Worker</p> <ul style="list-style-type: none"> • Local youth services • Youth clubs and groups 	NFQ L5, 6, 7 or 8 – EQF – 3,4, 5 or 6

		experiences ■ relevant and meaningful experiences ■ communication and language ■ the learning environment.	<ul style="list-style-type: none"> • Youth information centres • Neighbourhood youth projects • Garda youth diversion projects • Local drugs task force projects • Young people's facilities and services fund projects • Teenage health initiatives 	
4	Spain	I do not quite understand the question. However, I understand that it is not based on any philosophy. The aim is to improve the technical and personal skills of people working in the sports sector.	As described above, depending on the autonomous communities, graduates may have access to some jobs or others. Among them, there are two common positions, physical education teacher and sports director. The latter two professions are totally linked to sports science graduates.	Yes. All graduates of the university obtain a certificate.
5	Czech	Probably not	<ul style="list-style-type: none"> • Volunteer coordinator • Senior leader of a children and youth recovery event • Independent leader of children and youth leisure activities • Leisure activities leader for children and young people • Specialist in international cooperation with children and young people 	yes

			Safety guarantor for work with children and young people in leisure and non-formal education	
6	Italy	N/A	N/A	It depends on the type of education, if comprised in a formal or non-formal or informal system of learning.
7	Sweden	Courses on university level are often framed by a social cultural perspective on teaching and learning. Also grounded in the rights of the child.	Teachers and pedagogues in school education. Early school years mostly	yes
8	Netherlands	Depends on the institute	<ol style="list-style-type: none"> 1. Child-care facilities 2. Community coach 	yes
9	Germany	YES, some vocational schools to become an early educator have anthroposophical standards due to foundations in the 1920s	Kindergarten educator, day care worker, social pedagogue, care taker for elderly	YES with detail notes on their different competences

PAMPS Education and Training

No.	Countries	What education is available for people wishing to work in PAMPS in non-formal settings?	Are there entry or selection requirements? (Yes/No)	What is the typical content of these courses?
1	England	<p>Depending on the level of detail you require – page 7 of this article gives you extended details on the kindergarten general education and training for those in ‘child care’ that can be both formal and non formal learning settings, gives numbers and stats –</p> <p>https://journal.fi/jecer/article/view/116984/76577</p> <p>There are general qualifications from level 2 – 6 in learning in PE, school sport and physical activity, that are achieved via apprenticeship route, or as top up for qualified teachers / coaches who wish to specialise in movement, physical activity.</p> <p>Nationally recognised qualification designed by Association of Physical Association.</p> <p>Also level 1 onwards coaching qualifications that need to become professional coach from national governing body, - activator, assistant coach (level 1), lead coach (level 2), level 3 (and higher).</p> <p>Other routes are through scouts / guides.</p> <p>Or personal trainer.</p> <p>Or PE teacher – this needs a degree / post grad degree.</p>	<p>At least 16 years of age</p> <p>Communicate effectively in English – includes listening, speaking, reading and writing.</p> <p>Supply ID.</p> <p>If you are taking foundation degree upwards route for qualification need GCSE or equivalent to get onto the courses</p>	<p>Topics might include:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Rules and regulations • Safe coaching practice • Inclusive coaching practice • Deliver and evaluate coaching activities • Technical requirements of sport and physical activity <p>As the levels increase so do the topic areas:</p> <ul style="list-style-type: none"> • Roles within coaching sport. • Code of practice. • Health and safety. • Communication and learning preferences. • Physical fitness. • Equality and diversity. • Nutrition and weight management. • Sport psychology. • Participant development. • Disability awareness. • The advanced coaching process.

				<ul style="list-style-type: none"> • Injury prevention and management. • Drugs in sport. • Managing a coaching programme
2	Bulgaria	Higher education Specialized secondary education	Yes	Sport /different kind of sports/, PE, Pedagogy and Didactic of Sports disciplines, Psychology, Sports training, Theory and Methods of PE, Management of sport, Anatomy, Physiology, Sports Medicine, etc.
3	Ireland	Play is included in the above qualifications.	Yes	¹³ NFQ L6 Childcare Award – Modules: 6N1942 Child Development 6N1944 Early Childhood Curriculum 6N1945 Childhood Social Legal and Health Studies 6N1950 Communications 6N1948 Team Leadership 6N1949 Personal and Professional Development 6N1973 Supervision in Early Childhood Care

¹³ Commented “see above”, answers copied from “What is the typical content of these courses?” in section 2: Non-formal learning

				<p>6N1974 Equality and Diversity in Childcare</p> <p>6N1975 Disability Awareness</p> <p>6N1957 Special Needs Assisting</p> <p>6N1972 Creative Studies for Special Needs</p> <p>6N1932 Early Learning Philosophy</p> <p>6N1933 Early Learning Environment</p> <p>6N1935 Early Childhood Literacy and Numeracy</p> <p>6N1936 Early Childhood Arts and Culture</p> <p>6N2023 Child Psychology¹⁴</p>
4	Spain	Depends. If the autonomous community requires a specific qualification, they usually have to have a university degree or higher. If it is not regulated by law, they do not have to have a specific qualification. However, they are usually people who have studied a degree in sports science or professional training.	It depends on the autonomous community. If the law is regulated and up to date, they must have academic training (professional or graduate).	Sport sciences in general (training, psychology, health and physical activity, recreation, management).
5	Czech	Dtto.	The authorised person shall inform the applicant which documents must be submitted in order to pass the test in accordance with the applicable legislation.	<p>Qualification standard</p> <p>Page 1 of 2 Child and Youth Recovery Leader, 04.07.2023</p> <p>Children and Youth Recovery Lead (Code: 75-008-N)</p>

¹⁴ Participant commented “as above.” Text copied from Section 2, non-formal settings.

			<p>Before starting the actual verification, the candidate must be familiarised with the workplace and the requirements of occupational health and safety (OHS) and fire protection (FP). Medical fitness is not required.</p>	<p>Authorizing Body: Department of Education, Youth and Sports Educational, Teaching and Social Care (code: 75)</p> <p>Refers to the profession: NQF - EQF: 5 Professional competence Title Level</p> <p>Identifying the needs of children and young people 4</p> <p>Designing the content and structure of educational activities based on set educational objectives 5</p> <p>Developing the content of an educational activity into a time-based scenario 5</p> <p>Evaluation of the educational activity and achievement of the set educational objectives and required competences 5</p> <p>Creating and conducting educational activities for children and young people with regard to special educational needs, prevention of risk behaviour and the principles of multicultural and environmental education 4</p>
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				<p>Implementation of crisis intervention in work with children and young people in leisure time 4</p> <p>Orientation in the legal and economic framework for working with children and young people in leisure 4</p> <p>Assessing occupational health and safety and fire protection when working with children and young people 4</p> <p>Setting up a framework programme for a recovery event for children and young people 5</p> <p>Managing the implementation team for a children and youth recovery event 5</p> <p>Organisational and financial arrangements for the children and young people's recovery action 5</p> <p>Orientation in the legal framework for the organisation of a recovery event for children and young people</p>
6	Italy	According to the type of course/activity, different experts are often engaged to work in non-formal settings. Therefore, information on their initial training is very different according to the course they are asked to deliver.	Yes and No, it depends.	<p>Typical contents are on a wide range of areas:</p> <ul style="list-style-type: none"> - sport specific contents - youth development - periodization of the training

	<p>Generally, people who wish to work in PAMPS non-formal settings could find education opportunities in:</p> <ul style="list-style-type: none"> - the ‘second cycle of education’ (secondo ciclo di istruzione), which corresponds to the upper secondary level (ISCED 3) and offers, in the State-run general upper secondary education (scuola secondaria di II grado), secondary schools (Lyceum) with a specific focus on sport activities; - the university system, with the bachelor (3 years) and master’s courses (2 years) on Sport and Exercise Sciences; - the CONI (The Italian National Olympic Committee), by authority of the International Olympic Committee (IOC), provides discipline, regulation and management of national sports activities. CONI is a public entity responsible for the organization and strengthening of national sports and the promotion of maximum proliferation of sport; it has a subsection named “School of Sport”, further organized in Regional Schools, with the purpose to train highly specialized personnel (from athletes, technicians, national and international managers) to deal with technical, scientific and methodological progress in sports through studies, research and cultural and technical exchanges with the international world. - the specific educational courses organized by several associations operating under the CONI in the sport sector, such as the National Sports Federations, the Associated Sports Disciplines, the 		<ul style="list-style-type: none"> - antidoping/safety concerns/fairplay - physical activity for health - physical literacy - teaching strategies - human rights - psychology and pedagogy
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		<p>Sports Promotion Bodies, and the Meritorious Associations.</p> <p>- the Universal Civil Service with a specific focus on sport activities aims to increase the number of young people engaged in non-formal training activities and increase their knowledge and skills. The measure includes actions to increase awareness of the importance of active citizenship, to promote the employability of youth and social cohesion with a focus on the ecological and digital transition. The proposals are mainly in the area of “Education and human rights”, in the sector named “Education and promotion of culture, landscape, the environment, sport, sustainable and social tourism”.</p>		
7	Sweden	<p>As described above there are a couple of educational courses available driven by universities or by club sport organisations or health care organisations.</p> <p>A mixed focus on pedagogy and sport pedagogy (in practise) in a variety of sports, dance, play and outdoor education</p>	For course besides the university courses – no.	¹⁵ A mixed focus on pedagogy and sport pedagogy (in practise) in a variety of sports, dance, play and outdoor education, combined with pedagogical perspectives on social issues, democracy and children’s rights. ¹⁶
8	Netherlands	<ol style="list-style-type: none"> 1. PE teacher (university of applied science) 2. Sport Studies (university of applied science) 3. Sport and Exercise (secondary vocational education, mbo) <p>Remedial teaching for motor skills, MRT (course)</p>	yes	<ol style="list-style-type: none"> 1. focuses on teaching PE 2. Focuses on learning how to coach and support people to live a healthy life with the focus on prevention.

¹⁵ Commented “see above”, answers copied from “What is the typical content of these courses?” in section 2: General education and training.

¹⁶ Participant commented “see above.” Text copied from Section 2, non-formal settings.

				<p>3. focus on become a trainer, coach, community coach, fitness-instructor</p> <p>help children with special needs in motor skill development</p>
9	Germany	<p>There is no federal examination law about PAMPS, however, some vocational schools and vocational colleges in NRW have units to learn and to teach Level 0</p>	<p>Not for PAMPS, more generally for the whole training course</p>	<p>Exercising general motor abilities, small games aside, free exercises with all kinds of balls, rope skipping, jumping</p>

No.	Countries	Are they informed by a particular philosophy or tradition?	To what jobs do graduates progress?	Are there any Continuing Professional Development opportunities available?
1	England	Not guaranteed.....	Depends on the level – they may go from activator to assistant coach to coach to lead coach. Or they may go to teacher. Or other areas within sport e.g. sports event organiser / sports development.	Yes, these are getting better, but can be limited / expensive.
2	Bulgaria	Yes	PE teachers Sports coaches Sports animators Sports managers Coaches in APA Primary and secondary subject teachers Social workers	Different qualification courses and specializations organized by the universities and different educational units
3	Ireland	¹⁷ The National Curriculum for Early Childhood (Aistear) is based on 12 principles of early learning and development. These are presented in three groups: 1. The first group concerns children and their lives in early childhood: ■ the child's	¹⁸ Childcare employees: • Early Years Educators and SAC Practitioners	Provided by these: Early Childhood Ireland - Home - Early Childhood Ireland National Youth Council of Ireland - Home - National Youth Council of Ireland

¹⁷ Participant commented "As above". Text copied from Section 2, non-formal settings.

¹⁸ Participant commented "As above". Text copied from Section 2, non-formal settings.

		<p>uniqueness ■ equality and diversity ■ children as citizens.</p> <p>2. The second group concerns children’s connections with others: ■ relationships ■ parents, family and community ■ the adult’s role.</p> <p>3. The third group concerns how children learn and develop: ■ holistic learning and development ■ active learning ■ play and hands-on experiences ■ relevant and meaningful experiences ■ communication and language ■ the learning environment.</p>	<ul style="list-style-type: none"> • Lead Educators (Room Leaders) and School Age Childcare (SAC) Coordinators • Graduate Lead Educators (Room Leaders) and Graduate School Age Childcare (SAC) Coordinators • Deputy/Assistant Manager • Centre Manager • Graduate Centre Manager <p>Youth Worker</p> <ul style="list-style-type: none"> • Local youth services • Youth clubs and groups • Youth information centres • Neighbourhood youth projects • Garda youth diversion projects • Local drugs task force projects • Young people’s facilities and services fund projects • Teenage health initiatives 	
4	Spain	No.	As described above, depending on the autonomous communities, graduates may have access to some jobs or others. Among them, there are two common positions, physical education teacher and sports director. The latter two professions are totally linked to sports science graduates.	Yes, non-formal training is the main mechanism for lifelong learning in Spain.

5	Czech	Competence oriented teaching - hopefully	<ul style="list-style-type: none"> • Volunteer coordinator • Senior leader of a children and youth recovery event • Independent leader of children and youth leisure activities • Leisure activities leader for children and young people • Specialist in international cooperation with children and young people <p>Safety guarantor for work with children and young people in leisure and non-formal education</p>	<p>Further education and training</p> <p>The Ministry of Education and Science provides financial subsidies for the organisation of camps for children and young people within the framework of the call for proposals for WORK WITH CHILDREN AND YOUTH. Support can be granted for all types of summer and winter children's camps.</p> <p>The granting of subsidies to non-state non-profit organisations for camps is conditional on meeting the qualification requirement for the main leader of children's camps. The main leader of the children's camp (hereinafter referred to as 'HVDT') must be either</p> <p>A. hold a certificate of completion of the HVDT training course</p>
6	Italy	Sport-based model is the main tradition, in the last two decades physical activity for health attained more emphasis.	In this regard, Italy is currently on a transition period: the 2023 Sports Reform aims to provide more guarantees, protections and assistance to sports workers. The so-called 2023 Sports Reform is scheduled to come into effect on	<p>All the educational activities provided by the CONI could be considered as CPD opportunities also, thus:</p> <ul style="list-style-type: none"> - the CONI (The Italian National Olympic Committee), by authority of the International Olympic Committee (IOC), provides discipline, regulation and

			<p>July 1, 2023, but some details are still missing from the Legislative Decree No. 36/2021.</p> <p>The reform aims to achieve multiple objectives, such as providing more guarantees, protections and assistance to sports workers, through the modernization, enhancement and expansion of the functions of the National Register of Amateur Sports Activities managed by the Department of Sports.</p> <p>Among the most awaited novelties of the reform is the exemption from all costs and obligations for collaborators with fees of less than 5,000 euros, as well as the introduction of parameters to distinguish large and small sports entities.</p> <p>With the introduction of sports reform, collaborations will be able to be of two types: sports work (subordinate, self-employed - occasional or by opening a vat number-, or term-contract worker), and pure volunteer work (A volunteer is that person who works in the sports sector free of charge).</p> <p>This reform, with a particular reference to the graduates on sport sciences, establish for the first time</p>	<p>management of national sports activities. CONI is a public entity responsible for the organization and strengthening of national sports and the promotion of maximum proliferation of sport; it has a subsection named "School of Sport", further organized in Regional Schools, with the purpose to train highly specialized personnel (from athletes, technicians, national and international managers) to deal with technical, scientific and methodological progress in sports through studies, research and cultural and technical exchanges with the international world.</p> <p>- the specific educational courses organized by several associations operating under the CONI in the sport sector, such as the National Sports Federations, the Associated Sports Disciplines, the Sports Promotion Bodies, and the Meritorious Associations.</p> <p>Moreover, several private associations and organizations in the sport sector and physical activity could deliver workshop, courses, and other initiatives with the aim to develop professional development, since a clear regulation is not established.</p>
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			<p>in Italy the recognition of a job profession after the bachelor's and master's degrees:</p> <ul style="list-style-type: none"> - Bachelor: the recognition of the Basic Kinesiologist, whom professional activity is concerned with the management and evaluation of individual and group activities related to compensatory, educational, recreational and sports nature aimed at maintaining and recovering the best conditions of physical well-being in the various age groups; and with the management and evaluation of activities for improving the quality of life through exercise, as well as personal training and non-competitive athletic training. - Sport Sciences master's degree: the recognition of the Sports Kinesiologist, whom professional activity is concerned with planning and coordination of athletic preparation activities in the competitive field, up to the highest levels of competition, at sports associations and clubs, Sports Promotion Bodies, institutions and specialized centres; and with customized physical and technical preparation aimed at individual and team competitiveness. 	
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			<p>- Adapted and preventive physical activity master's degree: the recognition of the Preventive and Adapted Physical Activities Kinesiologist, whom professional activity is concerned with the design and implementation of motor activity programs for the achievement and maintenance of the best conditions of mental and physical well-being; the organization of particular activities and lifestyles aimed at preventing disease and improving the quality of life through exercise; the prevention of postural vices and postrehabilitation functional recovery; the coordination of adapted physical activities in people with disabilities or in individuals with clinically controlled and stabilized health conditions.</p> <p>- Sports management master's degree: professional figure of the Sport Manager, that includes planning and management of sports facilities; the conduct and management of public and private facilities where motor activities, including recreational activities, are carried out; the organization as an expert and consultant, of sports</p>	
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			<p>events and manifestations, including recreational-playing.</p> <p>However, on the eve of July 1, several implementing regulations are missing from the roll call.</p>	
7	Sweden	<p>Child centred.</p> <p>Lately the Swedish sports confederation have been trying to adopt parts of the conceptualization of physical literacy.</p>	<p>Student assistants</p> <p>Edu care staff</p> <p>Coaches in club sport or in health organisation with a focus on PA.</p>	Not in a systematized way.
8	Netherlands	Depends on the institute	Community coaches	<p>Yes</p> <ul style="list-style-type: none"> - organised by the organisation for community coaches and specific by LAB (national academy community coaches) (landelijke academy buurtsportcoaches). https://sportindebuurt.nl/professionalisering/wat-is-het-programma-lab/index - organised by the PE association - organised by universities of applied science (and sports) - organised by different parties
9	Germany	Partly, with music, dance and drama	No special with regard to PAMPS or any sport activities	YES, if collaboration exist with a sport club or univ. PE department

Research

No.	Countries	Are there any universities, colleges, centres with any expertise in this area?	Are there any researchers with a specialism?	Are there journals or book series examining these topics?	Can you recommend an articles or web resources on the topic of PAMPS in non-formal settings in your country?
1	England	Lots focus on physical activity, or healthy lifestyles or non-traditional sport, within and out of educational settings rather than just curriculum focused.	<p>Sport Physical Education and Activity Research (<i>Spear</i>) centre at Canterbury Christ Church University could be regarded as a team of experts.</p> <p>You could regard my focus on wellbeing and physical activity as a specialism in this area.</p> <p>University of Gloucestershire are up and coming on non traditional sports and the importance of them being used within formal settings, so recognising the application of them.</p>	<p>The All Party Parliamentary Group on Fit and Healthy Childhood do have a great report series, that covers all non formal (plus formal) settings.</p> <p>https://fhcappg.org.uk/?page_id=2171</p>	<p>No – needs more of an emphasis that is separate from formal settings.</p> <p>However there is a current push to merge PE, Physical Activity and After School Sport to be more holistic and incorporate and focus on movement and transformative life long physical education to then included everything and all movements.</p>
2	Bulgaria	Many universities and many educational centres in the country	Many educational researches	<p>Sport and Science</p> <p>Applied sports science</p> <p>Book from different conferences, congresses and symposia</p>	<p>http://www.scienceandsport.com/archive.php</p> <p>http://www.bulsport.bg/</p> <p>https://wellbecome.bg/mentors/bg_bg/%D1%81%D0%BF%D0%BE%D1%80%D1%82%D0%BD%D0%B8-%D0%B8-%D0%BF%D0%BE%D0%</p>

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3	Ireland	Yes	Yes Masters level and Doctoral studies can be undertaken.	Irish Journal of Early Learning Studies - AN LEANBH ÓG JOURNALS – OMEP Ireland . For example - The OMEP Ireland Journal of Early Childhood Studies. Vol. 14 (Issue 1.) 2021	<p>Aistear framework - aistear-the-early-childhood-curriculum-framework.pdf (ncca.ie)</p> <p>While for teachers, this is a useful resource:</p> <p>PDST Programme – Move Early, Move Often (P)hysical Literacy - Scoilnet</p>
4	Spain	I am not sure. I've done a web search and haven't found anything either.	I am not sure. I've done a web search and haven't found anything either.	<p>Yes. You can see:</p> <p>https://www.isca-web.org/files/SANTE_WEB/Final_Conference/Presentations/The_role_of_sport_in_the_formal_and_non-formal_education_University_of_Tirana_Artan_Shyti.pdf</p> <p>https://www.moveandlearn.org/files/Move&Learn.pdf</p>	<p>Some recommendations:</p> <p>https://recyt.fecyt.es/index.php/JS/HR/article/view/80950/50464</p> <p>https://www.deportenavarra.es/es/noticias-1/que-es-la-educacion-no-formal</p> <p>https://www.juntadeandalucia.es/organismos/turismoculturaydeporte/areas/deporte/formacion-investigacion-</p>

					innovacion/formacion-continua.html https://www.comunidad.madrid/servicios/deportes/programa-formacion-continua-ambito-deportivo https://deporte.jcyl.es/web/es/formacion-deportiva/formacion-actualizacion-deportiva.html https://www.deportenavarra.es/es/formaciones-2023
5	Czech	The faculties of education and the three special faculties of sport and physical education in Prague, Brno, Olomouc	<p>prof. PhDr. Ivo Jirásek, Ph.D.</p> <p>His professional interests include the issues of education in nature in the discourse of experiential pedagogy, the topics of philosophical kinanthropology (philosophy of sport) and the phenomenon of spirituality and spiritual literacy. He founded and was the editor-in-chief of the magazine Gymnasion until 2016, and has long collaborated with the Lipnice Holiday School.</p>	<p>e.g. magazine Pedagogika</p> <p>https://ojs.cuni.cz/pedagogika/issue/view/167</p> <p>https://ojs.cuni.cz/pedagogika/article/view/1861</p> <p>Gymnasion magazine is focused on the development and promotion of experiential pedagogy and non-formal education. Since its inception in the spring of 2004, it has undergone several major changes. It is now published free of charge in an electronic version twice a year in the spring and autumn of the year. Those interested in the</p>	<p>Examples of good practice from after-school learning facilities photo circle</p> <p>On the basis of the examples of good practice received from some of the school facilities for leisure education developed in accordance with the Concept of Youth Support for the period 2014-2020, we present in the annex an overview of these with electronic links to individual school facilities for leisure education.</p> <p>https://www.msmt.cz/mladez/prik lady-dobre-praxe-ze-skolskych-zarizeni-pro-zajmove</p>

				<p>printed version can pay for a long-term subscription.</p> <p>The main mission of the journal is open communication of practical, methodological and theoretical topics in experiential pedagogy and non-formal education.</p> <p>https://gymnasion.org/</p>	
6	Italy	To the best of our knowledge there are no Universities with a specific expertise in the area of PAMPS in non-formal settings.	To the best of our knowledge there are no researchers with a very specific expertise in the area of PAMPS non-formal settings	<p>In the following, two Italian journals (not scientific) on the topic of sports, physical activity, physical education and movement play, published by professional associations of PE teachers and CONI, where contributions by PE teachers, sport coaches and sometimes researchers are available:</p> <ul style="list-style-type: none"> - “La rivista di educazione fisica, scienze motorie e sport”, https://www.capdi.it/pagine/rivista-ef-numeri-pubblicati , CAPDI - “SDS rivista di cultura sportiva” https://www.coni.it/it/scuol 	To the best of our knowledge the “Joy of Moving” project could be a useful web-resource to inspire non-formal settings PAMPS; despite it has been “validated” in school settings, it is designed for families, educators, and coaches: https://www.joyofmovinghandbook.com/en

				a-dello-sport/sds-rivista-di-cultura-sportiva.html , CONI	
7	Sweden	<p>Few institutions with the focus on sport science have actually developed research within this area.</p> <p>Two to three institutions do research as part of different assignments from club sport or municipalities (evaluation studies mostly).</p> <p>A growing expertise will be seen in a couple of years when PhD students coming out from a PhD school that started 2022. Financed by the Swedish Research Council. Nine PhD's are now studying non-formal/informal physical activities in, during and after school.</p>	<p>There are a couple of researchers with a focus on for example self-organized sport, and projects that include PAMPS.</p> <p>As described above; some researchers are doing evaluation studies.</p> <p>There is an ongoing PhD-program, see above.</p>	No	<p>No article but one example is the web page of the Swedish National Agency of Education.</p> <p>Unfortunately, not in English.</p> <p>There are also Swedish reports about young people physical activity/inactivity and how to reach the inactive. But also following up project aiming at for example PAMPS. These reports are edited by The Swedish Research Council for Sport Science. This council funds research in the field of club sports and self-organised with the definition of sports including everything from club sports to exercise, physical activity, performance and training for children, young people, adults and the elderly.</p>

8	Netherlands	Different research centres within universities of applied science (lectorate)	<p>Lectors: Gezonde leefstijl in een stimulerende omgeving (Healthy lifestyle in a stimulating environment) – Sanne de Vries (De Haagse Hogeschool)</p> <p>Bewegen, school en sport (PA, school and sports) – Ivo van Hilvoorde (Hogeschool Windesheim)</p> <p>Bewegen in en om school (PA in and around school) – Koen Breedveld (Hogeschool van Amsterdam)</p> <p>Others: Mulier Institute – Amika Singh, Wikke van Stam</p>	<p>LO Magazine – KVLO https://www.kvlo.nl/wat-we-doen/lo-magazine/default.aspx Books from Jan Luiting fonds https://www.janluitingfonds.nl/ Buurtsportcoach Magazin - https://sportindebuurt.nl/documentatie/magazines/index</p>	<p>https://www.sportenbeweegonderzoek.nl/vaardig-in-sport-en-bewegen/ https://www.mulierinstituut.nl/producten-diensten/monitoring-landelijke-beleidsprogrammas/brede-regeling-combinatiefuncties/</p>
9	Germany	YES, some univ. PE departments, particularly on applied univ. level in teaching and learning	YES, in early childhood development and education	YES as a part of general PE teaching journals, “Sportunterricht”, “Praxis”, “Sportpädagogik”	¹⁹ YES, see above

¹⁹ Commented “YES, see above”, couldn’t find any web links in the above section that suits as the answer.

SECTION 3: INFORMAL LEARNING

Policy

No.	Countries	Does your country currently have laws, policies, declarations, or statements regarding informal settings?		
		Laws	Policies	Declaration/ Statements
1	England	Y	N	N
2	Bulgaria	Y	Y	Y
3	Ireland	Y	Y	Y
4	Spain	N	N	Y
5	Czech	Y	Y	Y
6	Italy	Y	Y	Y
7	Sweden	N	Y	Both(?) ²⁰
8	Netherlands	N	N	N
9	Germany	N	Y	Y

No.	Countries	Name/s and summaries of major laws, policies, declarations, or statements		
		Laws	Policies	Declarations/ Statements
1	England	²¹ Related to health and safety. But then depends on size of the provider – may also have fire safety laws if have a club house and follow bribery act and slave act and gdpr and dbs regulations.	Places like guides / scouts / brownies / beavers / rainbows still would have policies such as: Health and Safety training Safeguarding training Prevent training Code of practice or conduct	National Governing Bodies would have their own statements and declarations

²⁰ The participant put “x” at both yes and no.

²¹ As above the Health and Safety Act would still be followed in Section 2, Non-formal settings.

			Equality, diversity and inclusion Best practice.	
2	Bulgaria	<p>Youth Act, https://lex.bg/bg/laws/ldoc/2135786802</p> <p>Law on Vocational Education and Training, https://www.navet.government.bg/bg/media/zpoo.pdf</p> <p>Law on preschool and school education, https://lex.bg/bg/laws/ldoc/2136641509</p> <p>Law on recognition of professional qualifications</p>	<p>National Youth Strategy 2021-2030</p> <p>National strategy for vocational education and training</p> <p>Strategy for the development of vocational education and training in the Republic of Bulgaria</p> <p>Strategic framework for the development of education, training and learning in the Republic of Bulgaria 2021-2030</p> <p>National strategy of the Republic of Bulgaria for equality, inclusion and participation of the Roma 2021-2030</p>	N/A
3	Ireland	<p>In relation to laws, they are all overseen by the Department of Children, Equality, Disability, Integration and Youth – gov.ie – www.gov.ie - Department of Children, Equality, Disability, Integration and Youth (www.gov.ie). This applies to children in all settings.</p> <ul style="list-style-type: none"> • The Child Care Act 1991 • The Children’s Act 2001 	<p>Sport in Ireland is guided by the National Sports Policy 2018-2027 - 04e0f52cee5f47ee9c01003cf559e98d.pdf (assets.gov.ie).</p> <p>Sport Ireland enacts its work through a statement of strategy (sport-ireland-statement-of-strategy-2018-2022_0.pdf (sportireland.ie), policies (Policy Documents Sport Ireland) and specific plans in areas such as:</p>	Each organisation in the Sport sector must produce a Risk Assessment of Harm and showcase a Child Safeguarding Statement.

		<ul style="list-style-type: none"> • The Child Care Amendment Act 2007 • The Child Care (Placement of Children in Foster Care) Regulations 1995 • National Standards in Foster Care, 2003 • Child and Family Act 2013 • Children First: National Guidance for the Protection and Welfare of Children <p><u>The Children First Act 2015 is legislation in Ireland that places a legal obligation on defined categories of people who provide services to children to report any protection concerns involving a child. It also outlines best practice procedures for all organisations dealing with children. The government is responsible for the development of a wide range of policy and service activity, both direct and indirect, for children and young people in Ireland. The Child and Family Agency is responsible for family support, protection and welfare of children and</u></p>	<p>Physical Literacy – flyer_V4 (sportireland.ie)</p> <p>Participation – participation_plan_final_eng.pdf (sportireland.ie)</p> <p>Coaching – SI Coaching Plan Final (15.02.21).pdf (sportireland.ie)</p> <p>Research – V2_1.pdf (sportireland.ie)</p> <p>Ethics - Safeguarding Guidance for Children and Young People in Sport Sport Ireland</p> <p>In terms of Child protection, Sport Ireland has adopted and adapted guidelines for the sport sector based on Children First (2015): Sport Ireland Guidance Document for Children and Young People in Sport.</p> <p>In relation to PAMPS, there is also a National Play Policy - NCO Play Policy/english (assets.gov.ie).</p>	
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	<p><u>'children in care' under the Child Care Act, 1991 as amended.</u></p> <p>TUSLA - The Child and Family Agency is now the dedicated State agency responsible for improving wellbeing and outcomes for children. It represents the most comprehensive reform of child protection, early intervention and family support services ever undertaken in Ireland. - Tusla - Child and Family Agency.</p> <p>The Child and Family Agency's services include a range of universal and targeted services:</p> <ul style="list-style-type: none">• Child protection and welfare services;• Educational welfare services;• Psychological services;• Alternative care;• Family and locally-based community supports;• Early years services;• Domestic, sexual and gender-based violence services.		
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		<p>Sport</p> <p>Sport Ireland emerged from the Irish Sports Council as a statutory agency to oversee sport in Ireland from the Sport Ireland act (2015) - Sport Ireland Act 2015 (irishstatutebook.ie).</p>		
4	Spain	N/A	N/A	The autonomous communities, through their sports departments, promote the exchange of knowledge between physical activity professionals. However, there is nothing specific. They only encourage through the participation in professional forums
5	Czech	Act No.561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act)	Hobby education, like non-formal education, is an integral part of the lifelong learning process. Hobby education is legally anchored in Act No.561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act) and is defined here in Section 111 as education providing participants with leisure time fulfilment through hobby activities focusing on various areas. Hobby education takes place in school facilities for hobby education, in particular leisure centres, school clubs and school clubs. Leisure centres are also involved in the further care of gifted children, pupils and students and, in	<p>School facilities for extracurricular education are part of the educational system of the Czech Republic and include leisure centres, school clubs and school clubs. Depending on the purpose for which they have been established, school leisure education establishments provide educational, training, leisure, or thematic recreational activities, as well as educational activities for pupils, students and teaching staff, or other persons.</p> <p>They promote equal opportunities and are not selective, accepting applicants regardless of race,</p>

			<p>cooperation with schools and other institutions, in the organisation of competitions and shows for children and pupils. Interest-based education clearly helps to meet the educational objectives set out in the Education Act.</p> <p>Hobby education does not provide a degree of education, but it engages in activities necessary for the development of the personality, compensates for the one-sided burden of school, ensures mental hygiene, has an educational, educational, cultural, preventive, health (relaxation and regeneration), social and preventive function, develops abilities, knowledge, skills, talents, strengthens social relations.</p>	<p>nationality, gender, religion, etc. They also play an important role in society as a facility that makes a significant contribution to the protection against the spread of socially pathological phenomena and risky behaviour among children and young people, enabling them to make meaningful use of their free time. School leisure education facilities also play an indispensable role in discovering, nurturing and developing the talents of children and young people.</p> <p>Qualified pedagogical staff according to Act No 563/2004 Coll., on pedagogical staff and on amendments to certain acts (educators, teachers, leisure educators) work in leisure education establishments, which guarantees the quality and professionalism of leisure education.</p> <p>The implementing legislation of the Ministry of Education to the Education Act No. 561/2004 Coll. for leisure education establishments is Decree No. 74/2005 Coll., on leisure education, as amended, which sets out details on the content and scope of their activities, the organisation and</p>
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				conditions of operation, the conditions of admission and the conditions of payment for school services.
6	Italy	<p>²²Perulli, E. (2016). 2016 update to the European inventory on validation of non-formal and informal learning". It is a complete summary document on non-formal and informal learning in Italy. It has been published as a Country report for the CEDEFOP (European Centre for the Development of Vocational Training), and it contains specific laws and policies currently operating in Italy. I think it could be used as a reference for the Italian context, since it is a comprehensive vision on the topic. The document is available at: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IT.pdf</p> <p>In the document are reported and also summarized laws and policies related to non-formal and informal settings of learning in Italy and could serve to gain information on these perspectives. Unfortunately, I am not able to provide more specific information.</p>		
7	Sweden	<p>In the Swedish Sports Confederation of Sports (RF) statutes, it states, among other things, that sports shall follow The UN Convention on the Rights of the Child. The guidelines must therefore be read as the RF's way to consider the children's convention in the practical sports implementation. In addition to being based on the RF's statutes the guidelines rest on current research and proven experience.</p> <p>This document is a support for activities in children's and youth sports and is aimed at primarily to the sports movement's special sports federation (SF). SF is encouraged to bring out</p>	<p>²³The example with the RF document is a mixture of law and policies.</p>	<p>The Swedish Confederation of Sports (RF) decides together with the member sports federations around the principles for the value base/ground, and how to guard children's rights, avoid discrimination and harassment/abuse.</p>

²² The participant put the answers above the tables, but not in the space provided

²³ Please refer to the answers in law.

		and/or see over guidelines, training and development models adapted to your own sport, with the document as support. (From the document: The Role of Guidelines within the sports movement.)		
8	Netherlands	N/A	N/A	<p>Brede Regeling Combinatiefuncties (...) – <i>This arrangement appoints professionals (CSC) to involve people who are not yet involved in sports, exercise and culture.</i></p> <p>https://www.rijksoverheid.nl/documenten/publicaties/2023/02/06/bestuurlijke-afspraken-brede-regeling-combinatiefuncties-2023-2026</p>
9	Germany	N/A	<p>General policies published by the German Olympic Sports Confederation for coach education across sports and domains (e.g., recreational, youth or competitive sports)</p> <p>Policies published by the National Paralympic Committee Germany</p>	<p>Published by respective sport associations and focusing on sport specific coach education requirements (e.g., canoeing, handball, football...)</p>

No.	Countries	Are there laws or legislations or equivalent statute that regulate persons working in informal settings?	Name of the law(s)	How the law(s) regulate(s) employment in informal settings
1	England	Y	Health and Safety Acts.	As with non formal settings. Related to health and safety. But then depends on size of the provider – may also have fire safety laws if have a club house and follow bribery act and slave act and gdpr and dbs regulations.
2	Bulgaria	Y	Youth Act, https://lex.bg/bg/laws/ldoc/2135786802 Law on Vocational Education and Training, https://www.navet.government.bg/bg/media/zpoo.pdf Law on preschool and school education, https://lex.bg/bg/laws/ldoc/2136641509 Law on recognition of professional qualifications	Some articles for informal education are included in the general laws.
3	Ireland	Y	Specific Laws:	Sport Irelands Safeguarding Guidance Document for Children and Young People in Sport. Section 2, Responsibilities of Sporting Bodies, 2.4:

			<ul style="list-style-type: none"> National Vetting Bureau (Children & Vulnerable Persons) Acts 2012–2016 <p>Children First Act 2015</p>	Child Safeguarding and Protection – Policies, Procedures and Practice Section Process.
4	Spain	N	Does not exist	Does not exist
5	Czech	Y	<p>In accordance with Section 5(2) of the Education Act, each school facility for leisure education has its own school curriculum, which is directly linked to the framework educational programmes - for pre-school education, for primary education, for grammar schools, secondary vocational schools, etc, and, through the curriculum, helps to fulfil the educational objectives set out in the Framework Education Programmes (FEPs), especially the FEP for primary education, through all forms of leisure education (regular educational and training activities, occasional, thematic recreational, camp and awareness-raising activities, open-ended spontaneous activities). These are mainly the cross-cutting themes of the RVP - personal and social education, education for a democratic citizen, education for thinking in European and global contexts, multicultural, environmental, media and ethical education.</p> <p>The Youth Department of the Ministry of Education, in cooperation with the National Institute for Children and Youth, has developed a Methodology for Supporting the Development of School Curricula in School Facilities for Extracurricular Education, which is intended to facilitate the preparation of school curricula by school facilities, as there is no framework curriculum for extracurricular education. The updated edition of the Methodology can be obtained at the following address: http://userfiles.nidm.cz/file/katalog-publikaci.pdf</p>	<p>Informal (Hobby) education, like non-formal education, is an integral part of the lifelong learning process. Hobby education is legally anchored in Act No.561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act) and is defined here in Section 111 as education providing participants with leisure time fulfilment through hobby activities focusing on various areas. Hobby education takes place in school facilities for hobby education, in particular leisure centres, school clubs and school clubs. Leisure centres are also involved in the further care of gifted children, pupils and students and, in cooperation with schools and other institutions, in the organisation of competitions and shows for children and pupils. Interest-based education clearly helps to meet the educational objectives set out in the Education Act.</p> <p>Hobby education does not provide a degree of education, but it engages in activities necessary for the development of the personality, compensates for the one-sided burden</p>

				of school, ensures mental hygiene, has an educational, educational, cultural, preventive, health (relaxation and regeneration), social and preventive function, develops abilities, knowledge, skills, talents, strengthens social relations.
6	Italy	N	N/A	N/A
7	Sweden	Y	N/A	The sports clubs and schools are recommended to check the persons' education and background (criminal records).
8	Netherlands	N	N/A	N/A
9	Germany	N	N/A	N/A

Education and Training

General education and Training

No.	Countries	Please tell us about the education of professionals working in informal educational settings. Where relevant, please distinguish between <u>four age-ranges</u> (based on the International Standard Classification of Education (ISCED):			
		Kindergarten	Primary	Secondary	Senior Secondary
1	England	N/A	N/A	N/A	N/A
2	Bulgaria	N/A	N/A	N/A	N/A
3	Ireland	Childcare qualifications would apply here.	<p>Childcare qualifications would apply here.</p> <p>Coach Education qualifications from the Coaching Development Programme for Ireland (implementation-maunal.pdf (sportireland.ie), which is implemented in partnership National Federations.</p>	<p>Childcare qualifications would apply here.</p> <p>Coach Education qualifications from the Coaching Development Programme for Ireland (implementation-maunal.pdf (sportireland.ie), which is implemented in partnership National Federations.</p> <p>Youth Worker Training – There are also training courses in Community Development and Youth Development, for example - Events – National Youth Council of Ireland.</p>	<p>Childcare qualifications would apply here.</p> <p>Coach Education qualifications from the Coaching Development Programme for Ireland (implementation-maunal.pdf (sportireland.ie), which is implemented in partnership National Federations.</p> <p>Youth Worker Training – There are also training courses in Community Development and Youth Development, for example - Events – National Youth Council of Ireland.</p>
4	Spain	N/A	N/A	N/A	N/A
5	Czech	N/A	N/A	N/A	N/A

6	Italy	N/A	N/A	N/A	N/A
7	Sweden	N/A	N/A	N/A	N/A
8	Netherlands	N/A	N/A	N/A	N/A
9	Germany	N/A	N/A	N/A	N/A

No.	Countries	Are there educational or training opportunities available for people wishing to work in informal settings in your country?	What education is available for people wishing to work in informal settings?	Are there entry or selection requirements?	What is the typical content of these courses?
1	England	Y	²⁴ This is very role dependent. Health and Safety training Safeguarding training Prevent training Code of practice or conduct Equality, diversity and inclusion	²⁵ At least 16 years of age Communicate effectively in English – includes listening, speaking, reading and writing. Supply ID. If you are taking foundation degree upwards route for qualification need GCSE or	Depends on the route, again page 7 gives guidance for early years content of the courses: https://journal.f/jecer/article/view/116984/76577 Some may include child development.

²⁴ These are the same answers as non-formal settings, please see above, especially if club based not just learning with peers.

²⁵ Same answer as in Section 2, non-formal settings

			Best practice.	equivalent to get onto the courses	How to have conversations with other coaches, parents, volunteers, children, teenagers. Disability training.
2	Bulgaria	Y	Secondary education (High School) Bachelor, Master degree	Yes	Pedagogy, Psychology, Sociology, Didactics and Methods, PE, Sports activities, etc.
3	Ireland	Y	Childcare Youth Work Coaching / Instructing / Leading	Yes	NFQ L6 Childcare Award – Modules: 6N1942 Child Development 6N1944 Early Childhood Curriculum 6N1945 Childhood Social Legal and Health Studies 6N1950 Communications 6N1948 Team Leadership 6N1949 Personal and Professional Development 6N1973 Supervision in Early Childhood Care 6N1974 Equality and Diversity in Childcare 6N1975 Disability Awareness 6N1957 Special Needs Assisting 6N1972 Creative Studies for Special Needs 6N1932 Early Learning Philosophy

					<p>6N1933 Early Learning Environment</p> <p>6N1935 Early Childhood Literacy and Numeracy</p> <p>6N1936 Early Childhood Arts and Culture</p> <p>6N2023 Child Psychology</p> <p>Coach Education: The role as it relates to children and the context:</p> <p>1. Set the Vision and Strategy:</p> <ul style="list-style-type: none"> - Work within the child-centred approach of the programme. - Contribute to the mid- and end of programme reviews. <p>2. Shape the Environment:</p> <ul style="list-style-type: none"> - Contribute to a safe, inclusive environment. - Add to the culture that will see each child flourish in their love for being active. <p>3. Build Relationships:</p> <ul style="list-style-type: none"> - Be part of the team of coaches. - Develop and relationship with each child. - Communicate on effectiveness of the programme for each child
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					<p>and seek support on any challenges.</p> <p>4. Conduct Practice and Prepare and Manage Competition:</p> <ul style="list-style-type: none"> - Conduct safe, age-appropriate activities with children <p>5. Read and React to the Field:</p> <ul style="list-style-type: none"> - Providing each child with feedback that is self-referenced (ipsative), showing a growing competence, perceived competence and confidence in each child. <p>6. Reflect and Learn:</p> <ul style="list-style-type: none"> - Review each session for personal learning. - Engage with co-coaches in a community of practice. <p>Safeguarding:</p> <p>Safeguarding 1 – Basic Awareness: Sports Leaders will be able to:</p> <ul style="list-style-type: none"> • Implement best practice in protecting the welfare of participants. • Create a child-centred environment within the sports club.
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					<ul style="list-style-type: none"> • List categories of abuse and some indicators associated with abuse. • Make appropriate response to a disclosure. • Make a report to Designated Liaison Person or appropriate Statutory Authorities. <p>Safeguarding 2 – Clubs Children Officer:</p> <ul style="list-style-type: none"> • Understanding how to communicating with young people. • How to deal with safeguarding issues. • Your reflections on the Club Children’s Officer (CCO) role. <p>Safeguarding 3 – Designated Liaison Person:</p> <ul style="list-style-type: none"> • To provide training to the Designated Liaison Person who is • responsible for reporting allegations or suspicions of child • abuse to TUSLA Child and Family Agency and/or An Garda • Síochána. • Describe how the child protection system and its associated processes work.
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					<ul style="list-style-type: none"> • List the role and responsibilities of the DLP in relation to protecting and safeguarding children. • Identify the categories and indicators of abuse. • Communicate with parents and/or agencies as appropriate. <p>Carry out reporting procedures.</p>
4	Spain	N I do not know.	No specific training is required. As it is an informal training and therefore there is no specific structure and content, people can have different trainings.	No.	It does not exist.
5	Czech	Y	<p>Qualification of pedagogical staff in leisure education</p> <p>Qualified pedagogical staff according to Act No. 563/2004 Coll., on pedagogical staff (educators, teachers, leisure educators) work in leisure education institutions, which is a guarantee of the quality and professionalism of leisure education.</p>	<p>yes</p> <p>Qualified pedagogical staff according to Act No.563/2004 Coll., on pedagogical staff and on amendments to certain acts (educators, teachers, leisure educators) work in leisure education institutions, which is a guarantee of the quality and professionalism of leisure education.</p>	<p>Leisure centres</p> <p>Leisure centres are also school facilities, their mission is to motivate, support and guide children, pupils, students, young people and adults to develop their personality, to acquire and develop key and professional competences, especially to use their free time in a meaningful way, by offering a wide range of activities in a safe environment, with a professional team of teachers. The activities of leisure centres are carried out in several areas of leisure</p>

					<p>education or focus on a specific area of leisure education.</p> <p>The leisure centres provide methodological, professional and, where appropriate, material assistance to the participants in leisure education, or to schools and educational establishments. The centres generally operate throughout the school year, even on days when school is not in session.</p> <p>The centres offer active leisure activities for all age groups of children and young people and also organise activities for adults and the elderly. They organise regular leisure activities for a permanent group of participants (so-called 'clubs'), participate in the organisation of competitions and shows for children and pupils, and organise open long-term and one-off activities, courses and other educational events, camps, spontaneous activities, open clubs, educational programmes for schools linked to the cross-cutting themes of school curricula, adaptation programmes for the prevention of socially pathological phenomena and many other activities.</p>
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					They are often involved in community planning, participation, prevention, teacher training, etc. Most leisure centres have become the natural centre of social life in the community. They are involved in various regional, provincial, national and European projects, organise exchanges and foreign stays, as well as staff internships.
6	Italy	Y	Universities or courses organized by private schools and associations; it depends on the topic.	Yes and no, it depends on the specific field.	Various and they covered the specific field of interest.
7	Sweden	Y	<p>Within these formal setting there are only short courses – NO in depth courses in the area INFORMAL settings (besides parkour).</p> <p>Preschool teachers get very little training and knowledge around play, sport and movement activities.</p> <p>Furthermore, the sports confederation gives courses in how to apply for funding in relation to special buildings for sport.</p> <p>Or how to get positive decisions for outdoor</p>	For preschool teachers and educare pedagoges = yes.	<p>Pedagogy</p> <p>Sport didactics (pedagogy)</p> <p>Play and dance didactics</p> <p>Pedagogical perspectives that bring up teaching and learning, leadership, communication but also value basis for sports and movement training as well as social issues around discrimination and sustainability. The latter has started to get into the agenda.</p>

			practices, on the land, in the air or water.		
8	Netherlands	Y	N/A	N/A	N/A
9	Germany	Y	<p>Education program that results in being awarded a national coaching license (DOSB license C)</p> <p>Additionally, educational programs exist that award sport specific licenses</p>	<p>Age limitations</p> <p>Some sport specific licenses might require prior experience as athlete or academic training</p>	<p>It varies by organisation offering the educational program.</p> <p>Usually involves theory and practice (hands-on experience)</p> <p>Theory: e.g., Sport Medicine, Sport Pedagogy, Training- & Movement Science (Exercise Science), Sport Administration, Sport Law</p> <p>Applied Training: e.g., Track and Field, "Big" Team Sport Games, "Small" Games, Artistic Gymnastics, Rhythmic Gymnastics, Swimming, Trend Sports</p>

No.	Countries	Are they informed by a particular philosophy or tradition?	To what jobs do graduates progress?	Do graduates receive a diploma/certificate/ etc. after graduation?
1	England	Not guaranteed too.....	Depends on the educational settings, could be moving up within the nursery setting to nursery manager. Or heading to more coaching / teaching / education qualifications.	Yes for all levels.
2	Bulgaria	Yes	Teachers, Coaches, Teachers in PE, Sports animators, Social workers and Pedagogues Psychologists, Youth workers	Yes
3	Ireland	<p>Childcare: The National Curriculum for Early Childhood (Aistear) is based on 12 principles of early learning and development. These are presented in three groups:</p> <p>1. The first group concerns children and their lives in early childhood: ■ the child's uniqueness ■ equality and diversity ■ children as citizens.</p> <p>2. The second group concerns children's connections with others: ■ relationships ■ parents, family and community ■ the adult's role.</p> <p>3. The third group concerns how children learn and develop: ■ holistic learning and development ■ active learning ■ play and hands-on experiences ■ relevant and meaningful experiences ■</p>	<p>Childcare employees:</p> <ul style="list-style-type: none"> • Early Years Educators and SAC Practitioners • Lead Educators (Room Leaders) and School Age Childcare (SAC) Coordinators • Graduate Lead Educators (Room Leaders) and Graduate School Age Childcare (SAC) Coordinators • Deputy/Assistant Manager • Centre Manager • Graduate Centre Manager <p>Youth Worker</p> <ul style="list-style-type: none"> • Local youth services • Youth clubs and groups • Youth information centres • Neighbourhood youth projects 	Yes

		<p>communication and language ■ the learning environment</p> <p>Coaching: Child-centred approach to coaching. 10 Principles of ICOACHKIDS Pledge:</p>  <ol style="list-style-type: none"> 1 BE CHILD-CENTRED 2 BE HOLISTIC 3 BE INCLUSIVE 4 MAKE IT FUN AND SAFE 5 PRIORITISE THE LOVE FOR SPORT OVER LEARNING SPORT 6 FOCUS ON FOUNDATIONAL SKILLS 7 ENGAGE PARENTS POSITIVELY 8 PLAN PROGRESSIVE PROGRAMMES 9 USE DIFFERENT METHODS TO ENHANCE LEARNING 10 USE COMPETITION IN A DEVELOPMENTAL WAY 	<ul style="list-style-type: none"> • Garda youth diversion projects • Local drugs task force projects • Young people’s facilities and services fund projects • Teenage health initiatives <p>Coaches</p> <ul style="list-style-type: none"> • Coaching in sports clubs and schools <p>Many work as volunteers</p>	
4	Spain	No. However, as it is an informal training, depending on the person, he/she will orientate the training according to his/her experience, ideology, beliefs,	No.	No.
5	Czech	<p>²⁶ Leisure centres</p> <p>Leisure centres are also school facilities, their mission is to motivate, support and guide children, pupils, students, young people and adults to develop their personality, to acquire and develop key and professional competences, especially to use their free time in a meaningful way, by offering a wide range of activities in a safe environment, with a professional team of teachers. The activities of leisure centres are carried out in several areas of leisure education</p>	<p>Informal education takes place in school facilities for interest education, in particular in leisure centres, after-school clubs and school clubs. Leisure centres are also involved in the further care of gifted children, pupils and students and, in cooperation with schools and other institutions, in the organisation of competitions and shows for children and pupils. Interest-based education clearly helps to meet the educational objectives set out in the Education Act.</p>	Some have university diploma

²⁶ See above, answers copied from the question “What is the typical content of these courses?”

		<p>or focus on a specific area of leisure education.</p> <p>The leisure centres provide methodological, professional and, where appropriate, material assistance to the participants in leisure education, or to schools and educational establishments. The centres generally operate throughout the school year, even on days when school is not in session.</p> <p>The centres offer active leisure activities for all age groups of children and young people and also organise activities for adults and the elderly. They organise regular leisure activities for a permanent group of participants (so-called 'clubs'), participate in the organisation of competitions and shows for children and pupils, and organise open long-term and one-off activities, courses and other educational events, camps, spontaneous activities, open clubs, educational programmes for schools linked to the cross-cutting themes of school curricula, adaptation programmes for the prevention of socially pathological phenomena and many other activities.</p> <p>They are often involved in community planning, participation, prevention, teacher training, etc. Most leisure centres have become the natural centre of social</p>		
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		life in the community. They are involved in various regional, provincial, national and European projects, organise exchanges and foreign stays, as well as staff internships.		
6	Italy	N/A	N/A	It depends on the type of education, if comprised in a formal or non-formal or informal system of learning.
7	Sweden	Child centred. Some projects encompass a holistic view on the child/adolescents. (physical literacy to some extent – translated into e.g. Swedish Movement understanding)	Same as above student assistants and education care staff	Yes, within higher education a teacher exam that can include movement and PA, integrated in courses. This also goes with education exam. Diploma for the sports coaches.
8	Netherlands	N/A	N/A	N/A
9	Germany	Sport specific traditions The programs are based on a holistic, dynamic, diverse, lifelong understanding of learning in and through sport experiences.	Full- or part time coaching roles in clubs, associations Often graduates will only work as “volunteer” coaches, so there are not working as professional coaches, but coach alongside another full-time occupation	Yes

PAMPS Education and Training

No.	Countries	What education is available for people wishing to work in PAMPS in informal settings?	Are there entry or selection requirements?	What is the typical content of these courses?
1	England	<p>²⁷Depending on the level of detail you require – page 7 of this article gives you extended details on the kindergarten general education and training for those in ‘child care’ that can be both formal and non formal learning settings, gives numbers and stats –</p> <p>https://journal.fi/jecer/article/view/116984/76577</p> <p>There are general qualifications from level 2 – 6 in learning in PE, school sport and physical activity, that are achieved via apprenticeship route, or as top up for qualified teachers / coaches who wish to specialise in movement, physical activity.</p> <p>Nationally recognised qualification designed by Association of Physical Association.</p> <p>Also level 1 onwards coaching qualifications that need to become professional coach from national governing body, - activator, assistant coach (level 1), lead coach (level 2), level 3 (and higher).</p> <p>Other routes are through scouts / guides.</p> <p>Or personal trainer.</p>	<p>At least 16 years of age</p> <p>Communicate effectively in English – includes listening, speaking, reading and writing.</p> <p>Supply ID.</p> <p>If you are taking foundation degree upwards route for qualification need GCSE or equivalent to get onto the courses</p>	<p>Topics might include:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Rules and regulations • Safe coaching practice • Inclusive coaching practice • Deliver and evaluate coaching activities • Technical requirements of sport and physical activity <p>As the levels increase so do the topic areas:</p> <ul style="list-style-type: none"> • Roles within coaching sport. • Code of practice. • Health and safety. • Communication and learning preferences. • Physical fitness. • Equality and diversity. • Nutrition and weight management. • Sport psychology.

²⁷ Same answers as non-formal settings apply to all these questions, answers copied from section 2, non-formal settings

		Or PE teacher – this needs a degree / post grad degree.		<ul style="list-style-type: none"> • Participant development. • Disability awareness. • The advanced coaching process. • Injury prevention and management. • Drugs in sport. • Managing a coaching programme
2	Bulgaria	University education Specialized secondary education	Yes	Sport /different kind of sports/, PE, Pedagogy and Didactic of Sports disciplines, Psychology, Sports training, Theory and Methods of PE, Management of sport, Anatomy, Physiology, Sports Medicine, etc.
3	Ireland	<p>Sport – NGB Awards as part of the Coaching Development Programme for Ireland - Programme Development Sport Ireland.</p> <p>Sport - Safeguarding</p> <ul style="list-style-type: none"> • Safeguarding 1 – Basic Awareness Workshop • Safeguarding 2 – Club Children’s Officer • Safeguarding 3 – Designated Liaison Person <p>Sport Irelands Safeguarding Guidance Document for Children and Young People in Sport. Section 2. 2.4 Child Safeguarding and Protection - Policies, Procedures and Practice. 2.4.2 Safeguarding Training</p>	<p>No for beginner awards Yes for higher level awards</p>	<p>Sport – NGB Awards as part of the Coaching Development Programme for Ireland - Programme Development Sport Ireland.</p> <p>Sport - Safeguarding</p> <ul style="list-style-type: none"> • Safeguarding 1 – Basic Awareness Workshop • Safeguarding 2 – Club Children’s Officer • Safeguarding 3 – Designated Liaison Person

		Sport Ireland Coaching – Series of workshops/webinars for coaches of children, young people and girls - Sport Ireland Coaching Sport Ireland .		Sport Irelands Safeguarding Guidance Document for Children and Young People in Sport. Section 2. 2.4 Child Safeguarding and Protection - Policies, Procedures and Practice. 2.4.2 Safeguarding Training Sport Ireland Coaching – Series of workshops/webinars for coaches of children, young people and girls - Sport Ireland Coaching Sport Ireland .
4	Spain	Nothing.	No	None
5	Czech	Similar as above – there is no PAMPS specialization Qualification of pedagogical staff in leisure education Qualified pedagogical staff according to Act No. 563/2004 Coll., on pedagogical staff (educators, teachers, leisure educators) work in leisure education institutions, which is a guarantee of the quality and professionalism of leisure education.	Qualified pedagogical staff according to Act No.563/2004 Coll., on pedagogical staff and on amendments to certain acts (educators, teachers, leisure educators) work in leisure education institutions, which is a guarantee of the quality and professionalism of leisure education.	Dtto.
6	Italy	Generally, people who wish to work in PAMPS informal settings could find education opportunities in: - the ‘second cycle of education’ (secondo ciclo di istruzione), which corresponds to the upper secondary level (ISCED 3) and offers, in the State-	Yes and No, it depends.	Typical contents are on a wide range of areas: - sport specific contents - youth development - periodization of the training

		<p>run general upper secondary education (scuola secondaria di II grado), secondary schools (Lyceum) with a specific focus on sport activities;</p> <ul style="list-style-type: none"> - the university system, with the bachelor (3 years) and master's courses (2 years) on Sport and Exercise Sciences; - the CONI (The Italian National Olympic Committee), by authority of the International Olympic Committee (IOC), provides discipline, regulation and management of national sports activities. CONI is a public entity responsible for the organization and strengthening of national sports and the promotion of maximum proliferation of sport; it has a subsection named "School of Sport", further organized in Regional Schools, with the purpose to train highly specialized personnel (from athletes, technicians, national and international managers) to deal with technical, scientific and methodological progress in sports through studies, research and cultural and technical exchanges with the international world. - the specific educational courses organized by several associations operating under the CONI in the sport sector, such as the National Sports Federations, the Associated Sports Disciplines, the Sports Promotion Bodies, and the Meritorious Associations. - the Universal Civil Service with a specific focus on sport activities aims to increase the number of young people engaged in non-formal training activities and increase their knowledge and skills. 		<ul style="list-style-type: none"> - antidoping/safety concerns/fairplay - physical activity for health - physical literacy - teaching strategies - human rights - psychology and pedagogy
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		The measure includes actions to increase awareness of the importance of active citizenship, to promote the employability of youth and social cohesion with a focus on the ecological and digital transition. The proposals are mainly in the area of “Education and human rights”, in the sector named “Education and promotion of culture, landscape, the environment, sport, sustainable and social tourism”.		
7	Sweden	<p>²⁸Within these formal setting there are only short courses – NO in depth courses in the area INFORMAL settings (besides parkour).</p> <p>Preschool teachers get very little training and knowledge around play, sport and movement activities.</p> <p>Furthermore, the sports confederation gives courses in how to apply for funding in relation to special buildings for sport.</p> <p>Or how to get positive decisions for outdoor practices, on the land, in the air or water.</p>	<p>²⁹For preschool teachers and educare pedagoges = yes.</p>	<p>³⁰Pedagogy</p> <p>Sport didactics (pedagogy)</p> <p>Play and dance didactics</p> <p>Pedagogical perspectives that bring up teaching and learning, leadership, communication but also value basis for sports and movement training as well as social issues around discrimination and sustainability. The latter has started to get into the agenda.</p>
8	Netherlands	<p>1. Training/courses sports association (NOC*NSF academy). Training/courses in sportclubs</p>	N/A	<p>½. Sport specific (focused on one specific sport) or target specific (working with special target groups)</p>

²⁸ Commented “see above”, answers copied from Section 3: General Education and Training

²⁹ Commented “see above”, answers copied from Section 3: General Education and Training

³⁰ Commented “see above”, answers copied from Section 3: General Education and Training


		<p>2. Sport and Exercise (secondary vocational education, mbo)</p> <p>3. Sport Studies at universities of applied science</p>		<p>3. Focuses on learning how to coach and support people to live a healthy life with the focus on prevention</p>
9	Germany	<p>³¹ Education program that results in being awarded a national coaching license (DOSB license C)</p> <p>Additionally, educational programs exist that award sport specific licenses</p>	<p>Age limitations</p> <p>Some sport specific licenses might require prior experience as athlete or academic training</p>	<p>It varies by organisation offering the educational program.</p> <p>Usually involves theory and practice (hands-on experience)</p> <p>Theorie: e.g., Sport Medicine, Sport Pedagogy, Training- & Movement Science (Exercise Science), Sport Administration, Sport Law</p> <p>Applied Training: e.g., Track and Field, "Big" Team Sport Games, "Small" Games, Artistic Gymnastics, Rhythmic Gymnastics, Swimming, Trend Sports</p>

³¹ For the following questions please refer to information provided in General education and training

No.	Countries	Are they informed by a particular philosophy or tradition?	To what jobs do graduates progress?	Are there any Continuing Professional Development opportunities available?
1	England	Not guaranteed.....	Depends on the level – they may go from activator to assistant coach to coach to lead coach. Or they may go to teacher. Or other areas within sport e.g. sports event organiser / sports development.	Yes, these are getting better, but can be limited / expensive.
2	Bulgaria	Yes	Teachers, Coaches, Teachers in PE, Sports animators, Social workers and Pedagogues Psychologists, Youth workers	Yes
3	Ireland	<p>³²Childcare: The National Curriculum for Early Childhood (Aistear) is based on 12 principles of early learning and development. These are presented in three groups:</p> <p>1. The first group concerns children and their lives in early childhood: ■ the child’s uniqueness ■ equality and diversity ■ children as citizens.</p> <p>2. The second group concerns children’s connections with others: ■ relationships ■ parents, family and community ■ the adult’s role.</p>	<p>³³Childcare employees:</p> <ul style="list-style-type: none"> • Early Years Educators and SAC Practitioners 	<p>What is offered by Professional Development Support Teachers (Physical Education PDST), and the sports system – Sport Ireland and National Governing Bodies of sport.</p> <p>Examples:</p> <p>Sport - Safeguarding</p> <ul style="list-style-type: none"> • Safeguarding 1 – Basic Awareness Workshop • Safeguarding 2 – Club Children’s Officer

³² Commented “see above”, answers copied from Section 3: General Education and Training

³³ Commented “see above”, answers copied from Section 3: General Education and Training

		<p>3. The third group concerns how children learn and develop: ■ holistic learning and development ■ active learning ■ play and hands-on experiences ■ relevant and meaningful experiences ■ communication and language ■ the learning environment</p> <p>Coaching: Child-centred approach to coaching. 10 Principles of ICOACHKIDS Pledge:</p>  <ol style="list-style-type: none"> 1 BE CHILD-CENTRED 2 BE HOLISTIC 3 BE INCLUSIVE 4 MAKE IT FUN AND SAFE 5 PRIORITISE THE LOVE FOR SPORT OVER LEARNING SPORT 6 FOCUS ON FOUNDATIONAL SKILLS 7 ENGAGE PARENTS POSITIVELY 8 PLAN PROGRESSIVE PROGRAMMES 9 USE DIFFERENT METHODS TO ENHANCE LEARNING 10 USE COMPETITION IN A DEVELOPMENTAL WAY 	<ul style="list-style-type: none"> • Lead Educators (Room Leaders) and School Age Childcare (SAC) Coordinators • Graduate Lead Educators (Room Leaders) and Graduate School Age Childcare (SAC) Coordinators • Deputy/Assistant Manager • Centre Manager • Graduate Centre Manager <p>Youth Worker</p> <ul style="list-style-type: none"> • Local youth services • Youth clubs and groups • Youth information centres • Neighbourhood youth projects • Garda youth diversion projects • Local drugs task force projects • Young people’s facilities and services fund projects • Teenage health initiatives <p>Coaches</p> <ul style="list-style-type: none"> • Coaching in sports clubs and schools <p>Many work as volunteers</p>	<ul style="list-style-type: none"> • Safeguarding 3 – Designated Liaison Person <p>Sport Ireland Coaching – Series of workshops/webinars for coaches of children, young people and girls - Sport Ireland Coaching Sport Ireland</p>
4	Spain	No.	No.	No. In my view, informal education is just that - informal, without structure and without specific content. It depends on the context and each specific situation.
5	Czech	Dtto	Dtto	The National Qualifications System (NQS) is a state-guaranteed

				<p>nationwide system based on professional qualifications, which are introduced as an element of further education by Act No.179/2006 on the verification and recognition of the results of further education. On this basis, citizens can have their actual knowledge and skills acquired at school, in a non-profit organisation, in practice, in a course or through self-study recognised. Professional qualifications are described in the National Qualifications Framework at http://www.narodnikvalifikace.cz/</p>
6	Italy	<p>Sport-based model is the main tradition, in the last two decades physical activity for health attained more emphasis.</p>	<p>In this regard, Italy is currently on a transition period: the 2023 Sports Reform aims to provide more guarantees, protections and assistance to sports workers. The so-called 2023 Sports Reform is scheduled to come into effect on July 1, 2023, but some details are still missing from the Legislative Decree No. 36/2021.</p> <p>The reform aims to achieve multiple objectives, such as providing more guarantees, protections and assistance to sports workers, through the modernization, enhancement and expansion of the functions of the National Register of Amateur Sports</p>	<p>All the educational activities provided by the CONI could be considered as CPD opportunities also, thus:</p> <ul style="list-style-type: none"> - the CONI (The Italian National Olympic Committee), by authority of the International Olympic Committee (IOC), provides discipline, regulation and management of national sports activities. CONI is a public entity responsible for the organization and strengthening of national sports and the promotion of maximum proliferation of sport; it has a subsection named "School of Sport", further organized in

			<p>Activities managed by the Department of Sports.</p> <p>Among the most awaited novelties of the reform is the exemption from all costs and obligations for collaborators with fees of less than 5,000 euros, as well as the introduction of parameters to distinguish large and small sports entities.</p> <p>With the introduction of sports reform, collaborations will be able to be of two types: sports work (subordinate, self-employed - occasional or by opening a vat number-, or term-contract worker), and pure volunteer work (A volunteer is that person who works in the sports sector free of charge).</p> <p>This reform, with a particular reference to the graduates on sport sciences, establish for the first time in Italy the recognition of a job profession after the bachelor's and master's degrees:</p> <ul style="list-style-type: none"> - Bachelor: the recognition of the Basic Kinesiologist, whom professional activity is concerned with the management and evaluation of individual and group activities related to compensatory, educational, recreational and sports nature aimed at maintaining and recovering the best 	<p>Regional Schools, with the purpose to train highly specialized personnel (from athletes, technicians, national and international managers) to deal with technical, scientific and methodological progress in sports through studies, research and cultural and technical exchanges with the international world.</p> <ul style="list-style-type: none"> - the specific educational courses organized by several associations operating under the CONI in the sport sector, such as the National Sports Federations, the Associated Sports Disciplines, the Sports Promotion Bodies, and the Meritorious Associations. <p>Moreover, several private associations and organizations in the sport sector and physical activity could deliver workshop, courses, and other initiatives with the aim to develop professional development, since a clear regulation is not established.</p>
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			<p>conditions of physical well-being in the various age groups; and with the management and evaluation of activities for improving the quality of life through exercise, as well as personal training and non-competitive athletic training.</p> <p>- Sport Sciences master's degree: the recognition of the Sports Kinesiologist, whom professional activity is concerned with planning and coordination of athletic preparation activities in the competitive field, up to the highest levels of competition, at sports associations and clubs, Sports Promotion Bodies, institutions and specialized centres; and with customized physical and technical preparation aimed at individual and team competitiveness.</p> <p>- Adapted and preventive physical activity master's degree: the recognition of the Preventive and Adapted Physical Activities Kinesiologist, whom professional activity is concerned with the design and implementation of motor activity programs for the achievement and maintenance of the best conditions of mental and physical well-being; the organization of particular activities and lifestyles aimed at preventing disease and improving the quality of</p>	
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			<p>life through exercise; the prevention of postural vices and postrehabilitation functional recovery; the coordination of adapted physical activities in people with disabilities or in individuals with clinically controlled and stabilized health conditions.</p> <p>- Sports management master's degree: professional figure of the Sport Manager, that includes planning and management of sports facilities; the conduct and management of public and private facilities where motor activities, including recreational activities, are carried out; the organization as an expert and consultant, of sports events and manifestations, including recreational-playing.</p> <p>However, on the eve of July 1, several implementing regulations are missing from the roll call.</p>	
7	Sweden	<p>Child centred.</p> <p>Some projects encompass a holistic view on the child/adolescents. (physical literacy to some extent – translated into e.g. Swedish Movement understanding)</p>	<p>Same as above student assistants and edu care staff.</p>	<p>Yes, within higher education a teacher exam that can include movement and PA, integrated in courses. This also goes with edcuare exam.</p> <p>Diploma for the sports coaches.</p>
8	Netherlands	<p>Depends on the institute</p>	<p>Volunteers in sportclubs for coaching and training</p>	<p>- organised by a specific sportclub or sport association</p>

			Community sport coaches	-organised by the organisation for community sport coaches
9	Germany	<p>Sport specific traditions</p> <p>The programs are based on a holistic, dynamic, diverse, lifelong understanding of learning in and through sport experiences.</p>	<p>Full- or part time coaching roles in clubs, associations</p> <p>Often graduates will only work as “volunteer” coaches, so there are not working as professional coaches, but coach alongside another full-time occupation</p>	<p>Yes, continuing education courses are offered; regular attendance of CE courses and accumulating a specific number of CE credits is compulsory to maintain one’s coaching license, which has to be renewed every couple of years (4 or 5)</p>

Research

No.	Countries	Are there any universities, colleges, centres with any expertise in this area?	Are there any researchers with a specialism?	Are there journals or book series examining these topics?	Can you recommend an articles or web resources on the topic of PAMPS in informal settings in your country?
1	England	N/A	N/A	N/A	N/A
2	Bulgaria	Some universities and centres	Yes	Only some articles	https://azbuki.bg/wp-content/uploads/2022/02/Pedagogy_1_22_Tanya-Zhelyazkova-Teya.pdf
3	Ireland	Yes	<p>Yes Masters level and Doctoral studies can be undertaken.</p> <p>There are 2 research networks:</p> <p>I-PARC: i-parc.ie</p> <p>PE-PAYS: Home (pepaysireland.com)</p> <p>Sport Ireland Research is also relevant - Research & Innovation Sport Ireland</p>	No	<p>Sport Ireland Coaching Children Workshops and Factsheets - Coaching Children Workshops Sport Ireland</p> <p>ICOACHKIDS - ICOACHKIDS</p>
4	Spain	I personally do not know.	I personally do not know.	https://redined.educacion.gob.es/xmlui/handle/11162/130546	I personally do not know.
5	Czech	The faculties of education and the three special faculties of sport and	prof. PhDr. Ivo Jirásek, Ph.D.	e.g. magazine Pedagogika	Same as no-formal

		physical education in Prague, Brno, Olomouc	His professional interests include the issues of education in nature in the discourse of experiential pedagogy, the topics of philosophical kinanthropology (philosophy of sport) and the phenomenon of spirituality and spiritual literacy. He founded and was the editor-in-chief of the magazine Gymnasion until 2016, and has long collaborated with the Lipnice Holiday School.	https://ojs.cuni.cz/pedagogika/issue/view/167 https://ojs.cuni.cz/pedagogika/article/view/1861 Gymnasion magazine is focused on the development and promotion of experiential pedagogy and non-formal education. Since its inception in the spring of 2004, it has undergone several major changes. It is now published free of charge in an electronic version twice a year in the spring and autumn of the year. Those interested in the printed version can pay for a long-term subscription. The main mission of the journal is open communication of practical, methodological and theoretical topics in experiential pedagogy and non-formal education. https://gymnasion.org/	Tělesná výchova a sport mládeže: https://send.cz/casopis/914/telesna-vychova-a-sport-mladeze
6	Italy	To the best of our knowledge there are no	To the best of our knowledge there are no researchers with a	There are no specific resources on this topic, however, in the following, two	To the best of our knowledge the “Joy of Moving” project could be a useful web-

		Universities with a specific expertise in this area.	specific expertise in the area of informal PAMPS	<p>Italian journals (not scientific) on the topic of sports, physical activity, physical education and movement play, published by professional associations of PE teachers and CONI, where contributions by PE teachers, sport coaches and sometimes researchers are available:</p> <ul style="list-style-type: none"> - “La rivista di educazione fisica, scienze motorie e sport”, https://www.capdi.it/pagine/rivista-ef-numeri-pubblicati , CAPDI - “SDS rivista di cultura sportiva” https://www.coni.it/it/scuola-dello-sport/sds-rivista-di-cultura-sportiva.html , CONI 	<p>resource to inspire informal settings PAMPS; despite it has been “validated” in school settings, it is designed for families, educators, and coaches, and it provided a guide for parents to deliver games to their children:</p> <p>https://www.joyofmovinghandbook.com/en</p> <p>https://www.joyofmovinghandbook.com/en/joy-of-moving-family</p>
7	Sweden	<p>Few institutions with the focus on sport science have actually developed research within this area.</p> <p>Two to three institutions do research as part of different assignments from club sport or municipalities (evaluation studies mostly).</p>	<p>There are a couple of researchers with a focus on for example self-organized sport, and projects that include PAMPS.</p> <p>As described above; some researchers are doing evaluation studies.</p>	No	<p>No article but one example is the web page of the Swedish National Agency of Education.</p> <p>Unfortunately, not in English.</p> <p>There are also Swedish reports about young people physical activity/inactivity and how to reach the</p>

		A growing expertise will be seen in a couple of years when PhD students coming out from a PhD school that started 2022. Financed by the Swedish Research Council. Nine PhD's are now studying non-formal/informal physical activities in, during and after school.	There is an ongoing PhD- program, see above.		inactive. But also following up project aiming at for example PAMPS. These reports are edited by The Swedish Research Council for Sport Science. This council funds research in the field of club sports and self-organised with the definition of sports including everything from club sports to exercise, physical activity, performance and training for children, young people, adults and the elderly.
8	Netherlands	Mulier Institute NOC*NSF	Mulier Instituut: Wikke van Stam	N/A	https://www.mulierinstituut.nl/producten-diensten/monitoring-landelijke-beleidsprogrammas/brede-regeling-combinatiefuncties/
9	Germany	No	No	No	https://cdn.dosb.de/alter_Da_tenbestand/fm-dosb/arbeitsfelder/Ausbildung/Rahmenrichtlinien_2006/Rahmenrichtlinien_fuer_Qualifizierung_von_2005.pdf https://www.dbs-npc.de/files/dateien/Sportentwicklung/Bildung_Lehre/Richtlinien%20DBS_Stand%20Januar%202023.pdf https://cdn.dosb.de/user_upload/Leistungssport/Dokume

					nte/Anlage_Berufsbild_Trainer.pdf
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No.	Countries	Please use this box to tell us anything else you think is relevant to the topic of PAMPS in non-formal and informal settings
1	England	There is quite a cross over between non-formal and informal settings. In terms of health and safety, safeguarding, duty of care, prevent, risk assessments that are covered in both.
2	Bulgaria	Regarding the national policies in the field of non-formal and informal settings, there are no independent ones, everything is integrated in the general documents and policies - the Law, the regulations, etc. At this stage, there is no readiness for an independent normative treatment of this topic, since it is not professionalized, nor regulated as an independent practical field. The only addition is that no clear professionalization rules apply to the sector.
3	Ireland	The importance of experiential learning in these settings is important. If the EduPASS project can include in its background research some information on this it would be beneficial. Also, including this in the methodologies for the emerging curricula for educators and youth sport coaches would be constructive. Including these in the LTT training schools for Youth Sport Coaches (Dublin) and educators (Luxemburg), should be undertaken.
4	Spain	From my point of view, and after having analysed non-formal and informal education, there is a wide and varied non-formal education in Spain. Even so, there are no academics or universities that have deeply studied the situation in Spain (linked to sport). Similarly, although informal education in Spain (as I understand it) is linked to a lack of structure and content, and is dependent on the situation and context, there is no research or research groups that have analysed this training (in Spain). These statements are in my view and I may be wrong. However, I have done a search and the result has been low.
5	Czech	The most important institution in the education of children and young people is the school. Alongside it, and somewhat in the shadows, there are other forms of education, including leisure and non-formal education, which are indisputably indispensable for the development of a person's personality, knowledge and skills. Formal recognition of its results by the state, employers and educators, as well as by individuals, is still finding its way to the limelight. One of the initiatives to draw attention to the importance of achieving

		<p>society-wide recognition of the results of non-formal education was the signing of the Memorandum on the promotion of recognition of the results of non-formal education in work with children and youth. It was initiated by the Ministry of Education and the now-defunct National Institute for Children and Youth (its successor organisation since January 2014 is the National Institute for Further Education) at a national Conference on the Recognition of Non-formal Education three years ago as part of the Keys for Life project, which aimed to strengthen lifelong learning for people working with children and youth. Efforts to spread this idea continue in the follow-up project K2 - Quality and Competitiveness in Non-formal Education (www.ka2.cz) through the activity Methodological Support for the Recognition of Non-formal Education. This Charter opens up further opportunities for more intensive discussion on the future recognition of non-formal education and thus to foster people's own intrinsic motivation for lifelong learning. It stresses that "The Czech Republic is one of the countries that has committed itself to actively promoting the idea of lifelong learning. All forms of learning are thus seen as a whole, linking the worlds of education and employment and ensuring the possibility of a smooth transition between them. This transition takes place against a background of recognition of the competences and qualifications we acquire in our lives.</p>
6	Italy	<p>In Italy, unfortunately, the situation is very different according to who is organizing the PAMPS: there are a lot of sports, recreation and leisure organizations that operate in the social sphere and focuses on the promotion of sports, recreation and socialization, and the implementation of sports activities and management of sports facilities. Moreover, there are the sport clubs that could be affiliated or not to the CONI, and then organize themselves according to the CONI requirements. There is not a specific professional figure devoted to work in non-formal and informal learning settings in PAMPS. It depends on the specific context in which we are operating. For instance, in the field of sport, a course (non-formal setting) on volleyball for children aged 6-11 could be delivered by a person without any specific prerequisite if it is not under the National volleyball federation (CONI affiliated). Differently, the same course in a club affiliated to the national volleyball association should be delivered by a qualified trainer (qualified by the federation), especially when participating also in competitions. The bachelor in sport science is not a requirement to work with pupils in sport sector, neither in the informal setting.</p>
7	Sweden	<p>It is hard to separate non formal and informal settings as the informal may appear within a non-formal settings. In for example edu care this is a kind of setting both during ordinary school day and an after school lessons have finished. In Sweden pre school has now received a more formal curricula where the word teaching is used. Still movement activities are very non-formal and at occasions informal. Mostly just overviewed by staff and less taught in terms of 'how to play, or move'.</p>

8	Netherlands	<p>There is no national regulation for PAMPS in nonformal and informal settings in the Netherlands. Therefore it was difficult to fill in the questionnaire. With the KVLO and different parties we try to make it more normal via the 2+1+2 model: 2 hours of PE, +1h of extra PA during schoolweek (dynamic schoolday) and +2h PA after school with community sport coaches and/or clubs. This is embedded in the Rijke schooldag agreement and Beweegalliantie. As indicated in the e-mail we had some trouble with the interpretation of the terms non-formal and informal. So to clarify: We have used non-formal for organised learning activities outside the established, compulsory system, but nearby school (like recess and afterschool). This especially applies to primary schools and sometimes to day-care. We don't have national organised school sport, this is organized by schools themselves (or not). For informal settings we used sportclubs/gym/fitness/other organised sports and PA programmes organised in the neighbourhood where people can join activities that are voluntary, experiential, self-directed, and primarily motivated by intrinsic interests, task completion, and social interaction.</p>
9	Germany	N/A