

The EduPASS project

Overview on Educator and Coach Education and Training in Europe

*EduPASS International Multiplier Event
Luxembourg, October 11th, 2024*



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Education for Physical Activity and Sport:
Informal and Non-formal Settings

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Overview on Educator and Coach Education and Training in Europe

Which learning and educational settings were considered?

Formal learning / formal education

e.g. PE teachers teach basic movement skills and techniques of sports in their PE lessons at school. Pupils' learning progress is analyzed and qualitatively assessed at regular intervals, and finally evaluated with a grade on the report card.

Formal learning is the subject of school lessons in accordance with curricular, state requirements and regulations for learning subjects, the results of which are subject to assessment criteria. **This is not an item of EduPASS.**

Which learning and educational settings were considered?

Non-formal learning/ non-formal education

It can take place in extracurricular activities at school and is not subject to any specific requirements or assessment processes for learning outcomes. The focus of non-formal learning lies in municipal, private and church organizations and institutions of civil society, such as kindergartens, daycare centers and other social institutions for early childhood education, upbringing and care. Such non-governmental institutions generally belong to the secondary education sector.

For the EduPASS EU project, this educational setting with **early childhood educators (ECE)** is a focal point.

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Which learning and educational settings were considered?

Informal learning / informal education

We speak of informal education when no direct intention and purpose of a learning objective is pursued or conveyed, but instead behaviors and qualifications arise indirectly as part of non-certified learning processes. The term “everyday education” is often used in this context, which more or less occurs through self-initiated or interactive learning between peers. Typical places for such learning and educational processes are family, workplaces, sports clubs, other leisure places where young people meet, do sports together and spend more time together.

For the EduPASS EU project, this educational setting with **youth sport coaches (YSC)** represents a second focus.

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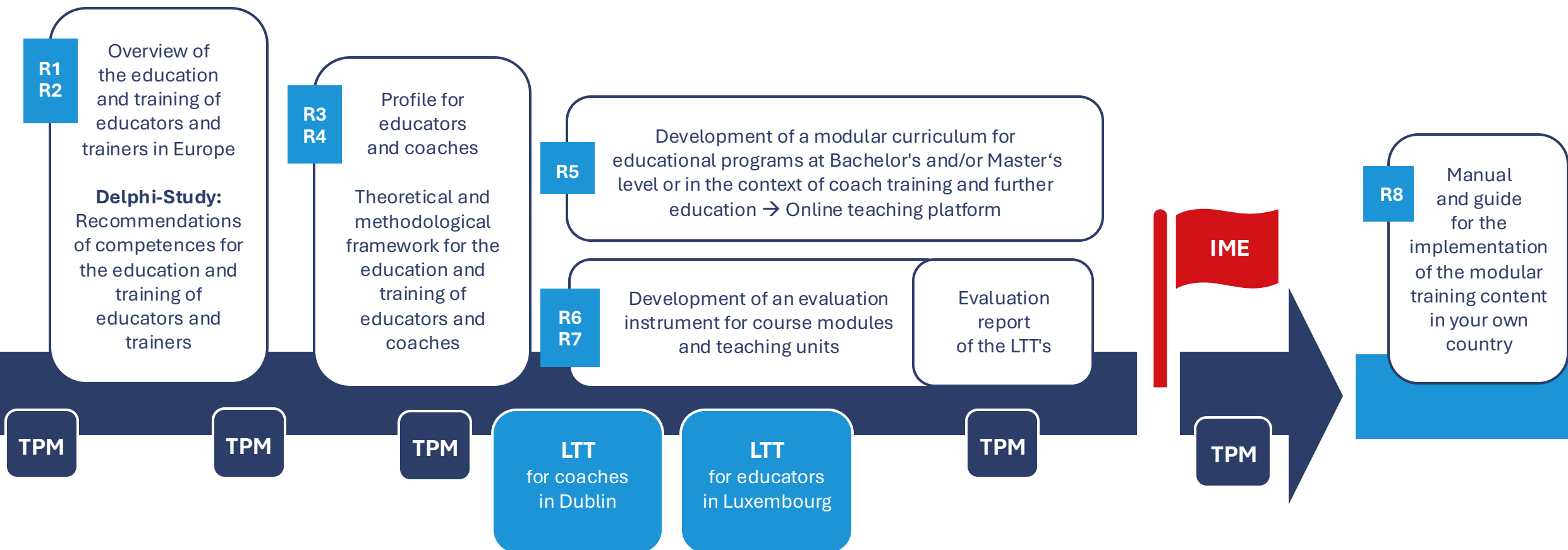
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Pathway of EduPASS



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The aim of the EduPASS project is to compare the competence and training profiles of educators and youth sports coaches for children aged 3 to 6 in the European context of the project's partner countries and to structure them for functional similarities in central training modules for educators and youth sports coaches (Germany, Ireland, Luxembourg, Spain).

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Educators

Target groups and addressees of the EduPASS study:

- **Institutions for educator training**
- **Early childhood educators with different professional experience due to age and clientele**
- **Researchers in various institutions and fields of educator training and evaluation of quality standards in the work of daycare centers and kindergartens**
- **NGOs such as networks and associations in the management and administration of daycare facilities for early childhood education and care**
- **Local authorities and other local organizations in child and youth welfare.**

Youth sport coaches

Target groups and addressees of the EduPASS study:

- **Sports organizations with their youth sports departments and divisions for the training of trainers and coaches**
- **Youth sports coaches with different experiences and qualifications in coaching and mentoring young people**
- **Researchers who work in youth sports coach education and investigate quality offers from sports organizations and sports clubs for young people**
- **NGOs such as sports associations and sports schools that are involved in the qualification of youth coaches**
- **Municipal sports, social and health authorities that support and promote youth sports programs with their support services**

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Resources for educator training

- **European frameworks and national laws for educator training in Europe.**
- **Concepts, models and curricula for educator training in Europe**
- **European and national bases for the design of training courses, e.g. European Qualifications Framework (EQF).**
- **Structured literature review on evidence and state of research on early childhood education**
- **A Delphi consensus study of European experts on the competence profile of early childhood educators.**

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EduPASS resources for youth coach training

- Existing education profiles for youth sports coaches in Europe.
- Concepts, models and curricula for youth coach education in Europe.
- Links with national and European frameworks, e.g. the European Qualifications Framework (EQF).
- Literature review of evidence and research on youth sport education.
- A Delphi study of European experts on the competence profile of youth sport coaches.

Questions



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The structured literature analysis

Structure and contents of the resources

- **European and national frameworks**
- **National and regional education laws and training standards**
- **Study regulations at vocational schools and for Bachelor studies at universities**
- **Guidelines, recommendations and study books**
- **Collected volumes and monographs**
- **Research reports and evaluation studies**
- **Selected review studies and articles from international and national journals**
- **Selected internet and webpage documents**

Examples of Framework concepts and laws

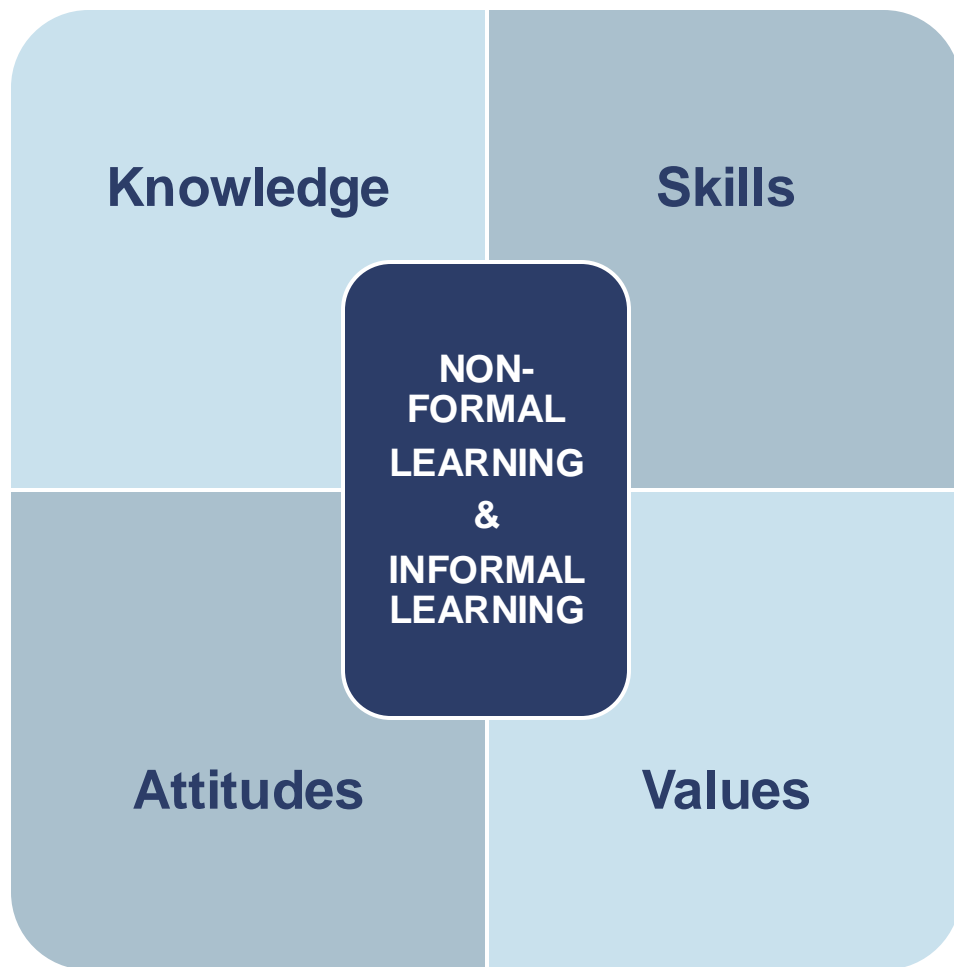
- **European Working Group of Early Childhood Education and Care (2014), Brussels, EC**
- **CEDE (ed.) (2006). Siolta. The National Quality Framework for Early Childhood Education. Dublin: CEDE**
- **Bundesministerium für Familie, Senioren, Frauen und Jugend (2022). [online] URL: <https://fachkraefteoffensive.fruehe-chancen.de/wege-in-den-beruf/>**
- **SEKRETARIAT DER KULTUSMINISTERKONFERENZ (2020). R A H M E N L E H R P L A N für die Fachschule für Sozialpädagogik (Beschluss der Kultusministerkonferenz vom 18.06.2020). [online] URL: <https://www.berufsbildung.nrw.de/cms/upload/fs/download/sozial/laenderuebergr-lerzieher.pdf>**
- **Sánchez, M. L. N. (2020). *Organización de acciones socioeducativas dirigidas a jóvenes en el marco de la educación no formal (MF1876_3). Certificados de Profesionalidad. Información Juvenil (SSCE0109)*. EDITORIAL CEP.**

Examples of Research and evaluation studies

- **Verbeek, V. (2016). Modellierung, Messung und Analyse berufsrelevanter überfachlicher Kompetenzen in der fachschulischen Erzieherausbildung (Dissertation, Bildungswissenschaften). Saarbrücken.**
- **Kratz, J. & Stadler, K. (2016). Teilzeitmodelle in der Ausbildung zur Erzieherin und zum Erzieher. Eine Befragung von Lehrkräften, Mentorinnen und Mentoren sowie Studierenden zum Verhältnis der Lernorte Schule und Praxis, München**
- **Madrera Mayor, E. (2019). Análisis del sistema de titulaciones, su relación con el espacio profesional y la regulación del ejercicio de las profesiones en el ámbito de la actividad física y del deporte. Dissertation. Universidad de León**
- **Swift et al. (2021). Social-Emotional difficulties in Irish children aged five and nine years: A national, longitudinal study, *Children*, 8, 656.**

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Overview of the
Delphi study on
early childhood and
youth sports coaches
in Europe

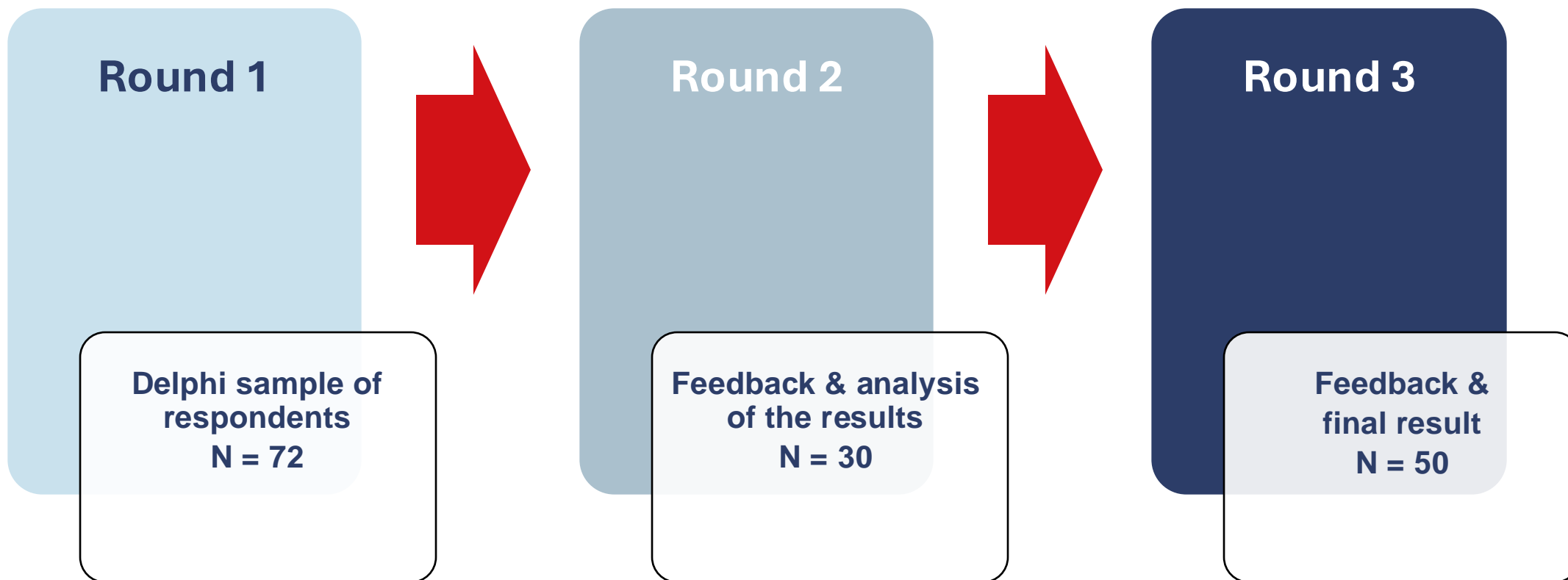


Knowledge: includes theoretical concepts and ideas, in addition to practical frameworks based on the experience of having performed in the relevant settings;

Skills: the abilities and capacities to carry out processes and be able to use one’s knowledge in a responsible way to achieve a goal;

Attitudes: learned tendencies or readiness to evaluate things or react to some ideas, people, or situations in specific ways, either consciously or unconsciously. Attitudes are underpinned by values and beliefs and influence behaviour;

Values: principles and core beliefs shared by individuals and groups that guide and motivate attitudes, choices, and behaviour and serve as broad guidelines for social life.



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Sample of the expert group surveyed

(n = 23 European countries)

- Belgium
- Bosnia and Herzegovina
- Cyprus
- 2x Czech Republic
- Finland
- 4x Republic of North Macedonia
- 2x France
- Germany
- Greece
- Hungary
- Ireland

- 2x Italy
- 2x Luxembourg
- 2x Malta
- 2x Netherlands
- 8x Portugal
- 2x Slovakia
- Slovenia
- 9x Spain
- Sweden
- Switzerland
- United Kingdom

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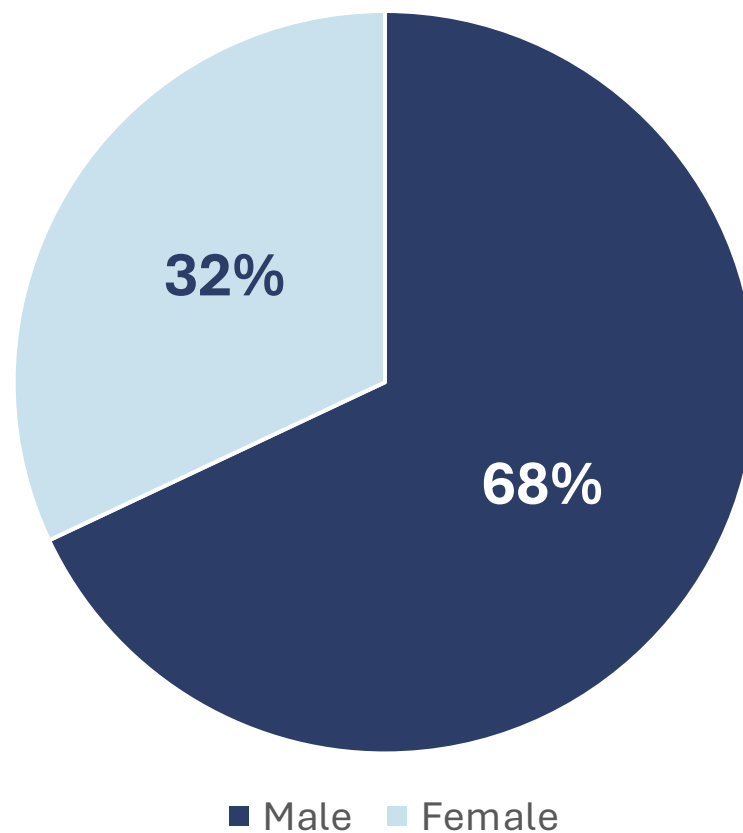
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Gender distribution of the expert group



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Research Questions

Based on the 4 competence sectors (knowledge, skills, attitudes, values), the experts were asked 8 questions, 4 each on non-formal learning (N) and informal learning (I)

- N1** What is the KNOWLEDGE necessary to work successfully in NON-FORMAL PAMPS settings?
- N2** What SKILLS are necessary to work successfully in NON-FORMAL PAMPS settings?
- N3** What ATTITUDES are necessary to work successfully in NON-FORMAL PAMPS settings?
- N4** What VALUES are necessary to work successfully in INFORMAL PAMPS settings?

Research questions informal (I)

- I1** What is the KNOWLEDGE necessary to work successfully in INFORMAL PAMPS settings?
- I2** What are the SKILLS necessary to work successfully in INFORMAL PAMPS settings?
- I3** What are the ATTITUDES necessary to work successfully in INFORMAL PAMPS settings?
- I4** What are the VALUES necessary to work successfully in NON-FORMAL PAMPS settings?

Top Competences: non-formal Learning (N)

KNOWLEDGE

1. Motivation (8.65)
2. Participants' needs (8.43)
3. Pedagogical knowledge (8.22)
4. Child development (8.17)
5. Understanding individual differences (8.13)

ATTITUDES

1. Positive attitude (8.61)
2. Motivation (8.52)
3. Respect (8.48)
4. Empathy (8.35)
5. Valuing individual differences (8.3)

SKILLS

1. Communication skills (8.7)
2. Providing a positive learning environment (8.57)
3. Conflict resolution (8.43)
4. Motivating young people (8.39)
5. Listening (8.09)

VALUES

1. Fair play (8.43)
2. Ethical Practice (8.35)
3. Respect (8.22)
4. Inclusion (8.17)
5. Responsibility (8.17)

Top Competences: informal Learning (I)

KNOWLEDGE

1. Child's interests & preferences (7.87)
2. Knowledge of basic motor development (7.83)
3. Group Dynamics & Social Interaction (7.74)
4. Learner-centred approaches (7.52)
5. Basic pedagogical knowledge (7.43)

ATTITUDES

1. Respecting children's needs and interests (8.39)
2. Enthusiasm (8.35)
3. Cooperation (8.26)
4. Motivating (8.26)
5. Creativity (8.3)

SKILLS

1. Communication skills (8.3)
2. Promoting fun and enjoyment (8.3)
3. Conflict management skills (8.09)
4. Cooperation skills (8.04)
5. Teaching / pedagogical skills (8.0)

VALUES

1. Ethical behaviour (8.3)
2. Respect (8.26)
3. Fair play (8.22)
4. Cooperation (8.22)
5. Empathy (7.96)

Questions



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Framework concept and training modules

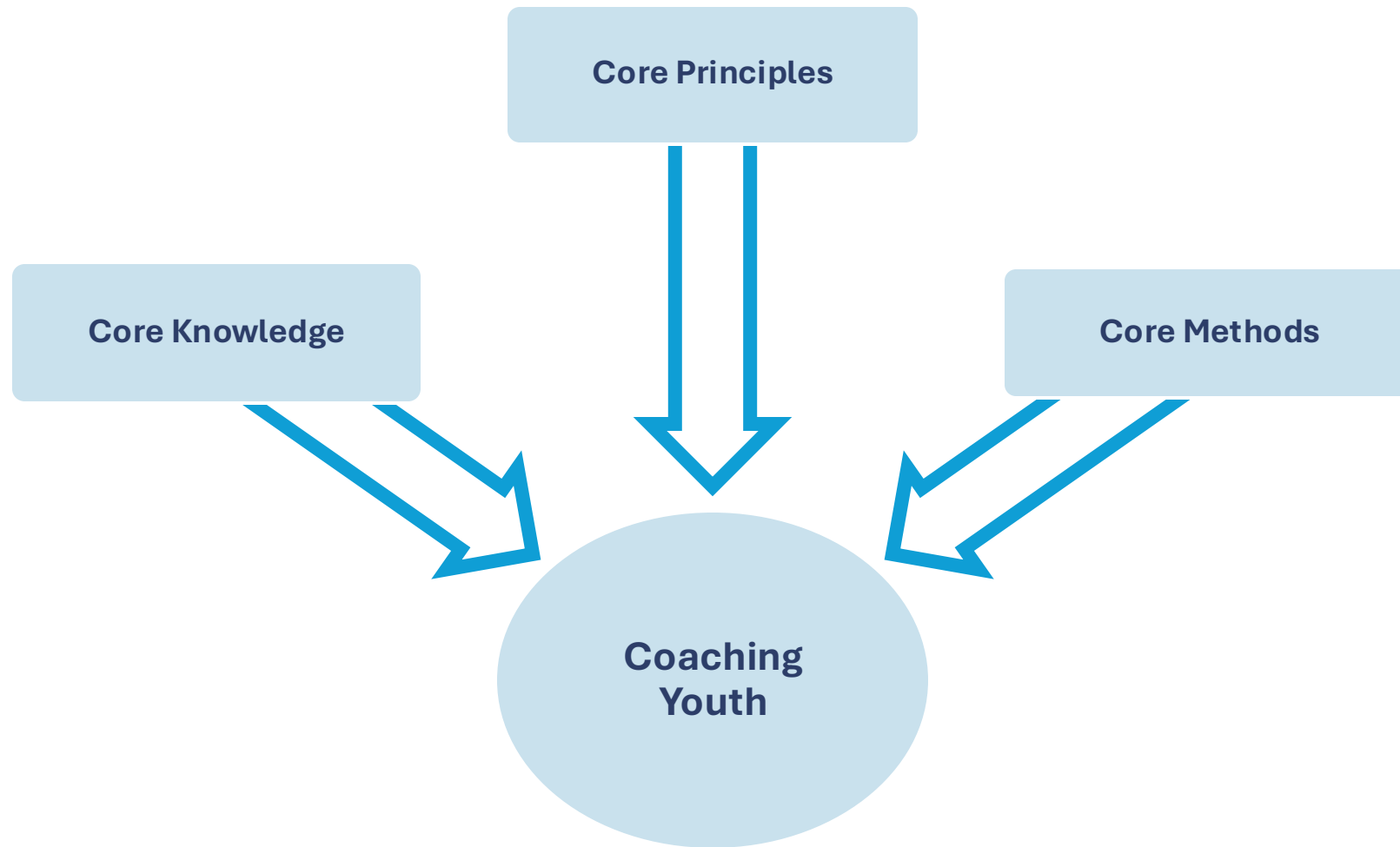


Figure 1: *EduPASS Model* (Source: Prepared by the authors)

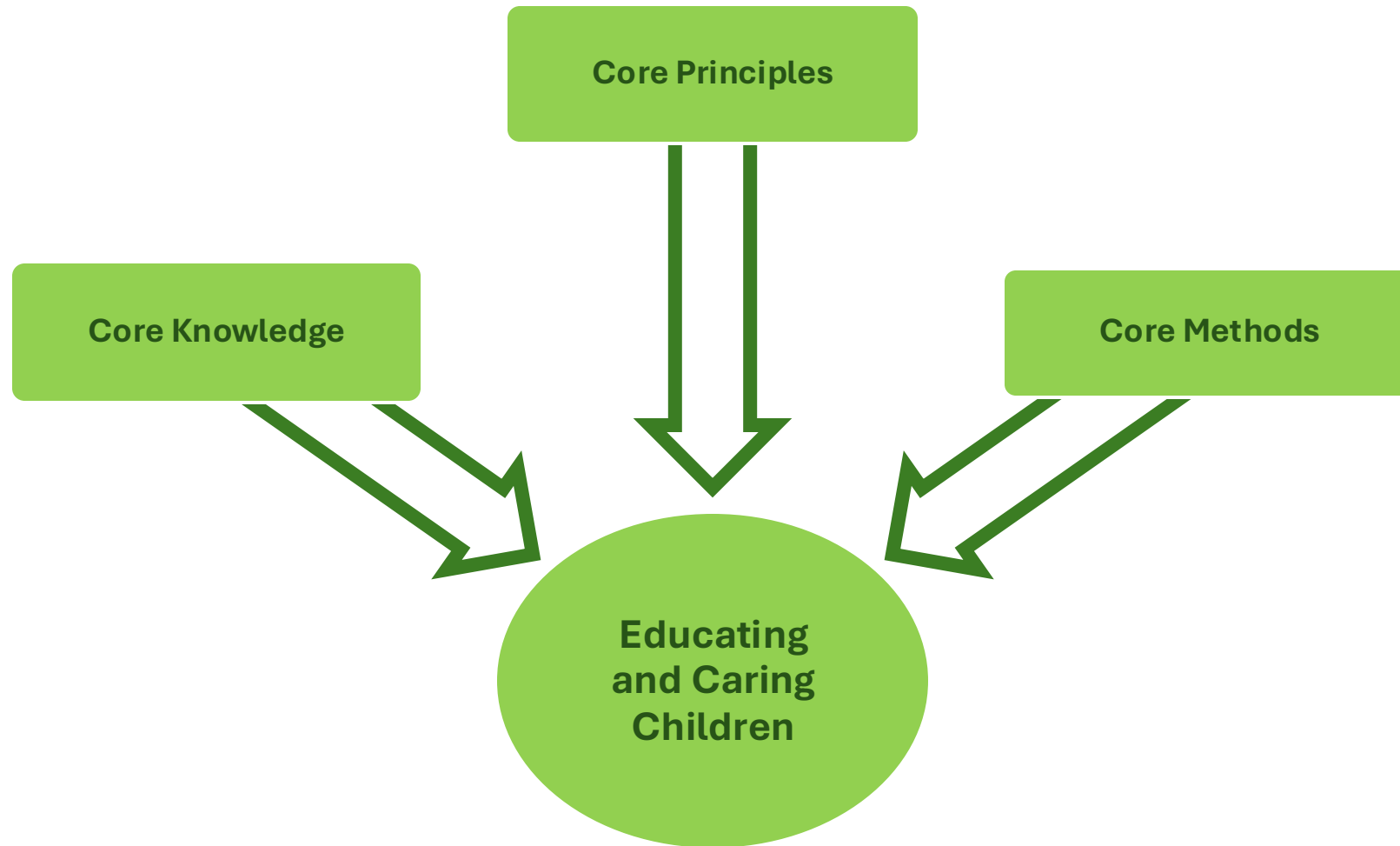
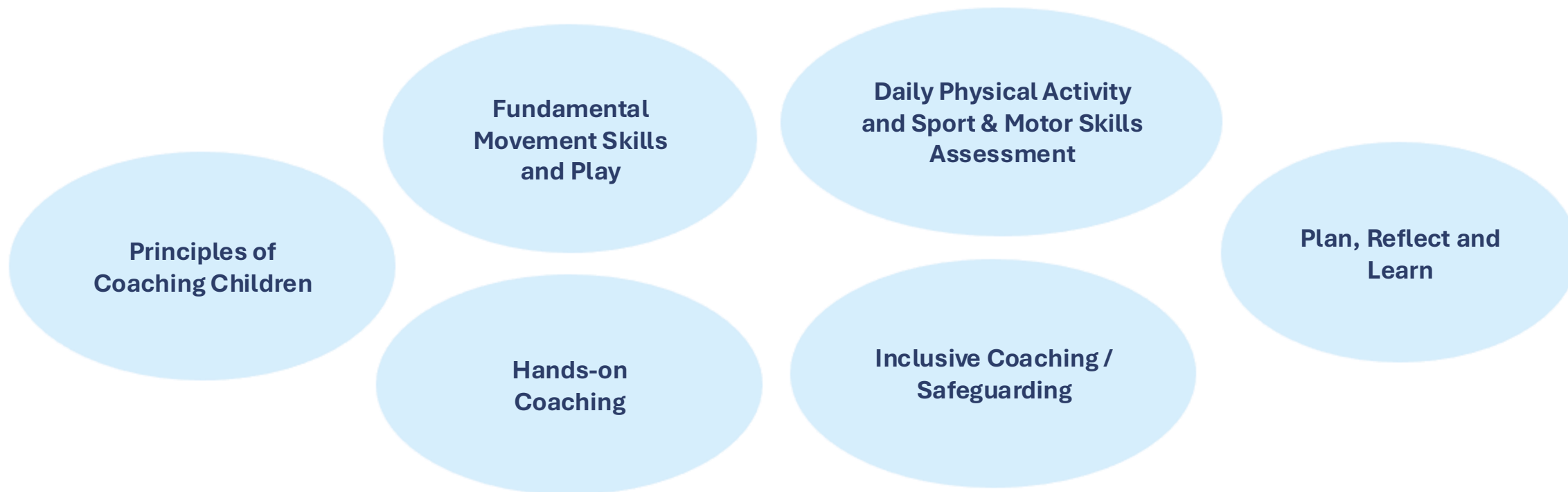


Figure 1: *EduPASS Model* (Source: Prepared by the authors)

6 Core modules – Youth Sport Coach



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Core module	Informal setting	
	Main competency area	
Daily Physical Activity and Sport & Motor Skills Assessment	K: Child's interests & preferences (7.87) A: Enthusiasm (8.35)	S: Promoting fun and enjoyment (8.3) V: Cooperation (8.22)
Principles of Coaching Children	K: Child development (8.17) A: Respecting children's needs and interests (8.39)	S: Promoting fun and enjoyment (8.3) V: Ethical behaviour (8.3)
Inclusive Coaching / Safeguarding	K: Child's interests & preferences (7.87) A: Respecting children's needs and interests (8.39)	S: Communication skills (8.3) V: Respect (8.26)
Fundamental Movement Skills and Play	K: Knowledge of basic motor development (7.83) A: Motivating (8.26)	S: Teaching / pedagogical skills (8.01) V: Fair play (8.22)
Hands-on Coaching	K: Basic pedagogical knowledge (7.43) A: Enthusiasm (8.35)	S: Promoting fun and enjoyment (8.3) V: Fair play (8.22)
Plan, Reflect and Learn	K: Knowledge of activities in informal PAMPS (7.3) A: Creativity (8.3)	S: Teaching / pedagogical skills (8.01) V: Ethical behaviour (8.3)

6 Core modules – Educator



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Core module	Non-formal setting	
	Main competency area	
Daily Physical Activity & Play	K: Motivation A: Positive attitude	S: Communication skills V: -
Principles of Educating Children	K: Participants' needs A: Motivation	S: Communication skills V: Fair play
Inclusive Teaching	K: Participants' needs A: Respect	S: Providing a positive learning environment V: Inclusion
Fundamental Movement Skills & Play and Motor Skill Assessment	K: Child development A: Motivation	S: Communication skills V: Fair play
Hands-on Teaching	K: Pedagogical knowledge A: Motivation	S: Communication skills V: Respect
Plan, Reflect and Learn	K: Participants' needs A: Positive attitude	S: Providing a positive learning environment V: Respect

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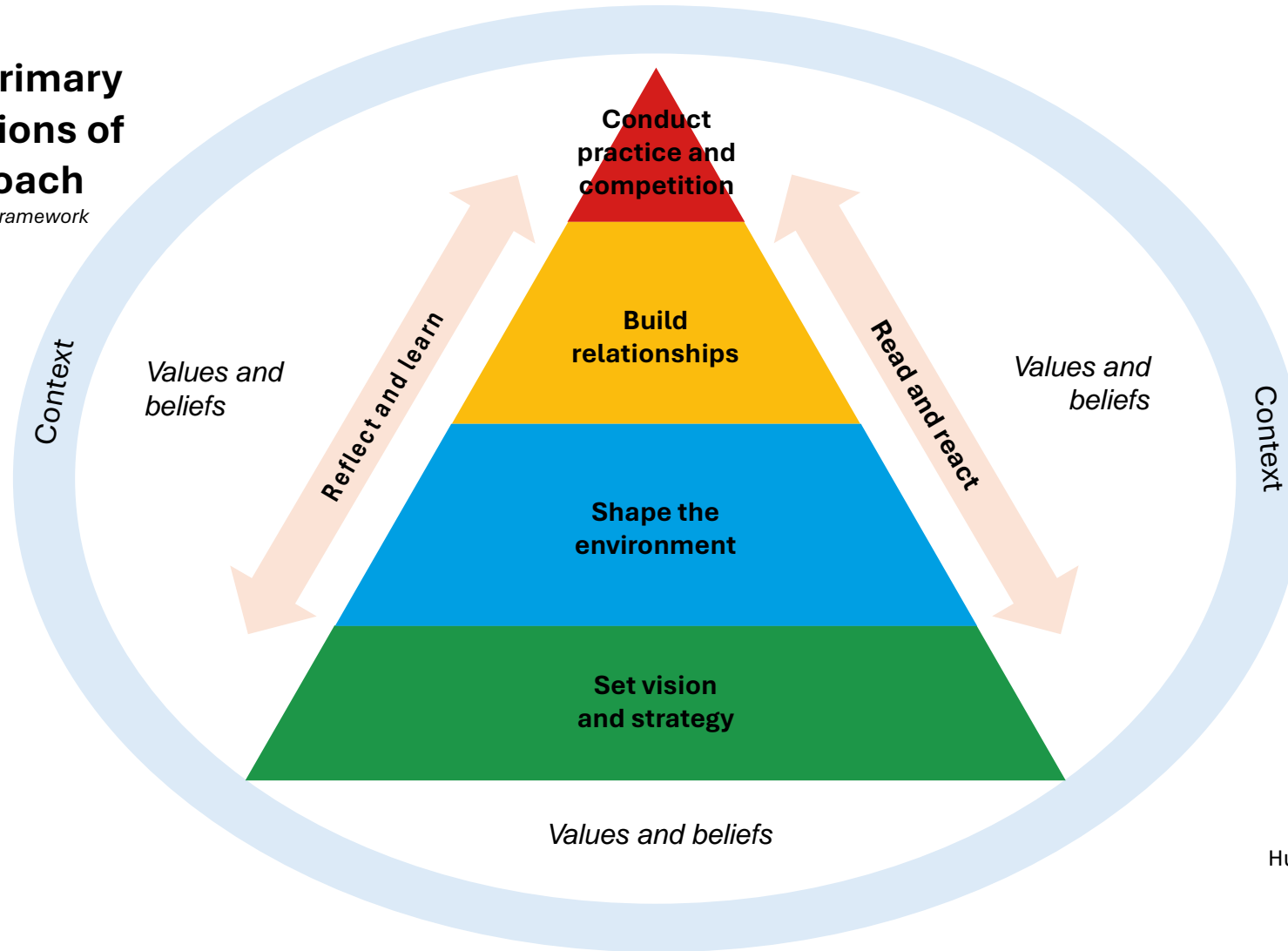


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The primary functions of the coach

Coaching Framework



Human Kinetics,
2017, p. 29

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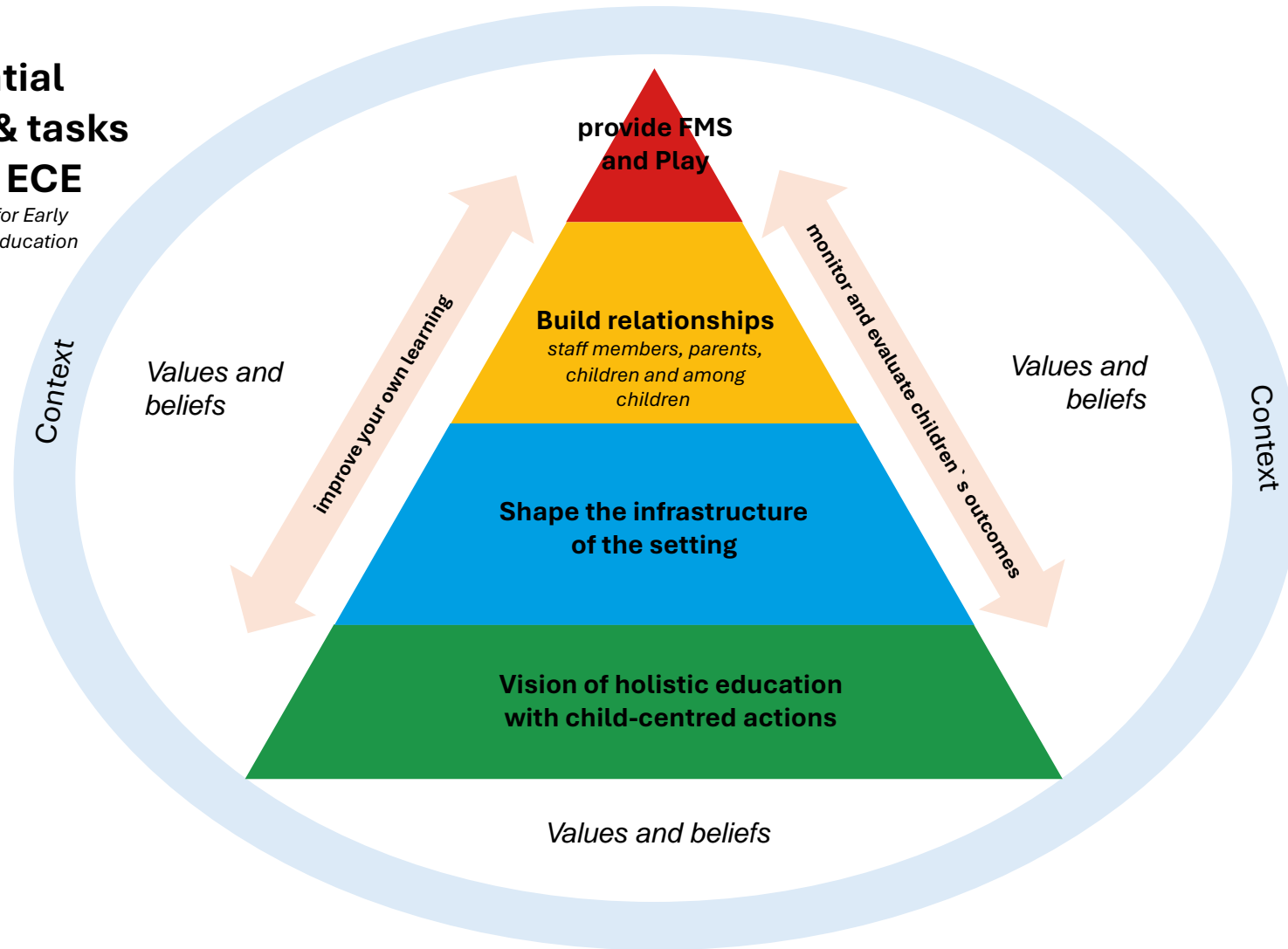


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Essential aims & tasks of the ECE

Framework for Early Childhood Education and Care



Design adopted from Youth Sport Coach but modified for Early Childhood Educator by Roland Naul, WGI

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Questions & exchange

