

Combining Employment and Training in the sport sector:

The AEHESIS six stepsmodel

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In the area of education and training the major condition of the recognition of European projects by the European Commission is to provide products, processes and policies. This set of tools offers the possibility for dissemination and exploitation in other projects, other contexts, other countries.

From several tools AEHESIS proposed two models:

- A Six Steps model in order to combine employment and training in the sport sector
- A curriculum model to define the contents of sports studies programmes to accord with the job market

After reminders of the background of these models, it is intended here to address the six steps model and then to propose some developments from the model to the process.

1. Historical and current background

Some words about the historical and current background of the six steps model. Since the 70s – 80s, the logic of the competence with the diversity of notions associated have transformed school, academic and professional training and professional qualifications. During this period, the world of work underwent major changes in order to face the new challenges bound up with the globalization of economy.

Two new priorities appeared in structuring the work organisation.

- To reduce unemployment and social fracture.
- To modernise the companies around themes like: learn production, zero default, quality circles, benchmarking, etc.

In this context of economical and social crisis the old model of professions gives place to a logic organised by the work positions. This new logic facilitates the appearance of the logic of the competence, new model of the company's management. The competence here refers to the necessity where the man in a work situation is to face an event, the unforeseen. During the 80s companies appropriated this logic of the competence: to have the right competences at the right place and at the right time. The same process in schools and universities This strategy of definition of competences is on the training and qualifications agenda in Europe.

In 2000 the Lisbon summit defends the idea of a society of knowledge combining training and employment in a framework of life long learning

In the higher education sector, the Bologna agreement is a cornerstone in this process. In the area of school and academic training, a number of new curricula define the expected results according to the job market

2. The six steps model

The six steps model is founded on this background. The 2d year AEHESIS report presented the tool used during the the third year. The main challenge of AEHESIS was to combine effectively the Curriculum development to the requirements of the occupations in the sport sector. Following a classical approach we have considered 6 major steps to combine training and job market in the four sport areas:

- Professional area defining in one sentence the area.
- Standard occupation defining in one generic sentence the three major occupations.
- Activities defining the main activities for the selected occupations.
- Competences defining corresponding professional competences for each activity listed in step 3.



- Learning outcomes specifying learning outcomes related to the agreed competences.
- Curriculum model formulating a model of the programme contents for one occupation.

One challenge of the third year was to propose a curriculum model as sixth step of the model. The AEHESIS Report also defined the concept of curriculum as a set of actions followed when setting up a training programme.

A programme is an inventory of activities, content, method to achieve training objectives, organised in a logical sequence over a specified period of time.

A curriculum model is a specific way used to build a curriculum that could be identified and used as a reference.

We proposed the elements of the curriculum model as following:

- Standard occupation, in order to refer explicitly to a standard occupation
- Period of time: two levels of programmes - bachelor and master –
- Learning outcomes the students will have acquired by the end of the programme.
- Curriculum objectives related to Learning outcomes.
- Key contents, i.e. contents areas.
- Programmes i.e. topics, themes, if possible expressed in terms of sub-learning outcomes.
- Study load (ECTS).
- Learning methods.
- Assessment
- Training routes.

The following model (see table ppt) combining the variables evoked above was proposed to the four expert group. It invites to consider the route from model to process

3. From model to process

The second year report pointed already out the diversity of the methodologies used by the four groups. A diversity regarding the process of definition of competences. To be sure we have to consider a diversity of social uses of the six steps model. A good model is not a prescriptive one but a model appropriated, interpreted by the several groups

Some elements of this diversity:

- Competences defined by outsiders (research attitude) or competences defined by insiders (fields experts).
- Field description or field prescription.
- At each step, a list of elements (ex. Competences) or use of the tree logic from standard occupation to curriculum to better define the field.
- Diversity of actors consulted.

What kind of challenge in the next future

The first AEHESIS was to design a map of institutions. The future challenge in the sport education sector will be to design a map of standard occupations keeping in mind the coherence from employment to training