



EN ROUTE PROJECT

New Qualification between Sport and Tourism

LEARNING OUTCOMES FOR A COMMON ECVET FRAMEWORK
MAPPING AND GUIDELINES



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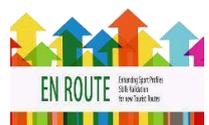
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1. INTRODUCTION

The focus of the EN ROUTE project research is to share knowledge of skills in sport and tourism sector, promoting the visibility of the above-mentioned skills as a condition for a validation and certification of a common framework at European level. Preliminary considerations for initiating research to create a profile between two sectors have been carried out on the basis of two sound assumptions. The first one is the discrepancy between European skill levels and the unequal recognition of skills and qualification across Member States. This is especially more evident in the shortage skills' recognition and validation of sport job profiles in National Catalogue of Occupational Standards. Especially the unequal and fragmented EU skills' framework and the common Learning Outcomes descriptions often not embedded in National Qualification Framework (NQF) have to be quoted. The second one is the need to detect the level of skills gap in sport experts, where the development of such intersectoral competences was noted above all in informal contexts of learning, in the environment of sports volunteering and in the individual professional paths to create a new professionalism, without the evident recognition and validation.

As a matter of fact, the framework of competences of sports profiles, which are sometimes oriented towards cross-sectors, especially in the medical and health fields, seems to indicate that for certain border sectors there is a skill gap to manage professionalism more effectively. This gap can be seen in what CEDEFOP and European Commission define as “Internal Skills Gap”, and the “Level 2 of skills shortage”, in other words: “A situation where the level of skills of the existing workforce in a firm is less than required to perform a job adequately or to match the requirements of a job” as well as the level in which few sport experts have sufficient skills, but such skills can be developed relatively quickly¹. This is easily understandable in the face of quotas of sports experts working in Europe also in the field of tourism. Sport tourism is a rapidly growing niche in European tourism sector, and the labour force is included not only in the specialized team of international sport events (that are still considered the sport and

¹ Cedefop (2015). *Skill shortages and gaps in European enterprises: striking a balance between vocational education and training and the labour market*. Luxembourg: Publications Office. Cedefop reference series; No 102.

tourism main scenario) but also the experts supporting tourists to discover the territorial values of a destination through active and sustainable travels (i.e. cycle and walking tourism; eco-tourism; sport on rivers).

Our investigation found that this group of experts develops their skills “on the field”, attending courses to increase their knowledge of the tourism sector but learning quickly mainly from their experience.

Highlighting the skills’ recognition and validation issue, this gap in sport continues nowadays to impede the career development of professionals as well as the European mobility, despite sport has been recognised as labour-intensive sector and a strong demand for learning mobility of the sport labour market has to be noticed. Moreover, the mismatch between training and the jobs available in tourism appears to be much more responsible to impede innovation.

Nowadays, cross-sector knowledge, skills and competences are acknowledged to have a strong potential for development and employability also by the EU Commission that, in 2020, launched the “Pact for Skills” in which Industrial and Cross-sectoral cooperation will be one of the main tools to monitor skills supply/demand, to anticipate skills needs and to promote innovation in Europe². In compliance with this approach, the EN ROUTE project research aims at proposing a new cross-sector professional profile, whose skills are the results of a multidisciplinary and intercultural working methodology. The final goal is to promote new models of innovation within the sports tourism sector, supporting the creation of new strategic networks among stakeholders, updating skills, boosting the definition of efficient approaches for the promotion of the European territorial potential, and finally implementing permanent research activities for tourist services renewal. This research carried out transnationally has benefited from the presence of European Best Practices diffused by Universities and Schools of Sport Sciences, where the study at the Bachelor, Masters and Doctoral level as well as the VET system in sport and tourism sector emerged towards several specialisations, but sometimes without recognition and validation at European Level.

² <https://ec.europa.eu/social/main.jsp?catId=1517&langId=en>

1.1. OBJECTIVE OF THE RESEARCH

The concept of sport tourism has become issue of research in the last few years as both an academic item of study and an increasingly popular tourism programme. Sport tourism moves millions of travellers every year and it is now recognised as the second largest market by turnover, bettered only by religious tourism. From here, the necessity evidenced from the researchers to overcome the separation of the two fields of study in order to establish bridges between the stakeholders of the two sectors towards a mutual collaborative advantage³.

At the same time the increasing demand for eco-tourism as well as social, nature, sustainable and accessible tourism in European Union calls for mutual understanding between the tourism enterprises, tourist destinations and local, regional and national authorities in order to tackle a wide range of challenges to remain competitive. Also the “Agenda for a sustainable and competitive European Tourism”, drawn up by EC, underlines the importance of a holistic approach, especially for a more multidisciplinary studies or research which builds upon existing knowledge bases in both sport and tourism⁴. Therefore, it highlighted the need to overcome sector divisions by gearing towards stronger coordination between actors responsible for sports policies such as those linked to tourism.

In addition, preliminary analysis on the sport experts’ skills needs already underlined some critical issues. The growing importance of promoting health-enhancing physical activity demands different array of skills to wider population groups (i.e. mental and physical challenged people, elders, people at risk of disease caused by wrong lifestyle and nutrition habits, people with functional needs). Therefore, the mismatch and skills shortage between training and available jobs in sport results in impeding employability, professional development as well as the spreading of innovation. At the same time, the general discrepancy in recognition across EU Member States demonstrated that it is urgent to rethink to a common framework of competences also in this new emerging sector.

³ Brent Ritchie & Daryl Adair (2002) The Growing Recognition of Sport Tourism, *Current Issues in Tourism*, 5:1, 1-6

⁴ Communication from the Commission - Agenda for a sustainable and competitive European tourism /COM/2007/0621 final/

Given these considerations, the objectives of these guidelines are the following:

- a. reducing differences in the professional profiles active in sport and tourism across Europe, in order to increase targets' employability and professional development prospects.
- b. Starting from the evident gap among EU Member States in training paths and denominations of sport experts, these guidelines aims to generate a more competences balance, with a clear skills' identification of a profile between sport and tourism, working on an approach direct to define a common ECVET Framework, making learning outcomes visible in curricula and qualification and therefore making learning explicit.
- c. Finally, These Guidelines will define a research-cycle methodology to produce considerations and recommendation on possible replicable approach for other cross-sectoral profiles applying in other contexts for future relevant employment sectors to spreading and support innovation in that fields.

1.2. METHODOLOGY DESCRIPTION

In the definition of research methodology data from the scientific literature on sports profiles in Europe already showed general gaps picture both on the basis of skills as well as on the recognition of the existing profiles and of new professionals. To define a common framework of validation we needed data to obtain a clear state of the art of knowledges, skills and competences of sport experts active in different economic sectors and the VET framework on sport to detect the level of response to these gaps by effective training paths. The decision of directing the EN ROUTE research by stages has represented a fruitful opportunity to collect and store all the sport qualifications in a specific field of the project (outdoor) establishing a modus operandi for all sport profiles. In this way, research represents the starting point not only for a future update of the European inventory in the sport field but also a comprehensive report for all the profiles that nowadays are developing new skills, operating between different occupational fields. Therefore, a common framework of validation of sport profiles in outdoor field needed a mapping based on a set of criteria to understand the profiles skills definition that covered the full range of formal, non-formal and informal learning.

The research process has been defined following three steps:

1. Data collection phase.

The first step consisted of individuating and studying the formal learning pathways and the VET systems to explore all training offers in the field of interest. Specifically, the data collection phase aims at spreading knowledges about the current state of the art regarding sport qualifications, as well as cross-sectoral sport qualifications (sport and tourism) in European Union, its inclusion in the NQF/EQF, formal ECVET system and the process of transfer of learning outcomes and credits. At first the data collection is focused on the NQF/EQF of every EU country partner (territorial criterion), investigating all regional/national catalogues and including formal and non-formal learning contexts, in order to obtain the whole skills panorama and possible connections with other profiles in the labour market, to proceed to a first evaluation on profiles and competences described. The approach used is both top-down (from EU sources to the single countries) and bottom-up (single profile found out in several and different sources, checking the different territorial level of validation). Then, a thematic criterion is used focusing it on: High education area (bachelors, university or non-university master, all university courses giving credits); Non-university training system (training institutions offering courses in sport qualification, possible sport and tourism qualifications); National VET qualifications; Non-formal learning area (sport federations and sport volunteers areas); Labour market area (job profiles, labour offers by recruiters and job seekers sites). This phase has been oriented to give visibility to the skills gap and differences that lead to the distance between knowledge and skills among countries, such as potential categories, tasks, professional competences and specialisations in the labour market, staff size, mobility opportunities as well as different learning and training strategies.

In a second step, a social survey is carried out (online questionnaire or face-to-face interview) to obtain a wide range of data in training context and in non-formal learning experiences. To this aim, a specific target audience has been chosen, which includes Sport Federations/Sport Associations, Tourist Associations/Tourist Clubs (working in outdoor area) and single sport experts working in tourist area. The specific purposes of this survey are the following:

- to make the skills mismatch evident in sport and tourism sectors, in particular the skills gap of sport professionals looking for job opportunities in tourism sector;

- to show the skills' need perception both by Sport Federations/Sport Associations, Tourist Associations/Tourist Clubs and sport profiles that are already employed in tourism;
- to investigate the potential labour market, mainly the possible employment opportunities for sport experts in tourism sector.

2. Data analysis phase (countries compared analysis)

The second phase aims to analyse data previously collected and regards knowledges, skills and attitudes of the sport profiles, as well as professional role and performance standards (job analysis); the focus is on the presence or absence of job descriptions and performance evaluation systems. The analysis phase represents the real moment of construction of a clear picture of the differences, gaps and problems emerged, starting from the documentary evidence and from the research carried out, in which it is a matter of deciding which intervention is the answer to the emerged needs. The analysis of these processes allows to determine the activity report of the possible "Sport and Tourism Outdoor Manager", first of all formalizing the inventory of performances, operations, partial/final results and the process and result indicators; and then identifying the qualifications in terms of the Learning Units, which has the characteristics of being able to be evaluated, accumulated, transferred from one qualification/system to another. Thus, the results of the analysis phase can update not only qualifications frameworks but also programs, contents and methodologies of the training offers.

In particular, the research methodology, through focus on learning outcomes, identifies, documents, evaluates and recognizes the different types of acquired learning.

3. Sharing results and guidelines definition for a common framework

The guidelines are the final output of the EN ROUTE research. This publication consists of a report outlining data, information collected and detection methods, as well as the steps leading to the definition of a common framework for validation of sports profile in the outdoor field.

2. VET-SYSTEM AND NQF IN THE SPORT CONTEXT: A comparative analysis of five Countries

2.1. VET-SYSTEM IN A NATIONAL FRAMEWORK

The identification of VET-national systems is relevant for the definition of a common framework of competences of a profile such as the one proposed by the EN ROUTE project, because it highlights similarities and differences on which EN ROUTE partners were called to confront. Furthermore, knowledge of the terminology at the base of VET of each country can offer terms of comparison for a thorough understanding of the European systems and to highlight common areas of action and definitions.

Nowadays strong connections between training and labour market, keeping up with the changes in existing occupations and with the transition to new technologies of production and work organization are key issues of all the EU member States⁵. As underlined by CEDEFOP, a society that allows lifelong learning of all citizens, regardless of their starting level, condition or age, which views their development as an investment for the future, is a society that promotes sustainable development, economic growth and social cohesion⁶.

Improving education and training and supporting lifelong learning is a responsibility of the education and labour authorities in all EU countries.

Many countries in EU and some pre-accession countries display trends towards a decentralised VET system (i.e. Italy, Netherlands, North Macedonia), where Local Authorities, through their role of programming, and local education providers (training organisations; teachers and trainers), through their role of training supplying, have a greater autonomy in relation to the development of training programmes and the definition of modules and curriculum.

⁵ Cedefop (2015). The role of modularization and unitization in vocational education and training. Luxembourg: Publications Office. Cedefop working paper; No 26.

⁶ Sancha, I.; Gutiérrez, S. (2016). Vocational education and training in Europe – Spain. Cedefop ReferNet VET in Europe reports; 2016.

From a European perspective the term "education and training" comprises all types and levels of education and **vocational education and training (VET)**. Irrespective of the provider or governance scheme, VET can take place at secondary, post-secondary or tertiary level in formal education and training or non-formal settings including active labour market measures. In Italy, the term VET is reserved for specific programmes primarily under the remit of the regions and autonomous provinces. VET addresses young people and adults and it can be school-based, company-based or combine school- and company-based learning (apprenticeships). Therefore, the term VET also covers the technical and vocational schools⁷.

In Spain, VET aims to qualify people for work and to contribute to the country's economic development, providing people professional, personal and social skills linking theoretical and practical knowledge. To achieve these goals, on the one hand, Ministry and educational authorities implement the national standards, while on the other hand, regions have executive and administrative powers in their territory. VET-System in Spain benefits of a certain level of flexibility. Once completed compulsory education (6-16 years), learners receive the lower secondary education certificate, which gives them access to high school, intermediate VET or labour market. But from 2013, the education reform has introduced an alternative vocational path (Basic VET) open to ESO (educación secundaria obligatoria) students aged 15 years, who meet certain academic requirements. Students passing Basic VET (2-years programme of 2000 hours of theoretical and practical training of which 240 hours are completed in workplaces) are awarded a certificate with academic and professional validity⁸. The upper secondary education, comprising high school and intermediate VET, is not compulsory. At the end of upper secondary education, students obtain a diploma which gives them direct access to higher VET programmes and university studies. Higher VET programmes last 2000 hours in two academic years and lead to a Higher Technician diploma, giving access to related university studies. University studies include bachelor, master and PhD programmes. The flexibility of this system not only affects the vertical progression in VET, but also the horizontal flow between different educational programmes: students awarded a basic VET diploma may obtain the ESO

⁷ INAPP et al. (2016). Vocational education and training in Europe – Italy. Cedefop ReferNet VET in Europe reports; 2016.

⁸ Sancha, I.; Gutiérrez, S. (2016). Vocational education and training in Europe – Spain. Cedefop ReferNet VET in Europe reports; 2016.

diploma. Equally, students awarded an intermediate VET diploma may obtain the “Bachillerato” diploma (high school) by passing the relevant core subjects of “Bachillerato”.

In the Netherlands, 16 years old students can enter upper secondary VET (MBO), choosing different programmes on the basis of the desired level, area of study (agriculture, technology, economics and care, etc) and learning pathway (school-based pathway or dual pathway). In upper secondary VET, the desired outcomes of qualifications are defined in the national qualification system. Occupational standards cover one qualification profile or several interrelated ones. Occupational standards play a key role in Netherlands where Social partners and education institutions represented in sectoral committees have legal responsibility to develop and maintain them. Once approved by the Ministry of Education, Culture and Science, schools in cooperation with enterprises providing work-based learning develop curricula based on the qualification profiles. Higher professional education (tertiary level VET, HBO) is open to students with upper secondary general education diplomas and graduates of level 4 upper secondary VET programmes. Around 50% of such VET graduates enter the job market; the rest continue to higher professional education. For 16 and 17 years-old people without a general or basic vocational qualification at upper secondary level are required to continue learning, the so-called "qualification duty". The vocational track of the education system starts in lower secondary pre-vocational education with transfer possibilities to upper secondary vocational education. Graduates at EQF level 4 can continue their studies in higher professional education⁹. Study results and advice from school determine the type of secondary education that learners follow after leaving primary education at age 12. In the third year of secondary education, 53% of students follow lower secondary pre-vocational programmes (VMBO).

VET in Romania has a double role: on the one hand, it promotes economic and social development in the country; while, on the other hand, it responds to challenges linked to very low participation in lifelong learning and a high share of early leavers from education and training. The VET Strategy for 2016-20, adopted by Government decision n° 317/27 (2016), includes four main objectives: increasing VET relevance to labour market needs; increasing participation and facilitating access to VET programmes; improving VET quality; developing innovation, national and international cooperation in VET¹⁰.

⁹ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/netherlands>

¹⁰ Cerkez, E.B.; Stroie, D.C.; Vladut, Z.E. (2016). Vocational education and training in Europe – Romania. Cedefop ReferNet VET in Europe reports.

The main vocational education and training opportunities leading to formally recognised qualifications in Romania are initial VET (IVET) and continuing VET (CVET). In this respect, initial VET is inclusive, with pathways among different levels of learning and between vocational and more academic tracks, and it focuses on easing progression and avoiding drop-out. In doing so, IVET wants to guarantee: learners' personal and professional development; equal access opportunities to VET; high-quality provision, organisation and development. Initial VET qualifications are based on training standards which describe the training process in units of learning outcomes and include, for each unit, an assessment standard (revised in 2016 to ensure a better match between qualifications and the reality of working life after graduation). Concerning continuing VET, training programmes are available for learners from age 16. They help develop competences acquired in the existing qualification, the acquisition of new competences in the same occupational area, and the acquisition of fundamental/key competences or new technical competences, specific to a new occupation.

In North Macedonia the European Training Foundation (ETF) is monitoring the implementation of qualifications reform. It regards the establishment of the Regional VET Centres and the re-organisation of the VET schools' network, developing a mapping on work-based learning developments, and supporting the delegation in assessing the relevance, credibility and progress of relevant sector strategies. In addition, it gives support to the Ministry of Labour and Social Protection and the National Employment Agency in refining the employment strategic framework and enhancing skills intelligence gathering to better link VET and labour market demand¹¹. Main reforms implemented in the last period have been the following¹²:

- Review of the qualifications and curriculum development process in line with NQF reform. New learning outcomes based modular have been piloted in three schools as of 2017.
- Review of the existing work-based learning mechanisms and implementation of these system wide starting from 2019–20 programmes.
- Review of the governance of the VET sector with the establishment of three Regional VET Centres in the North-East, South-West and Polog regions.
- Lunch of the youth guarantee initiative.

¹¹ European Training Foundation, “Country Strategy Paper 2020 Update: North Macedonia”, 2020.

¹² European Training Foundation, “Developments in vocational education policy in North Macedonia”, 2020.

In the last years, based on the specificities of the national context, North Macedonia has defined work-based learning as its top priority of development.

In terms of **governance**, in Italy the Ministry of Education, University and Research (MIUR) sets the framework for VET in national school programmes (technical and vocational schools) for higher technical training; while the Ministry of Labour and Social Policies (MLPS) defines the framework for regional education and vocational training courses, that are managed by regions and autonomous provinces.

In Spain, the VET system is regulated by royal decrees, but the regional education authorities may complement the basic curriculum of the vocational qualifications according to their needs. We can define three types of vocational education providers: state and private institutions approved by the competent educational authority; national reference centres (public institutions specialised in the different professional branches) in charge of carrying out innovation and experimentation initiatives in the area of vocational training; integrated training centres which provide both initial vocational training within the education system, and vocational training for employment.

In Netherlands the education of young people is almost entirely regulated by the government, in particular, by the Ministry of Education, Culture and Science. The levels of education regulated by the government are generically classified in the Netherlands Qualifications Framework or European Qualifications Framework (NLQF or EQF). NLQF is a framework for the classification of all possible qualifications in the Netherlands. From basic education to a PhD doctorate, the NLQF makes it possible to compare formally regulated qualifications to non-formal qualifications, often provided by private institutions.

Also in Romania education system is administered at multiple levels¹³. In particular, at national level by the Ministry of National Education (MEN) that organizes and leads the national education system, education, scientific research, technological development and innovation in partnership with both subordinate institutions and institutions under the coordination. At central level in cooperation with other ministries (e.g. Ministry of Public Finance for financing schools) and institutional structures subordinated to the Government. Finally, at local level by the county school inspectorates, as subordinated local institutions. The general legal framework for the organization, administration and functioning of education in Romania is established by: the Constitution; the Law of

¹³ https://eacea.ec.europa.eu/national-policies/eurydice/content/romania_en

National Education; ordinary laws and Government ordinances. The specific procedures and regulations are established by Government Decisions and orders of the Ministry of National Education.

In the Republic of North Macedonia educational system is decentralized. The management of the primary and secondary schools is under responsibility of the municipalities. The State provides financial resources for the education in the municipalities in the form of Block Grants. Those municipalities that are still in the first phase of the decentralization, receive block grants for financing the maintenance of the infrastructure, whereas the salaries of the employees in the schools are still centrally distributed. The municipalities that are in the second phase of decentralization receive block grants for both, infrastructure and salaries of the school employees. The Councils of the Municipalities are fully responsible for the internal distribution of the financial resources from the block grants among the schools that fall under their responsibility. The curricula for the subjects in the primary and general secondary education and for the general subjects in the vocational education are prepared by the Bureau for Development of Education and for the vocational subjects by the Centre for Vocational Education and Training. The Ministry of Labour and Social Policy in cooperation with the Employment Agency of the Republic of North Macedonia is in charge of employment policies. In 2016 a Strategy for Employment was adopted, which outlines the future needs of the labour market as well as the needs for new jobs for future generations, indicating also the increase in competences and skills depending on the needs for the given years. The Employment Agency of the Republic of North Macedonia has introduced and implemented programmes, measures, and assistance for employment and self-employment.

Within the broader term “**Adult education**”, all countries involved in the present research define activities aimed at the same objective: to assure cultural enrichment, requalification, personal and professional development and professional mobility of adults. In Italy the domain “School education for adults” only refers to the educational activities aimed at the acquisition of a qualification as well as to literacy and Italian language courses. Italian VET also offers “Adult education” and “Continuing Vocational Training” (CVT). In Spain education Authorities provide basic education for adults who for different reason do not possess the end of compulsory education qualification, comprising primary education, lower secondary education, as well as basic, intermediate and higher vocational training and language education. Adult programmes can be full-time, part-time or modular basis. In addition, labour authorities organise a wide range of training schemes to improve

employability or ease integration into the labour market. In particular, vocational training for employment aims to promote, extend and adapt the training offer to the needs of the labour market and help develop a knowledge-based economy. It comprises vocational training for both employed and unemployed people and it is aimed at those who want a professional retraining.

Concerning adult people in Netherlands, there is no institutional framework for continuing vocational education and training (CVET). Provision is market-driven with many suppliers. Most approach and finance training from an employability perspective. They help employees progress in their careers, sometimes even in other sectors, and offer special arrangements for older workers. Many projects also help young people find employment or take initiatives to sustain or expand apprenticeship places¹⁴.

In Romania the continuing VET-programmes are provided by authorised private and public training organisations, considering the needs of employers and basic skills needs of adults in the form of: apprenticeship at workplace; traineeship for higher education graduates; adult training courses¹⁵.

In the Republic of North Macedonia adult education is a special priority. This activity is regulated with the Law on Adult Education and Law for Vocational Education. The system of adult education is promoted by the Centre for Adult Education, an institution established by the government in order to contribute through adult education to the achievement of socio-economic needs of Macedonia, to meet the needs of the labour market and to assist individuals in their personal development¹⁶. Adult education can be realized in vocational schools for the purpose of acquiring qualifications in the formal system and as vocational training, realized by an accredited provider with a verified program.

In terms of EQF levels, all European Countries have adopted the same system to show levels achieved by different step of education, even if sometimes the same levels are achieved by European students in different ages¹⁷.

In Italy at the age of 14, young people complete lower secondary education, sitting a state exam to acquire a certificate (EQF level 1) which grants admission to the upper secondary level. In this phase, they can choose between two different pathways:

¹⁴ Cedefop (2016). Spotlight on VET: The Netherlands.

¹⁵ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania>

¹⁶ eacea.ec.europa.eu/national-policies/eurydice/content/former-yugoslav-republic-macedonia_en

¹⁷ See Annex 1

- The upper secondary school education – five-year programmes which include both general (high schools/licei) and vocational (technical and vocational schools) programmes. At the end of this pathway, students who successfully pass the final exam, receive a certificate that gives them access to higher education. The qualifications awarded after successful completion of high school, technical and vocational school are at EQF level 4.
- The regional vocational education training system (VET) – three or four-year courses organised by accredited training agencies or by upper secondary schools (EQF 3 or 4 level). At the end of regional courses, learners receive a qualification that gives them access to second-level regional vocational courses or, under certain conditions, short-cycle courses at higher education level.

The higher education programmes are offered by both university institutes and non-university institutes. Access to these programmes is solely for students with an upper secondary school leaving certificate. The Ministry of education and individual institutions establish the specific conditions for admission. The pathways are:

- Universities. Public or private, characterised by the three cycles of the Bologna structure (bachelor, master and specialisation or PhD programmes).
- High level arts, music and dance education institutes (Alta Formazione Artistica, Musicale e coreutica - AFAM), includes non-university programmes based on the three cycles structure.

The Spanish Education System is divided into general and special learning systems. The general system includes pre-school education, primary education, compulsory secondary education, baccalaureate, vocational training and university education (it covers also adapted learning for students with special educational needs, distance learning for students who are unable to regularly attend an education centre and adult education). While, the special system includes artistic education, language education and sports education. All the specified types of education are regulated by the provisions of the aforementioned laws, except for university education that is regulated in the Organic Law on Universities (LOU). Compulsory education in Spain, as well as in Italy, includes the age group 6-16 years. Education offered from early childhood to the end of lower secondary education (16 years) does not include vocational training programmes.

In Netherlands the framework consists of eight levels. Each of them is defined by a set of descriptors, indicating the learning outcomes relevant to qualifications at that level. The

levels are based on descriptions of what one knows and is able to do after completion of a learning process, regardless of where and in what timeframe this took place. Within this context, after primary education (4 to 12 years old), the General secondary education integrates lower and upper secondary general education programmes and it includes three different pathways:

- integrated lower and upper secondary programmes (pre-university education) lasting six years and leading to EQF4. It prepares learners for higher education at research universities and higher professional education at universities of applied sciences (age 12-18);
- integrated lower and upper secondary general education programmes lasting five years and leading to EQF4. They lead to higher professional education (age 12-17);
- two general programmes (the theoretical and mixed pathway) within lower secondary pre-vocational education (VMBO), that lasts four years (age 12-16).

In the framework of Post-secondary education, specialising programmes last 1 years.

For the Higher (or Tertiary) education, university education offers bachelor programmes lasting three to four years and one to two-year Master's degree programmes to adult learners. After completing a master degree programme, learners can continue in PhD programmes.

In Romania the national educational system has an open character (allowing the mobility of pupils, by transfer from a school unit to another school unit, from a class to another class, from a field of study to another field of study and from a pathway to another pathway) and it has a pluralistic character (public or private schools, in educational alternative system), providing also schooling methods in the official state language (the Romanian language), in the native languages of the pupils belonging to the national minorities or in languages of international circulation. The stage of the Romanian education system after primary education, divided into a preparatory grade (6-7 years) and in grades 1 to 4 (7-11 years), is secondary education. Secondary education is divided into lower secondary education (11-15 years) and upper secondary education (age 15 onwards), comprising VET programmes. Compulsory education starts at primary school (age 6) and it includes primary, lower secondary and the first two years of upper secondary education, for a total of 11 years. Lower secondary education includes grades 5-8. After completing this stage, learners continue their studies in upper secondary education (grades 9-12/13), in any of the following programmes (high school education or minimum 3-year professional

education): general, vocational, technological or school-based VET. The access to the higher level is achieved by a national evaluation examination and distribution in upper secondary education units. At upper secondary level, there are four types of VET programme: four-year technological programmes (they offer graduates an upper secondary school-leaving diploma and the EQF level 4 "technician" qualification); four-year vocational programmes (they provide graduates with a professional qualification in military, theology, sports, arts and pedagogy as well as with an upper secondary school-leaving diploma at EQF level 4); three-year school-based VET programmes (they may be offered as initial dual VET and they provide graduates with a professional qualification of "skilled worker" at EQF level 3); short VET programmes (they provide learners, who have completed two years of a technological programme with a professional qualification at EQF level 3, after 720 hours of practical training).

- Post-secondary VET programmes (or tertiary non-university education). It includes professional and technical education. Post-secondary VET provides one- to three-year higher VET programmes, leading to a professional qualification at EQF level 5.
- Higher education. It is organized in universities, study academies, institutes, higher studies schools, referred to as higher education institutions or universities, temporarily authorized or certified. High school graduates with a high school diploma can enrol in higher education. The admission conditions are different from one institution to another. The structure of higher education reflects the principles of the Bologna process: Bachelor studies, Master studies, PhD studies. Higher education has no formal VET programmes. However, some bachelor and master programmes are more practice/technical-oriented than others¹⁸.

The teaching in North Macedonian schools is conveyed in four languages. In addition to the Macedonian language as official language in the country, the pupils have option to select studying in Albanian, Turkish or Serbian. In some schools the students also have the option to select non-compulsory (elective) subjects for learning about the culture and language of Aromanians or Roma people. The educational system in the Republic of North Macedonia after primary education (6 – 15 years old) includes General secondary education (or Gymnasium) in duration of four years and vocational education (Vocational Schools) in duration of two, three or four years. The secondary education comprises all children in the age cohort 15 to 19 years for the general secondary education, and for the

¹⁸ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania>

age cohort 15 to 17, 18 or 19 in the VET depending on the selected track. The activities and responsibilities of secondary education are defined and regulated with the Law on the Secondary Education and the Law for Vocational Education and Training. Secondary education is free of charge in the public secondary schools. The pupils also have the legal option to enrol into the private secondary schools which are officially recognized by the Macedonian educational system. Regarding higher education, it implements undergraduate, master and doctoral studies in the higher educational institutions and institutes which are autonomous and independent. The activities are defined and regulated by the Law on the Higher Education. In accordance with the national policy for provision of equal access to the higher education, social cohesion and lifelong learning, the State introduced the Project 35/45, which promotes enrolment of the 35 – 45 years old students. In North Macedonia education is compulsory between the ages of 6 to 19 for general secondary education, or from 6 to 17, 18 or 19 for vocational education and training depending on the selected VET track. Vocational education as a formal education can be realized as: vocational training (up to two years), vocational education for occupations (three years), technical education (four years) and post-secondary (specialist education) and education for adults.

The **Assessment models** are the issues where it is evident the more relevant differences. As a matter of fact, assessment of learning outcomes (LO) can take many forms. The case of the Italian model that conceive in function of the objective of structuring a system of certification acquired in non-formal and informal learning contexts, has the tendency to valorise the human capital and the individual experiences baggage. In this sense, the application of an approach towards learning process on skills already possessed but not always expressed and aware.

We often see the assessment of achievement across the content of a programme of learning, including all of some of objectives' assessment through different tools. Other approaches oriented to assess all learning outcomes, on the basis of specific criteria relating to each LO. In this question, Romania includes different steps such as planning, performing, checking/evaluating in assessment methodology, to obtain more information, linking tasks with all dimensions of competences in VET. Learning-centres approaches as well as active learning are the assessment that joins Netherlands and Romania on the same methodologies. In Spain the criteria definition on performance is based both on outcome-oriented approaches and work-oriented approach. The assessment is applied on different

level of learning, describing outcomes from the most general to the most detailed¹⁹. In the case of North Macedonia some policies improvement on assessment are still expected, in the form of more consistent and meaningful methodology. Also, the Organisation for Economic Co-operation and Development (OECD) recommends the creation of national learning standards through which, teachers and trainers can assess and shape students learning on other dimensions of their curriculum, where the approach is, for now, only summative and limited to a few kinds of tasks²⁰.

2.2. VET-SYSTEM AND SPORT QUALIFICATION

In order to establish a common reference system of qualification, a cross-country comparison of the content and profiles of sport qualification in VET should be explored. An intense phase of international cooperation across countries in EN ROUTE partnership has been implemented to identify the possible “core profile” or “core learning outcomes” that are included in the present sport and tourism national qualifications, as a starting point to set the framework for a new profile. This approach allows to observe similarities and differences, providing a range of issues to discuss. In particular if some national sport training programmes can be considered sufficient or they need additional learning outcomes for the specific tasks to be covered by the expected profile. The form of checking the content and profiles of the countries’ qualification adopted by partners made it possible to observe that the panorama is complex and highly segmented. In fact, sport system in Member States, with regard to sport qualification (coaches, instructors, sport teachers, trainers and officials), link differently the sport education systems to their official National Qualifications Framework (NQF) and the European Qualification Framework (EQF). Moreover, not all Member States includes these qualifications in the NQF system. Some of them are still working to specific regulation initiatives that would allow inserting the sport qualifications in the NQF, by adopting the same learning outcomes’ approach as per national provisions, thus in line with European level.

¹⁹ CEDEFOP (2010). Learning outcomes approaches in VET curricula A comparative analysis of nine European countries, Luxembourg: Publications Office. Research paper; No 6. Publications Office of the European Union, 2010

²⁰ OECD (2019), *OECD Reviews of Evaluation and Assessment in Education: North Macedonia*, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris, <https://doi.org/10.1787/079fe34c-en>.

The European qualifications system highlights four sport segments:

- coaching
- management
- officiating
- instructing

Coaching segment includes those professions aimed at the development of the athlete's performance at sport competitive level. In the *management segment* there are those professions aimed at the development and management of small and large sport organisations, events, facilities and services. *Officiating segment* regards those professions aimed at the supervision of sports competitions in accordance with established rules and, finally, *instructing segment* includes those professions aimed at the development of the athlete's performance at non-competitive level. This last segment also contains people who are qualified with diplomas/bachelor degrees/master degrees and specialized programmes in sport disciplines and courses in sport related areas such as recreation, leisure, wellness and outdoor activities. Between these categories, the coaching segment registers the highest percentage of qualifications, shortly followed by the management one. The management segment is strongly linked to the high education area, while the coaching and officiating segments are closer to specialised professional environments. For example, coach training courses are widespread and subject to customised initiatives and officiating careers are very often embedded in international federation qualification systems²¹.

Regarding the sport education system itself, it is divided in two main parts, which leading to sport qualifications. On the one hand, formal education sport system is regulated by general education legislation. It encompasses both Higher Education (HE) sector, such as universities, academies for physical education and sport, as well as Vocational Educational High Schools of Sport, and formal VET providers, involved in education and training for coaching and management in the field of sport. In particular, the HE whole area allows sport graduates to achieve a sport qualification that, thanks to the Bologna process, they are often already embedded in the national systems or have a reference to the European Qualifications Framework (EQF). On the other hand, non-formal education sport system is not under specific public legislation, so concerning the recognition of qualifications awarded through this system, a specific legislation is missing and every organisation is

²¹ European Commission (2016). Final Report on Study on Sport Qualifications acquired through Sport organisations and (Sport) Educational Institutes.

free to organise, qualify and partly recognise non-formal education. In this case, the providers mainly correspond to sport organisations and private bodies that deliver programmes for training sport coaches, instructors, referees and managers, having their own sport education system and their own qualifications (i.e. sport federations). These providers release often sport-related qualifications without really connection to homogeneous classifications. This fragmentation can partly be attributed to a low proportion of sport qualifications in NQFs, hence links to EQF, and to the lack of shared procedures in the provision of those sport qualifications in the different countries. Indeed, the levels of sport qualifications are frequently not designed following a common reference framework. Considering that, there are still sport qualifications designed and delivered outside the formal system, by non-formal providers, overall the state of play regarding the inclusion of sport qualifications in the NQF is still incomplete. Furthermore, the high variability of denominations of courses and degrees between different countries complicates the issue. Nevertheless, this classification needs to be considered flexible, because each Country has different sport sub-systems that might lead to include one provider in the formal category in a certain country while, in another country, the same provider might be in the non-formal category.

To meet the needs recognised by EU of enhancing the quality and the quantity of better-qualified people in the sport sector, especially if considering the role of sport in society, all partners worked for a better transparency, comparability, transferability and recognition of competences and qualifications between sport and tourism, in order to increase mobility, employability and inter-sectoral economic development.

As we know, a point of common reference for indicating the level of learning outcomes related to national recognised education and training pathways is the European Qualification Framework (EQF). Its generic descriptors influence the national level descriptors, even if the latter are then adjusted and further developed in response to national needs and priorities, on the basis of extensive dialogue and consultation between different national stakeholders. Thus, the NQFs draw attention to the outcomes of education and training, focusing on what learners are expected to know, understand and are able to do. Learning outcomes-based level descriptors are essential to these frameworks, because the learning outcomes approach is often embedded in national systems, although with different degrees of commitment. While technical in their character, these descriptors not only help to define and map the level of complexity (hierarchy of levels) of a particular qualification, they also help to clarify its horizontal

orientation, be this on theoretical knowledge, practical skills and/or transversal competences. Specifically, the vertical dimension captures the increase in complexity, depth and breadth of learning outcomes. It makes it easier for individuals to understand what is expected from somebody holding a qualification at a particular level and it also supports those designing and reviewing qualifications. At the same time, the horizontal dimension helps individuals, as well as education and training stakeholders, to distinguish between categories such as knowledge, skills, competence, social and personal competence, and autonomy and responsibility. This dimension is critical as it demonstrates that different types of qualifications with different purposes and profiles (general and vocational, practical and theoretical) can be delivered at all levels²². For these reasons, level descriptors are very important reference points, which aim to reinforce the learning outcomes orientation of education, training and qualification systems.

2.3. SPORT QUALIFICATIONS IN NATIONAL OCCUPATIONAL STANDARD: A comparative analysis

The approach to use a national qualification as a reference point seemed the first important step to adopt to compare sport VET qualification. During the course of the EN ROUTE research, a common awareness to overcome the viewing of qualifications with a specific national lens has grown over time. As a matter of fact, this first methodology, which has proved useful for building the general qualifications framework from the beginning, highlighting the specific national system and its learning outcomes descriptions most of all. However, since the main aim of the research was to support countries' mutual understanding to overcome the gap between different systems, the issue was not to support a standardisation of a qualification. The research path would answer to the need of building a better evidence base in increasing relevance and quality of each national qualifications system based on sport profiles as well as cross-sectoral qualifications.

Therefore, starting with the study of the present qualifications systems, first at European level, the EU scenario show a good and inclusive range of tools that might support the Member States in defining sport qualifications. However, the analysis of the Regulated

²² Cedefop (2018). Analysis and overview of NQF level descriptors in European countries. Luxembourg: Publications Office. Cedefop research paper; No 66.

Professions Database²³ of the European Commission does not reveal the presence of inter-sectoral professionals who overlap the sport sector to the tourism sector. Similarly, the current version of the International Standard Classification of Occupations²⁴ (ISCO), known as ISCO-08, classifies the “*Sport and fitness workers*” (group 3.4.2) within the large group of the “*Technicians and associated professionals*”. This category includes the profiles such as Athletes and Sport players, Sport coaches, Instructors and Officials, Fitness recreation instructors and program leaders. In addition to these figures, “*Sports, recreation and cultural centre managers*” (group 1.4.3.1) are also classified in the major group of the “*Managers*”. ISCO-08 is used also as a hierarchical structure for the European Skills Competences and Occupational classification²⁵ (ESCO), which identifies and classifies skills, competences, qualifications and professions relevant to the European Union labour market. ISCO-08 provides the first four levels of the classification, while ESCO describes the professions of the next levels.

In the ESCO classification some category displays profiles between two sectors. “*Fitness and recreation instructors and programme leaders*” guide and support groups and individuals in recreational, fitness or outdoor adventure activities. Furthermore, they plan and carry out recreational and fitness activities, evaluate client's abilities, ensure safety and provide emergency or first aid assistance when required, support in the use of equipment and demonstrate and teach body movements during activities. This minor group includes also “*Recreational Animators*” who provide recreational services to people and children on vacation. They organise activities such as games for children, sport competitions, cycling tours, shows and museum visits. Recreational animators also advertise their activities, manage the available budget for each event and consult their colleagues. This professional category includes: Outdoor animator and Outdoor activities instructors. Both figures combine sport practice with holiday experience. Mountain biking, riding, sailing, Nordic walking, trekking, skiing, sport climbing, canoeing and kayaking, rafting, paragliding, parachuting, diving and outdoor activities for disabled are just some of the possible experiences to do during a holiday.

²³ <https://ec.europa.eu/growth/tools-databases/regprof>

²⁴ <http://www.statisticclass.eu/statisticclass.classificazioni/index.php>

²⁵ <https://ec.europa.eu/esco/portal/occupation>

2.3.1. ITALY

At first, the complete absence of a cross-sector professional figure able to express competences in both the sport and tourism areas within every Italian classification, must be underlined. The most relevant national catalogues separate the two economic-professional areas. On the one hand there is the sector of “*Services for recreational and sporting activities*”; while on the other hand that of the “*Tourist Services*”²⁶. In the first sector, among the regulated professions, there are the figure of the Coach (in the variations of Head Coach or Assistant Coach), the Ski Instructor, the Fencing Instructor, the Technical-Sports Director, the Athletic Trainer and the Officer of competition; while in the second sector we highlight those of the Tourist and/or Alpine Guide, the Travel Agency Technical Director, the Tour Leader and the Bathing Assistant.

The same division is present in other classifications²⁷, where only three sport profiles are mentioned in the group of “*Motor Science*”: Sports Coach, Sports Instructor and Sports Manager. While the typical profiles of the tourism sector as Tourist Guide, Tourist Information Offices Personnel, Tourist Promoter, are included in the “*Specialists and technicians in linguistic, literary and documental disciplines*” area. However, a possible contact point is quoted in the Sport Manager profile, where a connection among two different field, sport and tourism, is mentioned in the skills description: “...*despite the fact that the sports manager operates mainly in the sport sector, he can also develop his business in non-sport areas, such as tourism, as he has skills useful for holding managerial roles*”. In fact in the tasks where the manager has to organize and carry out tourism and sports services, he needs skills such as: detecting and analysing the needs expressed by beneficiaries of the action/project; defining, designing and implementing an intervention plan; monitoring it and evaluating its progress²⁸.

A sort of common framework can be seen in classification where the sport and tourism professions are described in the same group. It is the case of ISTAT CP2011²⁹, considering skill level and skill specialisation as descriptive factors, where tourist and sport profiles are considered in the “*Technical Professions in public and personal services*” (group 3.4). A certain range of similarity between sport and tourism sectors is attributable to the skill level. All professions described in this classification, as “*Technical Professions*”, require

²⁶ <https://atlantelavoro.inapp.org/>

²⁷ <https://www.atlantedelleprofessioni.it/>

²⁸ <https://www.atlantedelleprofessioni.it/professionioni/manager-dello-sport>

²⁹ <http://professioni.istat.it/cp2011/>

technical-disciplinary knowledge to select and operationally, apply protocols and procedures in production or service activities. The main tasks that technical professions are called to answer, require experience and knowledge of principles and practices necessary to assume operational responsibility and to assist the specialists of the second large group in every disciplinary field. The profiles described in this group as “...*Professions in public and personal services*”, regarding sport and tourism areas, performs the following tasks: to organise tourist and accommodation flows and activities; to train and makes sports, including teaching on professional training courses (driving cars, planes and boats) to individual or small target group; to train athletes (referees and judges in competitions and professionally exercise sport activities); to provide services in recreational field; to organise events and sport structures; to provide care and safety services to people and public services on an administrative basis. The level of knowledge needed for these professions is acquired through the completion of secondary, post-secondary or university level courses, or learning paths, even non-formal, of the same level of complexity. Regarding the skill specialisation, that is more the leisure management than territorial and tourism promotion. Furthermore, there are also other professions that require basic operational and executive skills in the activities they carry out. This is the case of the Cycle tour-assistant, Diving tour-assistant, Equestrian tourism guide and Hiking-naturalistic guide. These professional figures are classified within the CP2011 as “*Nature and sports guides and tour-assistants*”³⁰ (group 3.4.1.5.1) and they perform the following tasks: accompany individuals or groups of tourists in mountain climbs or other itineraries of particular naturalistic interest; illustrate the historical, archaeological and naturalistic peculiarities related to the itinerary; create excursion groups and train hikers to orientation; organize excursions, recommend routes indicating the difficulties and the best conditions in which to follow them; prepare the necessary equipment, verify the suitability of those of hikers and analyse weather conditions; guide and help hikers in difficult situations; provide first aid in the event of accidents, request help when needed and take part in rescue expeditions. Finally, we can affirm that this professional profile is one of possible qualifications that promote sustainable tourism and, simultaneously, we can also underline the complete absence of profiles that promote accessible tourism.

Regarding VET system, in Italy, NQF was adopted in January 2018³¹, it has eight levels and its level descriptors are knowledge, skills, autonomy and responsibility. The Italian

³⁰ <http://professionioccupazione.isfol.it>

³¹ d.lgs. 8 gennaio 2018 (Gazzetta Ufficiale Serie Generale n.20 del 25-01-2018)

NQF is used in the Italian referencing process to link all qualifications from formal education and training to the EQF. The “knowledge” and “skills” descriptors of the EQF are deemed clear enough to permit correlation with Italian qualifications, while the “competence” descriptor is divided into three dimensions: work/study context; type of tasks, problems and problem-solving approaches; autonomy and responsibility. Into this context, the analysis related to sport qualifications and VET system at regional level highlights the absence of cross-sectoral professionals able to combine sport skills with tourism skills. The majority of the classifications adopted in the various Italian regions reflect the same sectoral division proposed by the INAPP³² (Istituto Nazionale per l’Analisi delle Politiche Pubbliche), which separates the sector of “*Services for recreational and sporting activities*” from “*Tourism Services sector*”. Analysing the regional catalogues, it emerges that the most common sport profiles throughout the country can be summarised as follows: Manager/Director of sports facilities (including ski facilities) and Motor activity instructor (including fitness, diving, skiing, mountain biking, sailing, etc...). Within the regional sports catalogues, there is only one sport profile that recalls the tourist area and deserves to be reported, despite being linked more to the concept of tourist animation: Tourist-sport animation and leisure service expert³³ (EQF level 4). Instead, as regarding the tourism sector (organised in three fundamental processes - catering services/accommodation service/travel service), the range of professions listed is much wider than the sport sector. But, for the purposes of this research and in an effort to seek cross-sectoral skills that can also be used usefully in the sports field, only some of them are worth being mentioned as follows:

- Territorial tourist development expert³⁴ (EQF level 5);
- Expert in design of experiential tourist products³⁵ (EQF level 5);
- Expert in tourism marketing and promotion of the territory³⁶ (EQF level 5).

These professional roles require a good level of planning, organizational and management skills, as well as knowledge in project management, customer satisfaction, marketing strategies and ability to carry out market analysis and study of the territory.

³² <https://atlantelavoro.inapp.org/>

³³ <http://certificazionecompetenze.provincia.tn.it/repertorioProfili/index.php>

³⁴ <https://repertorio.cliclavoroveneto.it/>

³⁵ <https://www.sardegналavoro.it/formazione/repertorio-rrpq/profili-di-qualificazione>

³⁶ <http://professioniweb.regione.liguria.it/>

2.3.2. SPAIN

The Spanish National Catalogue of Professional Qualifications, known in Spanish as CNCP, is an instrument which arranges the professional qualifications according to competences appropriate for occupational performance. It comprises the most important professional qualifications of the Spanish productive system. It includes VET contents related to each professional qualification. The Spanish National Institute of Qualifications (INCUAL - El Instituto Nacional de las Cualificaciones) is responsible for defining, drawing up and updating the CNCP³⁷. The CNCP consists of professional qualifications arranged in 26 professional families and 5 levels of qualification. The professional competence affinity criterion was selected to create the 26 professional families. The 5 levels of professional qualification are linked to different aspects such as knowledge, initiative, autonomy, responsibility and complexity, that represent the professional competence necessary for the accomplishment of every activity. In this respect, it is important to emphasize that a professional family of the CNCP is dedicated exclusively to the field of sport, specifically professional family 2: *“Physical and Sports Activities”*.

The MECU (Marco Español de Cualificaciones) is a national qualifications framework which includes lifelong learning. It is an organizational structure for qualifications by levels ranging from the most basic to the most complex learning. It therefore covers general and adult education, vocational education and training and higher education. It includes: qualifications obtained outside the education system through on-the-job training, work activity, collaboration with NGOs, and educational qualifications obtained in the education system. It proposes eight levels, covering all types of qualifications in Spain, and the level descriptors, defined in terms of knowledge, skills and competences, are inspired by the level descriptors of the EQF, but adapted to the national context³⁸.

As regards the sport sector qualifications involved in outdoor sports activities some profiles are useful to be mentioned: *Technician in guiding in the natural environment and free time*³⁹ (EQF level 4), as well as those technical figures engaged in mountain sports such as skiing, cross-country skiing and snowboarding. Broadening the perspective, in the sport field we

³⁷ National Institute of Qualification, INCUAL. National system for qualifications and vocational education and training

³⁸ https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-79_es

³⁹ https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-2738

can also find the following professional figures: *Senior Physical Fitness Technician*⁴⁰ (EQF level 5); *Higher Technician in teaching and socio-sports animation*⁴¹ (EQF level 5).

2.3.3. THE NETHERLANDS

In the Netherlands, the NLQF is an elaboration of the EQF, in line with the levels of the Dutch education system and labour market. The differences between the EQF and the NLQF are as follows: the EQF descriptors are further elaborated in the NLQF, while the NLQF has an entry level below EQF level 1. The NLQF also includes a level 4 and 4+. In addition, the extra "Context" descriptor in the NLQF is used to obtain information about a qualification, although has no direct impact on the assessment of the classification. While the EQF descriptor "skills", in the NLQF is divided into five sub-descriptors: application of knowledge, problem-solving skills, learning and development skills, informative skills and communicative skills.

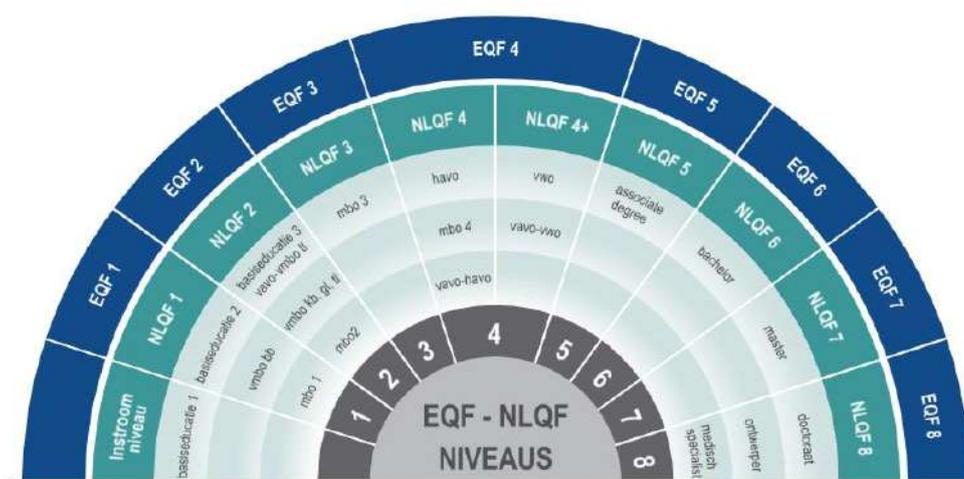


Figure 1. An overview of the structure and qualifications of the Dutch education system.

Source: <https://www.nlqf.nl/nlqf-niveaus>

Considering non-university education, only VET-system related to sport and tourism, profiles belonging to the two employment sectors are segmented.

In tourism field qualifications active in leisure management like “*Employee Leisure/tourism*” (EQF 3 – 4), had to be mentioned for specific tasks related to market

⁴⁰ https://www.boe.es/diario_boe/txt.php?id=BOE-A-2019-12872

⁴¹ https://www.boe.es/diario_boe/txt.php?id=BOE-A-2017-8301

analysis (*Develops products and / or services; Analyses customer / guest data Task 2- Organizes and carries out marketing activities Task 4*) and the profile of “*Supervisor leisure/tourism*” (EQF 4), for management tasks (*Task 4: Provides leadership and performs management tasks 4.1 Draws up a department plan 4.2 Draws up a plan for personnel planning and development 4.3 Draws up analyses for budgets and makes proposals*).

In sport field qualifications Sport instructor - (EQF 3 – 4), also had to be mentioned for tasks related to management (“Organizes and runs matches, tournaments or events; Conducts a match, tournament or event; Carries out management and maintenance tasks; Works on promoting and monitoring quality”) as well as Coordinator sport instruction, training & coaching - (EQF 4), which is relevant for skills related to planning, management, and evaluating tasks (“Carries out organization - and profession-related – tasks; Maintains contacts with relevant persons and organizations; Coordinates and executes Sports projects; Prepares the Sports project; Draws up a project plan for a Sports project; Evaluates the Sport activities”)⁴².

2.3.4. ROMANIA

The Romanian Occupations Classification (COR) is a legal act which defines and gathers job positions of the Romanian market in occupational sectors. Even in the Romanian case, sports-related professions are completely separated from tourism-related professions, without considering the indirect tourist value of sports event-related tasks, which however is not clearly explicit in any sports profile.

Professional sports figures are included in the main group 1 (“*Managers*”) as “*Sports, recreation and cultural centre managers*” (1.4.3.1). They plan, organize and control the operations of the units providing sports, artistic, theatrical and other recreational services. This subgroup contains the following profiles: President of the sport federation, Secretary General of the Sport Federation, Sport facilities administrator, Sport federation coach. In this first group, training level is not defined by COR, because it depends on other regulations. In addition, other sport profiles can be found in the main group 3 (“*Technicians and associate professionals*”) as Athletes and sports players (3.4.2.1), Sports coaches,

⁴² MBO Kwalificaties: https://kwalificaties.sbb.nl/Details/Index/4867?type=Kwalificatie&item_id=1282139&returnUrl=%2F%3FResultaatType%3DAlles%26AardKeuzedeel%3D%26SBU%3D%26Niveau%3D%26Wettelijkeberoepsvereisten%3D%26Cohort%3D%26Schooljaar%3D%26Certificaat%3D

Instructors and Officials (3.4.2.2), Fitness and recreation instructors and program leaders (3.4.2.3). Training level 3 is required in this group (secondary or post-secondary education). These sports and fitness professionals prepare and compete in sporting events, train amateur or professional athletes to increase performance, promote participation and sporting standards, organize sporting events, provide instruction, training and supervision for various forms of exercises and other recreational activities⁴³. Specifically, Sports coaches and instructors work with amateur or professional athletes to increase performance, encourage greater participation in sports and organize sporting events according to the established rules (i. e. Sports coach, Skiing/ Golf/ Tennis/ Swimming/Martial arts instructors). Instead, Fitness and recreation instructors and program leaders guide and instruct groups and individuals in outdoor recreation, fitness or adventure activities. These figures include Sports animator, Fitness instructor, Physical education instructor, Saving instructor, etc.

As far as the tourist sector, the COR classifies these professional figures within main group 4 (“*Clerical Support Workers*”) and main group 5 (“*Service and Sales Workers*”). More precisely, Travel consultants and clerks fall into the “*Customer service clerks*” subgroup (4.2). They provide information, establish travel itineraries, obtain reservations for transport and accommodation, and organize group trips. This category includes: Travel Agent, Tour Operator, Tourist Assistance Agent, Travel Agency Clerk, Travel Agent for thematic circuits⁴⁴. The minimum education level required by this main group is 2 (secondary education). In addition, there are also other tourist profiles considered as “*Service and Sales Workers*” (main group 5). This is the case of Travel attendants and travel stewards, Transport conductors and Guides, which fall into the “*Personal Service Workers*” subgroup (5.1). They provide personal services related to travel, housekeeping, food supply, personal care and children. In particular, Guides accompany people or groups of people on tours, sightseeing tours and excursions or walks in places of tourist interest such as historical sites, industrial units and theme parks. They describe points of tourist interest and provide essential information on interesting features. This category includes: Travel Guide, Mountain Guide, Speleological Tourism Guide, Equestrian Tourism Guide, Sport Travel Guide (Climbing, Skiing, Swimming, Rowing, Yachting, Ultralight flight etc.),

⁴³ http://www.mmuncii.ro/j33/images/Documente/Munca/COR/112018_Grupa_Majora_3.pdf

⁴⁴ http://www.mmuncii.ro/j33/images/Documente/Munca/COR/Grupa_Majora-4_102018.pdf

Accompanying Tourist Group, Tourism Activity Organizer, Hotel Animator, etc⁴⁵. The minimum level of education required by main group 5 is 2 (secondary education).

2.3.5. REPUBLIC OF NORTH MACEDONIA

The North Macedonian Classification of Occupations⁴⁶ is an instrument used in collecting, analysing and publishing relevant data important for monitoring the changes occurring in the labour market in the Republic of North Macedonia. The National Classification of Occupations is prepared according to the principles of the International Standard Classification of Occupations (ISCO-08). It has a hierarchical structure. A total of 4145 individual occupations are divided into four levels as follows: 10 main groups, 40 subgroups, 124 minor groups and 433 unit groups. The professionals of sport are included within the main group 1 (*“Legislative and executive members, state officials, managerial state officers, diplomats and directors”*) and main group 3 (*“Technicians and related occupations”*). More specifically, in the first case they are categorized as *“Directors of sports, recreation and cultural centre”* (1.4.3.1). Within this single group, there are Director of the sport and recreation institution, Sport Director, Director of a sports facility. These professionals run enterprises and organizations that provide sports, recreational, cultural, artistic and other services. They perform the following tasks: planning daily activities and organizing various programs provided by the centre; assessment of revenues and expenditures and cost control; conducting operational and administrative work; advertise the events taking place in the centre; properly manage human resources, material and financial resources, and implement a work plan; providing working conditions in accordance with the prescribed standards; to know the new trends and keep up with the development of the services provided; supervision of the training and work of the employees, as well as their selection; notifying the owner, if any.

In the second case (main group 3), the sports professions are described as *“Sport and fitness workers”* (3.4.2), which prepare, plan and organize sports events, train professional athletes and sports amateurs, promote sports standards, give sports instructions, oversee various forms of exercise and other recreational activities and increase the value of sports disciplines. The tasks that are most often performed include: participating in various sport

⁴⁵ http://www.mmuncii.ro/j33/images/Documente/Munca/COR/03052019_COR_Grupa_Majora_5.pdf

⁴⁶ Republic of Macedonia, Central Bureau of Statistics. NATIONAL CLASSIFICATION OF OCCUPATIONS, Skopje, 2011.

events; conducting sports trainings to develop sports skills and knowledge; setting rules and norms related to running competitions and controlling the progress of those events; planning, organizing and conducting practical sessions; developing fitness programs, holding group exercise classes and personally training various fitness activities; promoting sports skills and sporting events and overseeing participation. In this secondary group, occupations are classified as following: “*Athletes and related professions*” (3.4.2.1), “*Sports coaches, Instructors and Officers*” (3.4.2.2), “*Fitness and Recreation Instructors and Program Leaders*” (3.4.2.3). Athletes and related professions participate in competitive sporting events, train other athletes, establish rules about sporting events, and monitor the progress of those events. They participate in competitive sports events, train other athletes to develop the ability and knowledge of the sport, establish rules regarding the conduct of sports competitions and control the progress of these events. While Sports coaches, Instructors and Officers work with professional sportsmen and amateurs, contribute to increasing the values of sports, support greater participation and affirmation in sports, organize and formalize sporting events, set norms and criteria in sports and more. In this single group are included: Sport Recreation Guide, Host of sport activities for children and youth, Sport coach, Sport Judge, Sport instructor, Sport delegate. Finally, Fitness and Recreation Instructors and Program Leaders lead, manage and teach groups and individuals with sports and recreational activities. They also plan, perform and monitor recreational and fitness activities, ensuring against sports risks and providing first aid when needed; they assess customer capability in order to recommend appropriate activities, demonstrate body movement techniques and explain fitness concepts. This single group includes the following occupations: Aerobics Instructor, Fitness Instructor, Body Building Instructor, Riding instructor, Sailing instructor, Swimming Instructor, Instructor for recreational sports.

At last, with regard to the professional figures in the tourism sector that can be linked to sport activities, just look in at the main group 5 (“*Workers in service and sales activities*”), more specifically at the subgroup “*Workers in personal services*” (5.1), which contains “*Travel companions, conductors and guides*” (5.1.1). These occupations provide a variety of services when traveling by plane, train, boat, bus and other vehicles and to guide groups and individuals on tourist tours and excursions. These workers provide information, answer various travel-related questions, provide comfort and safety to passengers (serving food and beverages) and describe destinations. In particular, tourist guides accompany clients on tourist excursions, getting acquainted with the sights and taking care of their

comfort, and carry out mountain hiking or hunting/fishing sessions. This single group includes the following occupations: Travel Guide, Museum Guide, Archaeological guide, Hunting Guide, Mountain Guide, Speleological guide, Sports guide, Gallery Guide, Guide.

3. NEW PROFILE BETWEEN SPORT AND TOURISM: A CROSS-SECTORAL APPROACH

3.1. KEY ASSUMPTIONS OF THE RESEARCH IMPLEMENTATION

The importance to adopt an approach where skills and competences are employed in one occupation and they can be applicable and transferable to another is widely recognized in different economic contexts⁴⁷. CEDEFOP in its publication “*Skills forecast: trends and challenges to 2030*”, predicts the growth of skill demand within sectors, due to relevant economic changes boosted by not only fast technological developments but also by persistent structural changes in terms of sectoral mix. The main impact influences the sectoral structure of employment as well as the demand for skills within sectors as its consequence⁴⁸. According to skills forecast the sectors’ trends shows an orientation to service sectors such as tourist services and health and social occupations where the growth of new occupations and skills’ demand are expected. The typical consumer-oriented sectors (i.e. accommodations, leisure, recreation) and health services are two of those sectors that will drive employment demand, supported by a greater propensity to tourism expenditures in the future, and for the increasingly aging of the EU population. At the same time the level of skills is requested to improve towards high-skill occupations, especially in management area.

Therefore, it should be underlined the diffusion of a structure and descriptive methods for skills and competences applying to more than one sector. The structure and the concept have to be periodically checked if these skills and competences would follow the most relevant changes of the economic sectors and consequently the occupations contexts. A

⁴⁷ European Union 2013. ESCO, European Classification of Skills/Competences, Qualifications and Occupations. The first public release. A Europe 2020 Initiative. Luxembourg: Publications Office of the European Union, 2013

⁴⁸ Cedefop, Eurofound (2018). Skills forecast: trends and challenges to 2030. Luxembourg: Publications Office. Cedefop reference series; No 108

methodology ensuring the expression of skills and competences both within and between sectors, giving more visibility to qualifications and its potential, should be adopted to give a significant dimension to skills, increasing employability and mobility of people. This approach, becoming systematic, could simplify occupational profiles and offer a holistic framework where skills can be understood from the occupation-specific/sector-specific point of view as well as to cross-sectoral and transversal concepts on the other hand⁴⁹. The benefits of this process would be realized through a high rate of skills' descriptors that can show similarities and differences across occupations and sectors, thus allowing a clear scenario of skills' need for job matching and for potential mobility paths across sectors and occupations.

It is clear that nowadays, the work changes require continual adaptation of competences (especially digital competence, communication skills and adaptability to changes in work organisation). So, this is not just a question of short-term employability, but of the capacity both to adapt and, even more, *to shape* the jobs of tomorrow⁵⁰. Although education and training systems have recently become more responsive to the needs of society, today there are still mismatches between labour market demands and people's skills. Collaboration between sectors can be the essential mean to diffuse skills development, encouraging change and innovation.

At the basis of the creation of new profiles between sport and tourism, EN ROUTE partnership had discussed if the creation of new services and jobs directed towards new service sectors, that typically attract non-standard forms of employment, could be one answer to a rate of inactive sport profiles, which are still following too traditional ways of employment (Physical education; medical and wellness sectors). This issue emerged accordingly to the presence of a rate of sport profiles (n.35 individuals interviewed in this research), which can provide services between two sectors (sport and tourism) across EU countries, without an evidence of qualification and updating their skills by experience and in non-formal learning contexts. The EN ROUTE research started therefore with a need to know the skills required by this new profile with a comprehensive analysis of a potential skills' mismatch.

⁴⁹ ESCO, 2015. The role and place of transversal and cross-sectoral skills in ESCO

⁵⁰ European Union, 2010. New Skills for New Jobs: Action Now. A report by the Expert Group on New Skills for New Jobs prepared for the European Commission.

This analysis is complex in general, showing its multidimensional and multilevel character, covering different kinds of mismatch, due also to differences in the EU countries realities in terms of socio-economic and labour market and in the interpretation of data collected. In addition, the dynamic evolution of skill mismatch in relation to changing complexity and skill need in jobs must be taken into account. The skills' updating is a pre-condition to answer to these changes, however potential of learning expresses its high value only when the best possible match is realized between individual' skills, job vacancy and the skills are best used by the organization involved⁵¹.

As classified by CEDEFOP, Skill mismatch can take different forms and can be defined in the following ways:

- Skill shortage - Demand for skill exceeds supply at prevailing rate of pay and working conditions;
- Skill gaps (or underskilling) - Individuals lack the skills and abilities necessary to perform the current job (as perceived by employees) or perform the job proficiently (as perceived by employers);
- Skill deficit - Individuals lack the skills and abilities necessary to perform the current job relative to a given benchmark;
- Skill underutilisation - Individuals are not able to fully utilise their skills and abilities in their current job;
- Skills obsolescence - Skills previously utilised in a job are no longer required or have diminished in importance or employee has lost them;
- Over qualification - Individuals have a higher qualification than current job requires; also known as vertical mismatch in contrast to horizontal (field of study) mismatch;
- Genuine/real mismatch - Individuals are mismatched in both qualifications and skills⁵².

This classification can be seen as market opportunities if we consider the issue of transitions from matched skills gap to continuous learning of workforce. A system able to anticipate effective competences and updating curricula can provide also the alignment of

⁵¹ European Union, 2010. New Skills for New Jobs: Action Now. A report by the Expert Group on New Skills for New Jobs prepared for the European Commission.

⁵² Cedefop (2018). Insights into skill shortages and skill mismatch: learning from Cedefop's European skills and jobs survey. Luxembourg: Publications Office. Cedefop reference series; No 106.

VET training offers in the vision of high quality of career guidance and counselling for future qualifications.

As described in the following paragraphs, this research has focused more on the concept of “skills gaps”, namely the perception of skills that hypothetical employers have towards workers and that workers have towards themselves. Specifically, the field of investigation is represented by the intersection among the sports sector and the tourism sector.

3.2. PHASE 1: DATA COLLECTION FOR SKILLS' NEED ANALYSIS

In this phase of the research, an analysis was implemented on the current situation of the sports-tourism sector. The aim of this phase was to collect data through questionnaires and interviews, involving representatives of the sport and tourism outdoor management sector, in order to describe the current situation in terms of attitudes, wishes and needs.

The survey's attention was focused, on the one hand, on the collection of data concerning the sports-tourism job market and, on the other hand, on the skills and tasks that the hypothetical "Sport and Tourism Outdoor Manager" should possess in order to operate effectively in this area.

Previous in-depth analysis of examples of qualifications existing in Europe in National Occupational Standards across five partners' countries were selected to define items of questionnaires and interviews to be administered to Organisations and Sport Profiles.

The criteria selected for the orientation of EN ROUTE surveys considered the following matters:

1. The analysis has been carried out on those qualifications between sport and tourism in National Occupational Standard at EQF level 5 or higher, considering the level of the expected EN ROUTE new profile (Manager), selected from VET and High education areas;
2. On the basis of point 1 above, skills and competences closely linked to the tourism sector have been defined as *research items* in Organisations and in sports profiles active in this field;
3. Items concerning the field of Life skills were selected considering that:

- 3.1 The field is not enough integrated in the training programmes of sport qualifications in all EU countries
- 3.2 Life skills directly connected to tourist services (Communication; Intercultural; Empathy) and entrepreneurship skills development of the EN ROUTE expected profile (Teamwork; Leadership; Creativity/Innovation; Networking Ability; Negotiation) had to be detected.
4. The different categories (organisations and individuals) had to respond to a similar group of items (n.59) in order to understand the possible matching between the skills needs of organizations and the needs of updating them in individuals.

For this purpose, from the operational point of view, the following target audience were involved in each participating country:

- Sports Federations;
- Tourist Associations;
- Sports Experts / Professionals already operating in the sports-tourism sector.

A specific questionnaire was prepared and administered for each of these target audiences. Specifically, the questionnaires related to *Sports Federations and Tourist Associations* consist of two parts:

- the first one explores the level of agreement on some items related to **the sports labour market and the sports tourism sector** (17 items);
- the second one investigates **competences and sub-competences gap of profiles operating in these sectors** (59 items).

Instead, the questionnaire addressed to *Sports Experts* consists of three parts:

- **description of their business**, with particular attention to its development and to what obstacles they faced in their professional pathway (11 items);
- self-assessment of **own competences / sub-competences** (59 items);
- self-assessment of the **ability to perform some tasks** (18 items).

In detail, the organisations belonging to the Sports Federations and Tourist Associations groups were asked to express their degree of agreement on a 5-point Likert Scale (1 = strongly disagree; 5 = strongly agree) about 15 items⁵³.

⁵³ See Annex 3_Table I.1

In addition, two more questions were proposed to both groups with the possibility of a close answer (yes/no):

16. *Do you think that sport qualifications competences should be updated to obtain more job opportunities?*

17. *Do you think that eco, sustainable tourism and outdoor activities could be new sectors in which to employ sport qualifications?*

The second part of the questionnaire addressed to Sports Federations and Tourist Associations investigates the **lack of skills**. The participants were asked to evaluate the skills gap present in professionals and sports qualifications of this sector. In this case a 5-point Likert Scale was used to answer too (1 = gap never observed; 2 = gap rarely observed; 3 = gap sometimes observed; 4 = gap often observed; 5 = evident gap). Each of the proposed items represents a sub-competence, therefore the 59 items have been divided, in relation to the macro-competence investigated (Teamwork; Leadership; Creativity and Innovation; Communication; Intercultural; Networking Ability; Empathy; Negotiation; Management; Promotion and Marketing; Sport Outdoor Techniques; Sectors' Law and Economics)⁵⁴

As for Sports Experts, a three-part structured questionnaire has been prepared. 11 items aimed at deepening their professional activity were proposed to the individuals of this group⁵⁵.

The second part of the questionnaire addressed to *Sports Experts* corresponds to that used previously with Sports Federations and Tourist Associations. The 59 items proposed to the participants are the same (Table I.2). However, in the previous case the subjects expressed an evaluation in terms of lack of skills, while in this section the participants were asked to self-evaluate for each of the sub-competences how effective they feel when working in the tourism sector. A 5-point Likert Scale was used to answer (1 = not at all effective; 5 = very effective).

At last, in the third part, subjects were asked to indicate which of the following tasks they find most difficult to perform when working in the tourism sector. In this case, the evaluation included 18 items and 6-point Likert Scale was used to answer (1 = very easy; 5 = very difficult), in which 0 represents a task that has never been completed and therefore cannot be evaluated⁵⁶.

⁵⁴ See Annex 3_Table I.2

⁵⁵ See Annex 3_Table I.3

⁵⁶ See Annex 3_Table I.4

Once the questionnaire administration phase was concluded, the data from all participating countries were aggregated and analysed together.

3.2.1. SPORT FEDERATIONS AND TOURISM ASSOCIATIONS

Overall, 129 subjects answered the questionnaire addressed to the Sports Federations and Tourist Associations. By country, the sample was distributed as follows: Italy 32, Romania 33, North Macedonia 21, The Netherlands 32, Spain 11.

The data analysis returned the response rates related to the degree of agreement. Regarding the sports job market and the sports tourism sector, the participants' opinions can be summarized in the following salient points.

First, almost all people consider eco-tourism, sustainable tourism and outdoor activities as new areas in which to employ sports qualifications. Therefore, in order to obtain more job opportunities, it would be appropriate to continuously update the competences of sports qualifications.

Indeed, most of the participants believe that sport candidates can benefit from greater opportunities if they enhance their competences. Moreover, they agree to consider the interdisciplinary field of sport and tourism as a source of many opportunities for candidates with sport qualifications and further opportunities to expand the sport offering can be found in interdisciplinary fields such as psychology, medicine or business.

The majority of individuals strongly agree with the possibility to generate new job opportunities in the labour market related to the sport tourism sector. They also claim that the sport tourism sector can generate an added value in the promotion of health, social well-being for all. Although the participants see a high potential for innovation in the sport and tourism sector, they believe that this potential is not sufficiently exploited. While evaluating events and outdoor activities as an excellent opportunity to promote sports tourism, they consider a better coordination among the two sectors (sport and tourism) necessary, in order to create advantages also from the point of view of territorial development. In these terms, about half of the participants believe that sports tourism is an underdeveloped sector because of the lack of a correct and updated urban planning.

According to more than half of the participants, there is currently a skills shortage and a mismatch between the work roles offered and the profile of sports candidates. Consequently, it is difficult to develop a career within the tourism sector for candidates

with sport profiles. Finally, they believe that the lack of recognition of new professions within the sport and tourism sector prevents career development and the European mobility of workers.

Considering the frame of some countries like the Netherlands, some qualitative data emerged during face to face interviews, displaying that:

- The tourism sector finds the sport sector interesting and considers sport as one of the many niches in the leisure market. The sport outdoor sector is therefore interesting but no specific initiatives are related to this area.
- Outdoor management is seen as a job of experiences and sometimes some additional courses in management are and can be taken.
- Most activities in the sport outdoor sector are provided by private initiatives - companies offering all kinds of activities, combined with hospitality in travel and stay.
- The outdoor sport (& tourism) management sector has one representative body, the Association of Outdoor sport Organisations, which is the main referent in this sector. This Association take care of the quality of outdoor sport activities provided by their members (mostly private outdoor sport organizations).

As described previously, the second part of the questionnaire investigates the gap of competence perceived by the professionals of the Sports Federations and Tourist Associations, in relation to the sports profiles operating in these sectors.

The analysis conducted on the responses of the participants provide the average level of perceived gap, divided by competences and sub-competences⁵⁷. The data show that the categories "*Promotion and Marketing*" and "*Law and Economics of the sector*" are those in which the perception of lack of competence is highest. The table makes all the competences visible, sorted in descending order from the one perceived to be most lacking to perceived as least lacking (1 = less perceived gap, 5 = more perceived gap). The same analysis was carried out taking into consideration the sub-competences. The data collected show a similar trend. The following sub-competences, belonging to the categories "*Promotion and Marketing*" and "*Law and Economics of the sector*", were evaluated as the most lacking: "*Able to read financial reports, making main evaluation on business health*", "*Knowledge of the promotion, marketing and benchmarking techniques*", "*Can update their knowledges in the field of law changes, market trends and its evolution*", "*Can detect customers'*

⁵⁷ See Annex 3_Table I.5

psychology and need marketing” or “Able to investigate the needs of the final customers and his decision-making processes”.

It is necessary to underline that the average level indicated in the table does not represent an absolute value, but a relative one. Therefore, it can only be said that the competences/sub-competences at the top of the list were considered to be more lacking than the others at the bottom of the list.

3.2.2. SPORT EXPERTS SKILLED IN NON-FORMAL LEARNING CONTEXT

As for the Sports experts, the questionnaire was administered to 35 individuals, in the form of a face-to-face interview. This is the distribution of the sample: Italy 12, Romania 3, North Macedonia 1, Netherlands 12, Spain 7.

Through the use mainly of open-ended questions, the first part of the interview (11 items) made it possible to collect data on the types of activities carried out by Sports Experts, the motivations that pushed them and the factors that favoured/ hindered their development (Table I.3).

With the premise that a distinction can be made between the sport sectors, the Sports Tourism can be carried out on land (plain or mountain), on water or on air. Based on this distinction, it is possible to say that the individuals in our sample mainly manage water activities (e.g. stand up paddle, canoe or kayak), mountain activities (e.g. trekking or hiking), cycling tours and the organization of sporting events in general.

Moreover, all sport experts active in the tourism sector belong to a different education level of sport background, improving their competences in non-formal learning context. In some countries the outdoor sport is a domain on its own with most professionals having a background in sport, mostly sport practice related, with qualification at university level.

Most of the Sports Experts who participated in the interviews declare that they have chosen this professional path either in order to improve their professional position, already within the sports or tourism sector, or because they felt the desire to start a new business. They also claim that the critical aspects of their business are: finding customers (throughout the year), creating partnerships and promoting their activities, increasing visibility.

All the experts interviewed pay close attention to this last point. They use social networks to promote their business and some of them even have a website. However, a deeper knowledge of ICT tools is needed in order to better develop their business.

Finally, they believe that lifelong learning and skills updating are important today to maintain a job and everyone feels the need to improve some skills to be more effective in his business. In fact, half of them have attended vocational training courses in recent years to be able to work in the tourism sector, including marketing and first aid.

The second part of the interview focused on self-assessment of own competences / sub-competences. Participants were subjected to the same 59 items used with Sports Federations and Tourist Associations, to which they responded by expressing the perceived level of efficacy. As showed in the table I.6, Sports Experts feel more effective in “*Sport Outdoor Techniques*” and “*Intercultural Competences*”, while they feel less effective in “*Law and Economics of the sector*” and “*Promotion and Marketing*”⁵⁸. Observing the data, some might mistakenly conclude that the competence perceived by Sports Experts is really high in absolute terms, because the average value of perceived efficacy of all competences exceeds the central point of the scale (1 = less effective; 5 = more effective). However, as this is a subjective assessment of their own level of competence, it can only be said that the Sports Experts involved in the research feel more effective in the competences that are higher on the list than those that are lower. The same applies to sub-competences.

This reasoning becomes relevant if we continue the analysis by comparing the results that emerged from the Sports Federations and Tourist Associations with those that emerged from the Sports Experts. In fact, the comparison of the levels of self-efficacy by Sports Experts with the levels of gap perceived by Associations and Federations highlights that the 4 competences in which Sports Experts feel less effective correspond to the 4 competences that the Federations and Associations indicate as most deficient: “*Promotion and Marketing*”, “*Law and Economics of the sector*”, “*Negotiation*” and “*Creativity and Innovation-based competences*”.

The third and final part of the interview focused on the tasks performed by Sports Experts in carrying out their activities. Specifically, they have self-assessed themselves against 18 tasks, in terms of easy or difficult performance (1 = very easy; 5 = very difficult). The analysis shows the perceived average level of difficulty/easiness of execution of each task. At the top of the list, the tasks that Sports Experts consider most difficult to perform are:

⁵⁸ See Annex 3_Table I.6

“To carry out tourist market analysis”, “To exploit digital tools potential to realize new tourism-experiential products, ensuring the continuous involvement of specific expertise to satisfy customers’ needs or in order to create new needs”, “To collect information on customer needs and to prepare an intervention plan”⁵⁹.

In contrast, the Sports Experts consider the following tasks to be easier to perform: *“To attend, accompany and assist the users during tourist activities”, “To evaluate the nature and adventure tourism activities carried out” and “To plan tourist activities and services that characterize the experiential tourist product designed around the attractions of the territory on the basis of a specific passion shared with the tourist”.*

In conclusion, in considering the results obtained, it is necessary to emphasize the correspondence that emerged between what the organizations operating in the sports and tourism sector think and what the sports professional profiles already operating in the sports tourism sector perceive in terms of acquired skills.

On the one hand, the Sports Experts consider it necessary to continuously update their skills in order to maintain and develop a given professional career or business. They also believe that the sporting background must be completed with a more articulated training that involves aspects related to marketing, promotion, negotiation, innovation, creativity, economic and legislative competences. On the other hand, the Sports Federations and the Tourist Associations require a 360-degree increase of expertise in order to exploit the potential inherent in the interweaving of the two sports and tourism sectors, thus confirming the opinions of Sports Experts.

Finally, to complete the framework of analysis, it is necessary to underline some difficulty emerged during the interviews. Some experts were not comfortable compiling questionnaires and holding extensive face-to-face interviews. With others it was very difficult to arrange a meeting and often the time available was limited. Surely the presence of an interviewer ensured the answer to all the items and the possible explanation in case of misunderstanding. However, some experts thought that some questions were difficult to answer, while in other cases they thought they did not have the knowledge to be able to answer. In general, the difficulty in expressing one’s own training needs and the low level of awareness of one’s own skills gap were evident.

⁵⁹ See Annex 3_ Table I.7

3.3. PHASE 2: DEVELOPMENT OF MODULARISATION AND UNITISATION. THEORY AND MAIN DEFINITIONS

As already stated in these guidelines, namely the general awareness of the rapid changes that the labour market requires in terms of skills and therefore qualifications across sectors, the adoption of modular and unitised structures for them is the possible answer to this greater complexity and fluidity of the new orientation of VET-system. This approach is therefore widely recommended and encouraged in all EU member States, in line with both policy objectives of EU and those at the national levels⁶⁰. The main reasons and benefits of the adoption of modularisation and unitisation can be explained as follows:

- They allow a high degree of flexibility in responding to emerging skills needs to address the stakeholders' requests of skills' integrations and to satisfy both the global challenges and the characteristics and the local vocation of the territories.
- They permit easier updating or replace of the modules themselves, thanks to their flexible basic structure in responding to peculiar rapid changes (i.e. new emerging technologies; new organisational arrangements for work management).
- They promote the moving from provider-centres to learner-centred system of training. In this way a range of opportunities to fill the gap of specific skills of individuals grows, focusing the training action as a response to specific issues, or to progress more smoothly from a base of skills already acquired towards new objectives of integration with a view to constant updating in-sector and cross-sectors as the case may be.
- Supporting the learner-centre system, they provide clarity and visibility of the content and the final learning outcomes, by enabling the final beneficiaries to choose elements of programmes of interest for the integration of their skills, creating mobility between VET pathways, making VET more attractive, increasing its visibility and relevance.

The explanation in this section of the use of terminology in relation to modularization and unitization is an important milestone, considering the complexity of the matter and its

⁶⁰ Cedefop (2015). The role of modularization and unitization in vocational education and training. Luxembourg: Publications Office. Cedefop working paper; No 26.

greatly variety across EU countries. These are the essential definitions to underline for research purposes as an introductory element to the analysis phase⁶¹:

1. A “formal qualification” is the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practise a trade.
2. “Partial qualifications” are components of qualifications that can either be seen as building blocks (modules or units) to be combined into a full qualification or can be used for renewal or specialisation purposes. Partial qualifications are more significant in CVET for continuing professional development purposes and/or the renewal of skill sets rather than IVET.
3. “Education and training programmes” are an inventory of activities, content and/or methods implemented to achieve education or training objectives, organised in a logical sequence over a specified period of time.
4. “Modules” are components of education and training programmes.
5. “Units” are sets of learning outcomes (knowledge, skills and/or competences) which constitute a coherent part of a qualification. A unit can be the smallest part of a qualification that can be assessed, transferred, validated and, possibly, certified. It can be specific to a single qualification or common to several qualifications.
6. A “credit system” is an instrument designed to enable an accumulation of learning outcomes gained in formal, non-formal and/or informal settings and to facilitate their transfer from one setting to another for validation and recognition. A credit system can be designed by describing an education or training programme and attaching points (credits) to its components (modules, courses, placements, dissertation work, etc.) or by describing a qualification using learning outcomes units and attaching credit points to every unit.
7. “Mobility” is the ability of an individual to move and adapt to a new occupational environment.

⁶¹ Cedefop (2015). The role of modularization and unitization in vocational education and training. Luxembourg: Publications Office. Cedefop working paper; No 26.

8. “Flexibility” could be interpreted as responsiveness to occupational changes (external flexibility) or as providing learner choice through the structure of a qualification (internal flexibility).

In addition, to complete the terminology framework it is important to add these further definitions, which will be useful later, contained in the Recommendation of the European Union⁶²:

9. “Learning outcomes” means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
10. “Credit for learning outcomes” means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
11. “Competent institution” means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
12. “Assessment of learning outcomes” means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
13. “Validation of learning outcomes” means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
14. “Recognition of learning outcomes” means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
15. “ECVET points” means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

The issue of modularization and unitization, after being the subject of debate at EU level for some twenty years, is nowadays a widespread practice in Europe. However, it takes different forms, changing from more radical approaches (as in Denmark, Finland,

⁶² Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), Official Journal of the European Union, 2009.

Hungary)⁶³ to more traditional ones. Some countries use terms of both modules and units, or in alternative way accordingly to their national VET structure that reflects historical and cultural differences. Paying particular attention to the countries participating in this research the general picture shows that despite differences between countries, each system had forms of flexibility on which it could work for a common framework.

In Italy IFTS training has one main objective: create the best conditions for different target-focus to quickly enter in the labour market. Organisation of VET is largely devolved to the Regions so modularization has highly prescriptive standards but the level of flexibility is present in designing training programmes and selection of training formats in order to adapt to regional needs and specificities. The training design, in higher technical education most of all, updates its standards to make them more coherent with the *learning outcomes approach* (After the decree 25 January 2008).

The Netherlands, having a single national qualification structure for vocational training courses, focus on the final qualifications and the *description of tasks* and their *learning outcomes*. Vocational qualifications are defined with a number of core and mandatory tasks which are strictly connected with work processes and associated skills. Flexibility margin of the system can only be found on the structure and methodology of learning certainly not in the option to combine partial tasks or qualifications to choose by students.

However, if student choice is on factor to opt for the modularization of the training, in all countries the entire free modulation by final beneficiaries is not possible (also due to the respect to training objectives and the control exercised by training providers), even if levels are different between the flexibility on offer in theory and those available in practice.

In the open dialogue to define the process to establish a core tasks for our “Sport and Tourism outdoor Manager”, the possibility to overcome differences occurred in the definition of the same method to describe learning outcomes and the agreement on the “core tasks” of the profile, on which partners were all in line because responding to the preliminary analysis of the sectoral needs of the labour market. In this vision, EN ROUTE research process combined key elements of VET design actions both for Spain, where stakeholders are a central role in designing and updating VET qualifications in line with labour market needs, and for Romania and Macedonia, where in shaping VET, a collective

⁶³ Matthias Pilz, Junmin Li, Roy Canning & Sarah Minty (2018) Modularisation approaches in Initial Vocational Education: evidence for policy convergence in Europe? *Journal of Vocational Education & Training*, 70:1, 1-26, DOI: 10.1080/13636820.2017.1392994

action of multiple organisations tries to increase the contribution of VET in an efficient transition to an inclusive, participatory, competitive and knowledge-based economy that relies on innovation⁶⁴. Another important factor of convergence, recognized between partners' countries, was the definition of the same methodology based on learning outcomes description models in training design.

3.3.1. UNDERSTANDING AND USE OF TERMINOLOGY FOR LEARNING OUTCOMES

“Learning outcomes (LO) state what a learner is expected to know, be able to do and understand at the end of a learning process or sequence...”⁶⁵. This is a general basis to define the term, but, even more, LO is widely recognized as the fundamental factor to design a qualification. The learning outcomes-based approaches are becoming more and more diffused in several EU countries, using for a wide range of purposes such as the set of qualification standards, defining the levels of qualification frameworks, orienting curricula, describing programmes and courses and its consequent assessment practices. The approach of LO has in general a great influence on teaching and training methods as well as on learning environments. Depending on the purpose for which they are designed, the use of learning outcomes produces different benefits.

1. From the point of view of a *learner*, LO support initial choice of training paths, making visible and clear to the learner both the entire training programme and the learning processes up to the evaluation phase themselves. In this way the student is able to highlight the added value for himself and the updating of his skills.

2. From the point of view of *teaching/training*, LO help to discuss and choose the most appropriate methodology and learning process. In addition, this approach supports assessment and, clarifying the performance criteria, it can be a milestone for the evaluation during all the phase of training path.

3. As regards the *education and training institutions*, LO makes planning available through the purpose and orientation of a course and its relation with other courses, programmes

⁶⁴ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/>

⁶⁵ Grundschober, I., (2017). How to Write Learning Outcomes? Rules of Thumb for Defining and Writing Learning Outcomes. Krems: Danube University Krems.

or qualifications. Moreover, being subject to continuous review, also towards innovation, LO can be factors of quality improvement of training institutions.

4. For the *labour market*, LO provide common standards between stakeholders, labour markets and training institutions, establishing frameworks of understanding on what all actors consider as the expected results of the learning processes. This relation can produce a systematic feedback from skills' need system that influence the training design to answer in a relevant way the constant challenged of the society and the fast changes of the labour market⁶⁶.

As a descriptive methodology the EN ROUTE research staff shared the same theoretical approach based on Bloom's taxonomy and subsequent revisions, as well as the level descriptors from European Qualification Framework (EQF). The definition and writing of learning outcomes refer to taxonomies of learning based on a hierarchy of conceptual stages of learning processes. That of Bloom⁶⁷ is one of the first pillar. It is relevant to underline that, after agreeing this theoretical paradigm as a descriptive pillar, the perfect statement of a description has been subject of a lot of debate and accepting the awareness that definitions are always far from ideal, the approach adopted has been those of describing all aspects of each category as understandable and accurate as possible. On the other hand, principle to follow as stylistic choice in descriptions was the selection of a low number of statements, to avoid that too details could create interpretative difficulties for learners and teachers. In this way it would be easier to plan training programme and to carry out learning and assessment processes. Regarding verbs choice, the objective was to avoid ambiguity and too broad statements and to clarifying learning intentions, so one action verb was selected for each learning result, in order to define the correct LO. Different verbs category was taken into account in the definition of the content (i.e. the differences between declarative knowledge from procedural knowledge, namely to separate what that recalling and representing theories and facts - *knowing what* - from the use that one makes of these facts in an increasingly complex occupational and social setting - *knowing how*). Levels descriptors of EQF as the second pillar, were a choice that cannot be overlooked, as

⁶⁶ Cedefop, 2017. Defining, writing and applying learning outcomes. A European handbook. Luxembourg: Publications Office of the European Union, 2017

⁶⁷ Anderson, L. W., Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman

a reference points linking each national system of qualifications and since they guarantee a range of generality and a successful simplification system⁶⁸.

At this stage, in EN ROUTE research staff emerged the need to adopt a multi-perspective approach to qualification, including what students need to learn to be effective in employment, specifying professional tasks and competences typical of that occupation. So that the LO have been described also globally, within a matrix that is divided into three types of elements: “Knowledge”; “Skills”; “Competences”⁶⁹. Other sub-dimensions like “tasks descriptions” and the level of “Autonomy and Responsibility” have been included in the descriptive matrix.

Further considerations related to the definition of LO that EN ROUTE partnership selected as main milestones are the following:

1. LO have been described considering the specific context, LO reflects the factors of the particular context between two sectors (sport and tourism), all the input-oriented perspectives to make them authentic through mix between quantitative and qualitative factors;
2. LO have been defined on the learning achievements, so that regardless of the target learning path, the value is based on the results following the completion of the learning process;
3. LO have been defined in the perspective of the learner, so they have been formulated to be understandable for the final beneficiaries, in order to make learners in the condition of judge whether the final results have been achieved. The participatory process has been chosen as preferable, where learners can express specify intentions to learning and demonstrate the actual achievement of learning.
4. LO, as a description of vocational qualification, have been composed by a range of LO’s units, compatible with the objectives of the entire training programme and the final qualification;

⁶⁸ J. Markowitsch, K. Luomi-Messerer, Development and Interpretation of descriptors of the European Qualifications Framework. European journal of vocational training – No 42/43 – 2007/3 • 2008/1 – ISSN 1977-0219.

⁶⁹ J. Winterton et al. 2006. Typology of knowledge, skills and competences: clarification of the concept and prototype. Cedefop Reference series; 64. Luxembourg: Office for Official Publications of the European Communities.

5. LO have been described in full connection with specific tasks of the qualification, as well as with the knowledges, skills and competences to be achieved for each task, in an easy way to make final learner evaluation concrete, verifiable and assessable.

3.3.2. DEVELOPMENT OF MODULARISATION AND UNITISATION FOR A NEW PROFILE: TOWARDS A COMMON METHOD

The research work, supported by a multi-perspective approach to qualification as described in the previous paragraph, was oriented to the enhancement of a full competence framework through the definition of the roles/tasks and the global competences declinations of the “Sport and Tourism Outdoor Manager”. The methodology selected to assure a uniform approach started with the application and contextualization of cross-sectoral and transversal terms, ensuring also a good balance between specific and general.

The study of the context of occupation, completed with qualifications main data, job skills survey, gathering data on the match/mismatch between qualifications and labour market, presents a panorama with some important indications of the context where the qualification should be applied. This first step was essential to obtain a clear picture and division between skills and detailed work activities.

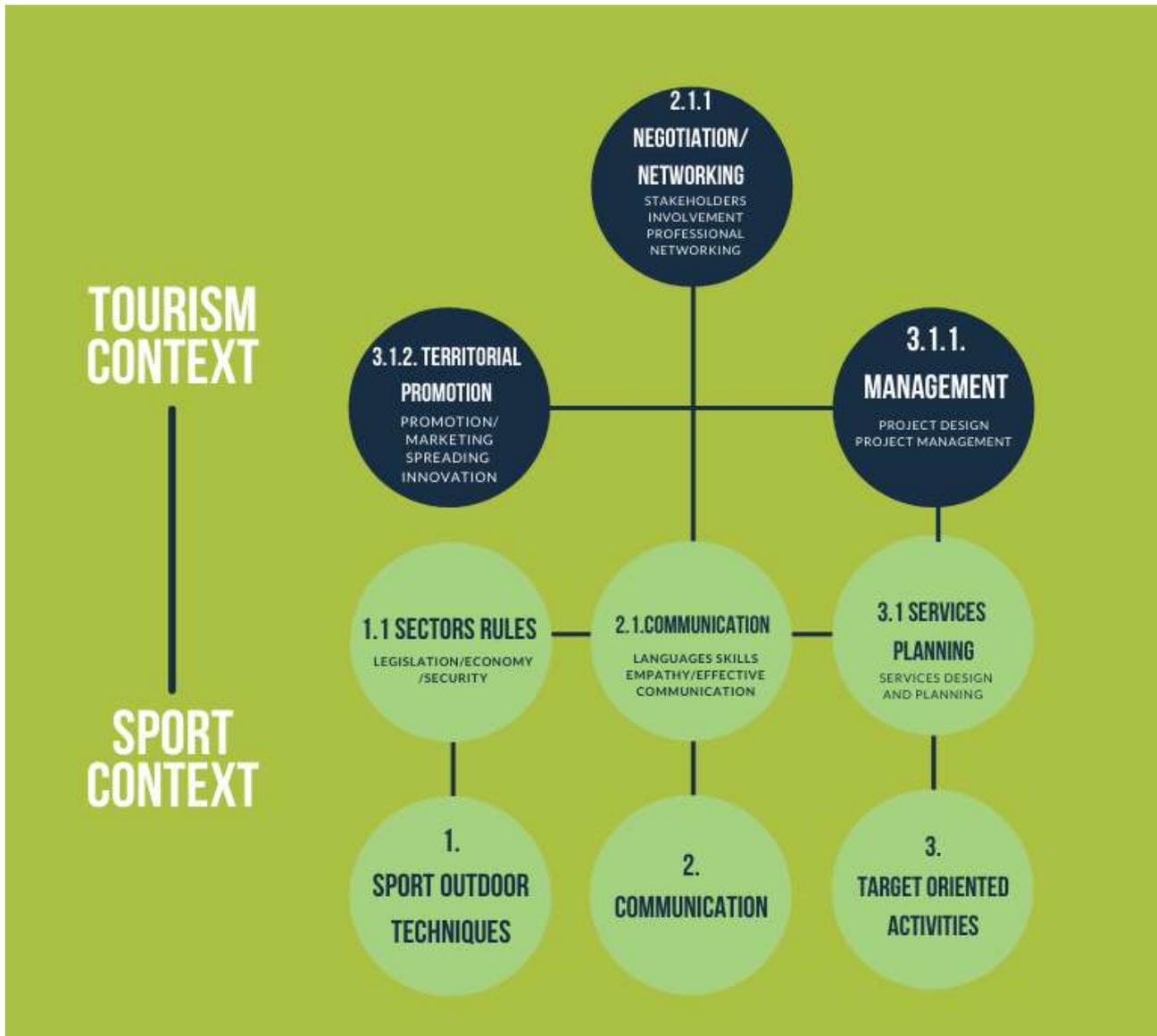


Figure2. A profile between sport and tourism. Main pillars of the occupational profile.

The first phase moved forward the descriptions of the profiles in National Occupational Standards, belonging to sport area and tourism area, and its macro-competences, more connected to a possible answer to the skills' need analysis results⁷⁰.

⁷⁰ See Annex 4. EN ROUTE Survey results_ Matching of the Skills Needs Analysis.

Enroute Research Cycle

A common framework for a cross-sectoral qualification

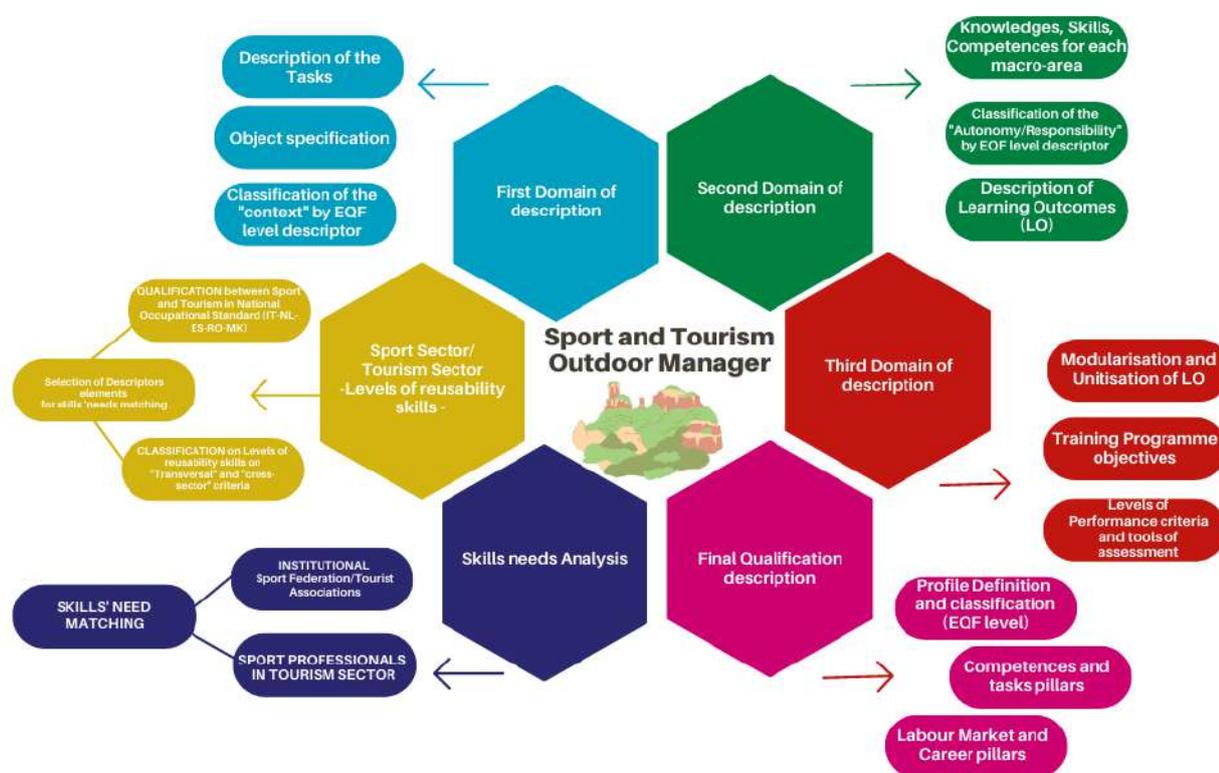


Figure 3 EN ROUTE multi-perspective Research-Cycle

These qualifications considered a more appreciate overview of the context, were the Dutch “*Bachelor Tourism Professional*”; the Italian “*Outdoor Consultant*”; the Romanian “*Tourism Manager*”. Some skills descriptions, more related to project design skills, the promotion of territorial values, and innovation have been partially included, as in the cases of the Italian “*Expert in Design of Experiential Tourist Products*” and the Spanish “*Senior Technician in Tourist Accommodation Management*”⁷¹. A uniform approach of expressing skills first arise both within and then between sectors was adopted in consideration of the theory of the level of reusability skills⁷² that ESCO sets in the dimension of “transversal” and “cross-sectoral”. This setting supports a work to create a cross-sectoral profile, considering the fact that the evidence of expression of a competence as applicable in different contexts is rare to individuate in the qualification descriptions in National Occupational Standard

⁷¹ See Annex 5. Table V.1 and Table V.2.

⁷² https://ec.europa.eu/esco/portal/escopedia/Skill_reusability_level

(only in Italian “Sport Manager” qualification is reported: “...*despite the fact that the sports manager operates mainly in the sport sector, he can also develop his business in non-sport areas, such as tourism, as he has skills useful for holding managerial roles*”⁷³). On theoretical basis, the criteria followed to select descriptions for the expected qualification took into consideration the main concept of “reusability level of a skills” that ESCO divides into the following levels⁷⁴:

- *transversal knowledge*, skills and competences (relevant to a broad range of occupations and sectors, often referred to as “core skills”, “basic skills” or “soft skills”);
- *cross-sector knowledge*, skills and competences (relevant to occupations across several economic sectors);
- *sector-specific knowledge*, skills and competences (specific to one sector, but are relevant for more than one occupation within that sector);

On the basis of criteria “transversal” and “cross-sector” the first matrix has been produced, through a classification of the macro-competences, deemed necessary in relation to the needs arising from the first phase of the data collected, classifying the descriptions from the sports and tourism sectors of the qualification above selected.

The description of the knowledge, skills and competences pillars, contemplates both the peculiar definitions of each concepts and the fundamental relations among them and with the concept of occupation. In particular how learners can assimilate facts, theories, practices related to a field of study as a result of learning process (*Knowledge*); how they can demonstrate the ability to apply knowledge to complete a task and solve problems, in cognitive and practical dimensions (*Skills*); how they prove ability to use knowledge, skills and personal, social and/or methodological abilities in all their life contexts as well as for their professional and personal development.

All these aspects can establish a connection with the occupation and its main tasks to complete, categorizing which are essential or optional.

It is necessary to underline some considerations related to the skills belonging to the transversal field better known as Life Skills. There is no a common rule among European National Qualification Catalogues, that includes the Life skills field with a clear expression or, even more, its classification independent of other category of competences to make

⁷³ <https://www.atlantedelleprofessioni.it/professioni/Manager-dello-sport>

⁷⁴ European Commission, European Skills, Competences, Qualifications and Occupations, The ESCO data model, 2017.

them a particular visibility. So that it is sometimes detected the descriptions in form of list (i.e. Romanian “*Tourism Manager*”: “*social skills; problem solving skills; speed of reactions; decision-making capacity; clarity in speech; solving complex problems; interactive communication; continuous development of own potential; team activity...*”) or through an expression more detail of the content (i.e. Spanish “*Superior Technician in Socio cultural and Tourist Animation*”: “*To communicate with their equals, superiors, clients and people under their responsibility, using effective communication channels, transmitting the appropriate information or knowledge and respecting the autonomy and competence of the people who intervene in the area of their work*”).

What took place as a final decision on the description of life skills for the EN ROUTE profile was to give a clear positioning to the transversal skills detached from those techniques.

This is based on the aims in training field to test various learning methodologies as well as the evaluation of the same skills over a relatively long period of time to assess the changes.

Table 1 Skills reusability Level in a cross-sectoral context

| COMPETENCES (Macro-Area) | <i>TOURISM Area Skills</i> | <i>SPORT Area Skills</i> | LEVEL OF REUSABILITY SKILLS (1) Transversal (2) Cross-sectoral |
|-------------------------------------|---|--|---|
| MANAGEMENT | | | |
| | To seek to increase the profitability of the unit, leading through competitive bidding and cost control (TM RO) | To create new market opportunities by applying an entrepreneurial spirit and a culture inclined towards innovation in sport organizations (SM MK) | (2) |
| | To efficiently manage the unit's funds and deal with increasing the financial efficiency of the organization (TM RO) | To understand and apply strategic, global and objective vision to the sport industry from a business perspective (SM MK) | (2) |
| | To identify and analyse trends in the external environment and convert these results into strategy, policy for new or renewed products and services for a specific target group (BTP NL) | | (2) |
| | To see opportunities and renew current and / or creates and designs new products, on the basis of product and / or market knowledge, while being creative and innovative (BTP NL) | | (2) |
| | To estimate required investments, income flows, cash flows and analyse investments and weigh these based on feasibility and earnings (BTP NL) | | (2) |
| | To adjust management information systems and create (new) structure for data processing (BTP NL) | | (2) |
| | To collect, recognize and use relevant data for business operations and support decisions based on this data (BTP NL) | | (2) |
| | To assess a company's financial situation and financial reports and analyse relevant key figures (BTP NL) | | (2) |
| | To make a project plan and execute it (BTP NL) | | (2) |

| | | | |
|----------------------------|---|--|-----|
| | To develop, implement and evaluate a change process creatively, quickly and accurately, set up operational processes and implement and / or optimize them (BTP NL) | | (2) |
| | To draw up a (co-) strategic policy that optimizes the interests of stakeholders and the natural, cultural and social environment is enriched (values driven), and set out this policy with the help of strategic analysis, set strategic options, implement strategic goals and evaluate strategic choices (BTP NL) | | (2) |
| | To maintain and improve customer contacts in order to create regular customers and “fans” of the organization (BTP NL) | | (2) |
| | To apply business models suited to the type of project which is planned (OC IT) | | (2) |
| MARKETING/PROMOTION | | | |
| | To apply knowledge about the market, market developments and consumer behaviour for the right marketing and / or approach (BTP NL) | | (2) |
| | To apply knowledge about technology to see and understand possibilities, and to apply these in marketing (BTP NL) | | (2) |
| | To develop marketing strategy and makes strategic marketing decisions using the right method (BTP NL) | | (2) |
| | To execute a marketing plan (BTP NL) | | (2) |
| | To increase the quality of services offered by the unit, according to customer’s needs (TM RO) | | (2) |
| | To collect information on customer needs and prepares an intervention plan (EDETP IT) | | (2) |

| | | | |
|-----------------------------|---|--|-----|
| <i>NEGOTIATION</i> | | | |
| | Coordinating cooperation between the public and private sectors in tourism (DMTP EU) | | (2) |
| <i>SECTOR'S LAW/ECONOMY</i> | | | |
| | To identify related legal aspects when initiating and creating new or renewed services and products (BTP NL) | | (2) |
| | To monitor legal aspects when marketing new or renewed services and products (BTP NL) | | (2) |
| <i>INNOVATION SKILLS</i> | | | |
| | To apply knowledge about technology to see and understand possibilities and to fit them in a new / renewed product / service (BTP NL) | | (2) |
| | To detect business opportunities and new markets, and apply innovative methods, analysing the investment and financing alternatives linked to them (STTAM ES) | | (2) |
| | To maintain the entrepreneurial spirit for the generation of their own employment (STTAGEM ES) | | (2) |
| <i>LIFE SKILLS</i> | | | |
| | To plan and manage the business realities of the sector, fielding creativity and skills also useful in solving problems (BTP NL) | | (1) |
| | To meet production objectives, collaborating with the work team and acting in accordance with the principles of responsibility and tolerance (STTAM ES) | | (1) |
| | To motivate the personnel in charge, delegate functions and tasks, promoting participation and respect, attitudes of tolerance and principles of equal opportunities (STTGIA ES) | | (1) |

| | | | |
|--|--|--|-----|
| | To use of digital tools to implement measures for problem solving (IDTS ES) | | (1) |
| | To analyse and improve behaviour in organizations, paying attention to organizational structure and culture, complexity behaviour in organizations, intercultural management, leadership styles, change management, networks (BTP NL) | | (1) |

SM MK: Master Degree in Sport Management (Macedonia) EQF 7

TM RO: Tourism Manager (Romania) EQF 6

STTAM ES: Senior Technician in Tourist Accommodation Management (Spain) EQF 5

STTAGEM: Senior Technician in Travel Agencies and Event Management (Spain) EQF 5

STTGIA: Senior Technician in Tourist Guide, Information and Assistance (Spain) EQF 5

IDTS: Introduction to digital tourism skills (Spain)

BTP NL: Bachelor Tourism Professional (The Netherlands) EQF 6

OC IT: Outdoor Consultant (Italy)

EDETP IT: Expert in Design of Experiential Tourist Products (Italy) EQF 5

DMTP EU: Destination Manager Responsible for tourism policies (ESCO Catalogue)

As CEDEFOP advises in its publication: “Learning outcomes statements – combining action verb/object/context – need to be articulated along vertical and horizontal dimensions”⁷⁵, the explication of the context directly connected to each task can offer a visible setting declined by a hierarchy that shows the level of complexity of learning. Considering the process to assign an EQF level to a qualification some National of Referencing Plan, gives input to obtain EQF level descriptors, in relation with the explanation of Knowledges, skills and competences.

Regarding to descriptor “Competence”⁷⁶, the need to expand its dimension towards three other factors: work context; type of tasks and autonomy and responsibility levels support the research to the final evidence on the complexity of the expected qualification of the project.

In particular the description of the *context* of EQF levels create a harmonized paradigm directly applicable in all countries systems. As a matter of fact, a result of tasks selection from the different European profiles in the first phase of the analysis⁷⁷, we know that:

- 1.Level EQF 5 is described as: “exposed to unpredictable changes”
- 2.Level EQF 6 is described as: “unpredictable and complex”
- 3.Level EQF 7 is described as: “unpredictable, complex, related to different areas and requiring new strategic approaches”
- 4.Level EQF 8 is described as: “exposed to systematic/continuous innovation and related to areas, different contexts and sectors”

In this vertical dimension, together with the definition of the verbs, as a main factor for learning, the object and the context, that from the learning environment can be forward transferred in occupational level, play a key role for the expected LO.

A clear picture of the diversity of levels in the tasks’ description offered to EN ROUTE researchers the possibility to evaluate the EQF framework for the new qualification, that it can be proposed at the EQF level between 6 to 7.

⁷⁵ Cedefop (2017). *Defining, writing and applying learning outcomes: a European handbook*. Luxembourg: Publications Office.

⁷⁶ ISFOL (2012) First Italian Referencing Report to European Qualification Framework – EQF.

⁷⁷ See Annex 5. Table V.1

Table 2 Tasks description of the countries' profile between sport and tourism and their reference to the context (first forecast).

| TASKS/ Key Technical Outcomes | <i>Object</i> | <i>Context</i> | EQF Level |
|---|---|---|------------------|
| <i>MANAGEMENT</i> | | | |
| Understand and apply strategic, global and objective vision to the sport and tourism sector in outdoor field, from a business perspective | Strategic, global and Senior Technician in Tourist Accommodation Management to the sport and tourism sector in outdoor field, | Unpredictable, complex, related to different areas and requiring new strategic approaches | 7 |
| Adjust management information systems and create (new) structure for data processing | Information system, data processing | Unpredictable and complex | 6 |
| Manage efficiently the unit's funds and deal with increasing the financial efficiency of the organization | Unit's funds, financial efficiency | Unpredictable and complex | 6 |
| <i>MARKETING/PROMOTION</i> | | | |
| Develop marketing strategy and makes strategic marketing decisions using the right method | marketing strategy | Unpredictable and complex | 6 |
| Apply knowledge about the market, market developments and consumer behaviour for the right marketing and / or approach | market developments and consumer behaviour | Unpredictable and complex | 6 |
| Apply knowledge about technology to see and understand possibilities, and to apply these in marketing | technology | Unpredictable and complex | 6 |
| Develops marketing strategy and makes strategic marketing decisions using the right method | marketing strategy | Unpredictable and complex | 6 |

| | | | |
|---|---|---|---|
| Execution of a Marketing plan | marketing plan | Unpredictable and complex | 6 |
| <i>SECTORS' LAW/ECONOMY</i> | | | |
| Identifies economic and legal aspects when initiating and creating new or renewed services and products | economic and legal aspects | Unpredictable and complex | 6 |
| Assess a company's financial situation and financial reports and analyse relevant key figures | company's financial situation, relevant key figures | Unpredictable and complex | 6 |
| <i>NEGOTIATION</i> | | | |
| To draw up a (co-) strategic policy that optimizes the interests of stakeholders and the natural, cultural and social environment is enriched (values driven), and set out this policy with the help of strategic analysis, set strategic options, implement strategic goals and evaluate strategic choices | Strategic analysis, set strategic options, implement strategic goals and evaluate strategic choices | Unpredictable and complex | 6 |
| <i>INNOVATION SKILLS</i> | | | |
| New market opportunities creation by applying an entrepreneurial spirit and a culture inclined towards innovation in sport organizations | New market opportunities | Unpredictable, complex, related to different areas and requiring new strategic approaches | 7 |
| Application of a strategic, global and objective vision to the industry from a business perspective | strategic, global and objective vision | Unpredictable, complex, related to different areas and requiring new strategic approaches | 7 |

| | | | |
|--|----------------------------|---------------------------|---|
| Apply knowledge about technology to see and understand new approach to fit them in new/renewed products/services. | technology | Unpredictable and complex | 6 |
| See opportunities and renew current and / or creates and designs new products, on the basis of product and / or market knowledge, while being creative and innovative | new products | Unpredictable and complex | 6 |
| <i>LIFE SKILLS</i> | | | |
| Analyses and improves behaviour in organizations, apply empathy, the appropriate teamworking strategy, leadership and communication style, paying attention to the structural, intercultural and human factors of an organization. | behaviour in organizations | Unpredictable and complex | 6 |

Evaluating the countries' sources to obtain a first forecast of the content of the descriptors elements for the new expected qualification, the final framework and its criteria have been outlined.

Firstly, the explication of horizontal dimension of LO statements expands the domains of learning towards other levels expressed in relation among them. These are the cases of personal and social competences and the level of autonomy and responsibility. The direction towards the expression of other dimensions of the descriptive elements was based on the need expressed by EN ROUTE partnership to combine both the analytical aspects of competence with the practical one, making an interaction between these domains. This orientation was the result of evaluations aimed at avoiding the excessive technicality of descriptions to make the framework of learning clearer, but at the same time more responsive to the reality and practical aspects related to the concept of occupation.

Therefore, as described in Table 3, the macro-areas of expertise have been selected to work on. Such macro-competences have been considered the pillars in order to fill the gap of competences of the final qualification that, starting from a base of sport skills, it was necessary to strengthen to reach the expected level of LO.

As reference to the description of the *level of autonomy and responsibility* of EQF levels states “the ability of the learner to apply knowledge and skills autonomously and with responsibility”⁷⁸, we know that:

1. Level EQF 5 is described as: “exercise management and supervision in the context of work or study activities where there is unpredictable change; review and develop performance of self and others”
2. Level EQF 6 is described as: “manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups”
3. Level EQF 7 is described as: “manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams”

⁷⁸ <https://europa.eu/europass/en/description-eight-eqf-levels>

4. Level EQF 8 is described as: “demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research”.

It is necessary to underline that research staff orientation was directed towards minimum levels for achieving learning outcomes. Learning outcomes should comprehensively describe the minimum demands for achieving/validating a unit of learning outcome.

Therefore, regarding the descriptor “*level of autonomy and responsibility*” and its relation with each specific pillar of professional and personal skills, the sentences have been opted for the most appropriate and minimum expected level for the LO connected to the macro-competences indicated. This means that in most of the macro-competences described the relative minimum level corresponds to an EQF 7, also considering that, for the pillar “entrepreneurship”, being closely linked to innovation contexts for some learning elements the qualification should push on the boundary of level EQF 8.

Table 3 Learning outcomes and Competences framework Description.

| MC | PROFESSIONAL SKILLS | | | AUTONOMY/RESPONSIBILITY | MC | PERSONAL SKILLS | | | AUTONOMY/RESPONSIBILITY |
|-------------------|--|---|---|---|-------------------------------|--|---|---|---|
| | Knowledge | Skills | Competence | | | Knowledge | Skills | Competence | |
| MANAGEMENT | General concept and processes of PM | Apply the project-based approach to organisational set-up as well as to all services planned on the basis of needs and defined objectives | Recognise the value of the project-based approach, in reference to the services' needs and objectives of the working context | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | TEAMWORKING/LEADERSHIP | Theories and dynamics of teamwork and leadership | Able to think as a team, taking into account respect and share ideas with other members | Carry out teamwork and its dynamics in different contexts | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| | The structure of the project: Idea project definition; concepts of outcomes and output; main actors and roles (stakeholders, customers, sponsors, project staff); General success indicators; main elements of budgeting and costs management; Time and risk management definition; how to design a communication plan | Demonstrate skills in planning, implementation and monitoring all aspects of projects including administrative, financial, personnel, data management, and evaluation | Apply technical aspects of the PMO/PMC (Project cycle management), designing detailed proposals and developing monitoring tools for quality assessment, reporting activities and human and financial management | | | | Able to interact effectively with team members, managing possible conflicts | Lead and inspire others giving a common mission | |

| | | | | | | | | |
|--|--|--|---|--|--|-------------------------------------|--|--|
| | Processes to manage a project | Develop a process improvement plan including steps for a small test of change | Select real territorial needs, objectives and apply appropriate strategy understand contemporary challenges | | | Able to motivate oneself and others | Mediate in case of critical issues and conflicts | |
| | Project Design and Management in the sport and tourism field (elements of survey of territorial needs, project cycle, evaluation and monitoring, follow up of results) | Understand and use advanced scheduling and costing software applications | Read, understand and produce reports for monitoring performances | | | | Involve all team members, inspire and guide others to achieve common goals | |
| | How to define an idea project (brainstorming activity) | Able to understand the importance of project management for efficient sport and tourism services performance, organisational development and business management | Demonstrate to share ideas of innovation, best solutions to the needs both individually and in teamwork | | | | | |

| | | | | | | | | |
|--|---|--|--|---|--|--|--|--|
| How to check the level of innovation | Able to communicate the projects' results and to define agreement for the sustainability of the project outcomes | Demonstrate to know how to develop networks to support new business ideas and models | | | | | | |
| Territorial partnership Building and Public-private Agreements | Able to evaluate and apply a range of established techniques in the field of sport and tourism project management to the execution of a project | | | | | | | |
| Effective communication of a sport and tourism service | | | | | | | | |
| <p>LO:</p> <ol style="list-style-type: none"> 1. Realize defined project goals and objectives in an organisation with knowledge and skills of a project-based approach 2. Organize in a structured manner an (sport) event sport and tourism services in an outdoor context to realize on beforehand defined objectives 3. Formulate goals, motivate people, coordinate working processes and organize decisions in a suitable way that fit in the formulated sport tourism context 4. Develop new business models as part of entrepreneurial ideas and concepts in the sport outdoor and tourism context 5. Design the various organisational operating processes (logistical, HR, marketing, financial) to ensure that defined objectives are met | | | | <p>LO:</p> <ol style="list-style-type: none"> 1. Work in cooperative ways (e.g. membership feeling) with different people to realize common goals 2. Work with fellow group members (with each other strengths and weaknesses) to coordinate a sport and outdoor tourism event, reflecting the wishes and expectations of the client and event target group 3. Have a positive impact on collaboration within the project group, contributing to the group's development as a team 4. Take the lead of him/herself, others and the context of a small group within sport outdoor organisations and settings | | | | |

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| <p>6. Analyse and advice on financial accounting and management accounting issues of profit and non-profit organisations in the context of sport (outdoor) tourism</p> <p>7. Use change management tools to implement new products and processes in an outdoor organization</p> <p>8. Differ between different types of innovation and different phases and components of innovation during the sport and outdoor tourism orientation</p> <p>9. Use an approach in developing and implementing innovations</p> | <p>5. Make operational, tactical and strategic decisions in the best interest of all involved based on relevant arguments and information with respect of the represented organisation's mission and vision</p> <p>6. Develop communities and networking by having impact on the intersections of the values of sport(outdoor) tourism</p> <p>7. Examine the own sport identity and develop a standard about who he/she wants to be as a sports professional</p> |
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| MC | PROFESSIONAL SKILLS | | | AUTONOMY/RESPONSIBILITY | MC | PERSONAL SKILLS | | | AUTONOMY/RESPONSIBILITY |
|----------------------|---|--|--|---|-----------------------------------|--|---|---|---|
| | Knowledge | Skills | Competence | | | Knowledge | Skills | Competence | |
| SECTOR'S LAW/ECONOMY | Tourism Law and Policies at Regional, national and EU levels | Able to manage activities and services in the respect of sectors' legislation | Demonstrate knowledge and understanding of the structure, roles and functions in agreement and contracts | Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups | CRITICAL THINKING/PROBLEM SOLVING | How to analyse a business problem in different context | Able to make decisions, when faced with a complex problem | Analyse a situation or problem very deeply, evaluating circumstances and causes | Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups |
| | EU Consumer Protection and Tourism, Implications of competition policy for tourism practitioners , Transport (Tour Operators and Travel Agents) | Able to choose the suitable grant opportunities to support their own business/activity | Demonstrate a critical awareness of the evolution of law and programmes in sport and tourism in EU | | | | Able to engage imagination to explore new possibilities | Monitor progress and adapt a strategy to achieve effective outcomes when tackling a complex problem | |

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| | EU Programmes on Tourism: principles, initiatives and grants | Able to obtain the correct information on EU policies evolution and use them to define new innovation plans for their own business | Communicate legal arguments clearly to the customers in dealing supplying services | | | | Able to formulate and articulate ideas | | |
| | EU Programmes on Sport: principles, initiatives and grants and their connection with tourism | | | | | | Able to recognize explicit and tacit assumptions and their consequences | | |
| <p>LO:</p> <ol style="list-style-type: none"> 1. Identify the laws and policies of the European Union which impact on providers of tourism products or services 2. Act with respect to the law and within the context of an identified regional policy 3. Act with respect to the explicit and implicit (safety) regulations in the context of sport/tourism outdoor activities | | | | | <p>LO:</p> <ol style="list-style-type: none"> 1. Use change management tools to implement new products 2. Show critical thinking by identifying, analysing, and evaluating the communication behaviours of others and themselves in a variety of contexts 3. Make decisions based on argument from gathered information | | | | |

| MC | PROFESSIONAL SKILLS | | | AUTONOMY/RESPONSIBILITY | MC | PERSONAL SKILLS | | | AUTONOMY/RESPONSIBILITY |
|--------------------------------|--|---|---|---|-------------------------------|---|--|--|---|
| | Knowledge | Skills | Competence | | | Knowledge | Skills | Competence | |
| MARKETING AND PROMOTION | Marketing elements: market and targets. Promotional marketing techniques. Benchmarking techniques. Use of digital tools and channels | Able to design products and services and to promote accordingly to marketing strategies (consumption psychology and needs marketing | Develop territorial paths / experiences, by practicing the chosen sport | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | EMPATHY/ INTERCULTURAL | Empathy types: affective and cognitive | Able to identify and understand emotions of others | Maintain openness towards the world, challenge prejudices and discover common values | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| | Psychologic aspect of communication. Communication styles (relational aspects, listening techniques, group management ...) | Able to apply techniques for mapping the tangible and intangible assets of the destination | Select the local heritage offer and relate it to the tourists' interests / tastes | | | The importance of empathy in workplaces and in intercultural contexts | Able to reinforce their communication skills | Practice active listening, understanding other persons' life, open up, inspire mass action and social change | |
| | Elements of intercultural negotiation | Able to connect customers' sport needs with the territorial values and products | Investigate the needs of the tourist and his decision-making dynamics | | | | | Cultivate interpersonal communications put in place correct style of communication | |

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| Problem solving techniques | | Provide the tourist with correct and understandable information about sports and the use of the holiday | | | | | |
| Engagement techniques (e.g. gamification) | | To inform the tourist of potential risks and anticipate solutions, helping them quickly and effectively | | | | | |
| Tourism legislation in a countries' context | | | | | | | |
| Destination geography | | | | | | | |
| Local economic and productive reality | | | | | | | |
| Local gastronomic culture | | | | | | | |
| <p>LO:</p> <ol style="list-style-type: none"> 1. Bring products, services, processes and organisation under attention to existing and new stakeholders of a sport outdoor and/or tourist oriented organisation 2. Explore trends and developments in the area of sport and outdoor tourism and apply this knowledge to develop sport and tourism services in line with target group's characteristics | | | | <p>LO:</p> <ol style="list-style-type: none"> 1. Understand other perspectives and bring these different perspectives together 2. Appoint cultural differences and engage in a dialogue of merits, ethics and challenges with (non) professionals / partners | | | |

| MC | PROFESSIONAL SKILLS | | | AUTONOMY/RESPONSIBILITY | MC | PERSONAL SKILLS | | | AUTONOMY/RESPONSIBILITY |
|-------------------------------|--|---|--|---|--|--|--|--|---|
| | Knowledge | Skills | Competence | | | Knowledge | Skills | Competence | |
| NEGOTIATION/NETWORKING | The multi-level governance approach that influence projects, processes and outcomes in different context | Able to identify the stakeholders' roles and different way of participation in networks | Draw out the interests of stakeholders in relation to the problems which a project is seeking to address | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | NEGOTIATION/EFFECTIVE COMMUNICATION | The theories of communication and negotiation (processes and styles) | Able to demonstrate a better understanding of the communication and negotiation process | Identify, explaining, and applying effective communication styles in a variety of contexts | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| | The main factors of stakeholders' analysis and stakeholders participation strategy | Able to assess the influence and the importance of various stakeholders | Define the appropriate type of participation by different stakeholders, during all different stages of the project | | | Different communication and negotiation styles in specific contexts and situations | Able to evaluate communication styles and organizing and presenting effective messages adapted to specific audiences | Enhance interpersonal skills by identifying and developing a repertoire of strategies for improved communication effectiveness | |
| | Rules and factors of negotiation and main tools (contracts and agreements) | Able to stipulate contract and agreements on the basis of different roles and | Recognise relations between stakeholders which can be built upon, and may enable "coalitions" of project | | | | | | Identify the different perspectives of various stakeholders and choose the correct approach |

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| | <p>way of participation</p> <p>Able to monitor relationship and strategy to maintain during different stages</p> | <p>sponsorship, ownership and cooperation</p> | | | | | <p>that bring about common agreements</p> | |
| | | <p>Identify potential conflicts of interest between stakeholders, which will influence the assessment of the project's risks</p> | | | | | | |
| <p>LO:</p> <p>1.Distinguish the different perspectives of stakeholders in a destination for sport and tourist activities</p> <p>2.Use an approach that support the acceptance of stakeholders of (innovative) changes and processes in an outdoor organisation</p> <p>3.Show an entrepreneurial orientation in interacting with sport and outdoor tourism stakeholders</p> <p>4.Manage networks with the help of basic ICT tools him/herself and others</p> <p>5.Identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects'/effective communication outcomes</p> | | | | <p>LO:</p> <p>1. Negotiate with respect to stakeholders to come to the best outcome in benefit of the organisation</p> <p>2.Provide/present mass and individuals with information and interact with stakeholders (with use of social media) in a proper way to realize goals and objectives</p> | | | | |

| MC | PROFESSIONAL SKILLS | | | AUTONOMY/RESPONSIBILITY | MC | PERSONAL SKILLS | | | AUTONOMY/RESPONSIBILITY |
|--|---|---|--|---|--|--|---|---|---|
| | Knowledge | Skills | Competence | | | Knowledge | Skills | Competence | |
| ENTREPRENEURIAL SKILLS/BUDGETING PLAN | The concept of business in the society | Able to develop a budget for the business idea | Know how to determine costs of starting a business and how to find out means to support start-up phase | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | CREATIVITY/INNOVATION/SENSE OF INITIATIVE | Different type of innovations and their impact on society and business dimension | Able to develop and improve ideas, his own and other people's | Think and plan uncommon alternatives to answer to challenging matters | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| | The type of budget, budget and financial charts | Able to understand what types of resources are needed to start up a business and to know how to identify resource providers | Define the economic plan in accordance with all the project sessions and the business mission | | | Brainstorming and Design-thinking approaches to stimulate innovation | Able to recognize the limits of a proposal and suggest alternatives | Use different approaches in developing and implementing innovation | |
| | Elements and principles of budgeting (costs, incomes, loss, margin, efficiency, efficacy, effectiveness concepts) | | Assess the quality management on the basis of the cost-effectiveness principles | | | | | Able to individuate alternatives and opportunities for possible action that a team could take | |

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| | The main factors of business success in an economic view | | | | | | | | |
| | The impact of a benchmarking analysis on economic plan | | | | | | | | |
| | <p>LO:</p> <p>1.Evaluate the real costs to start a business, identifying the difference among various type of enterprise</p> <p>2.Define financial plan to start a business, planning for future needs of the business</p> <p>3.Develop items of assessment, monitoring economic evolution of business</p> | | | | <p>LO:</p> <p>1. Follow a design thinking approach to come to new (project) solutions</p> <p>2. Use creativity in developing innovations</p> | | | | |
| ENTREPRENEURIAL SKILLS/ Business Plans/Models | Basic concepts of entrepreneurship and the attributes of an entrepreneur | Able to individuate different business frameworks, choosing the right form for different business | Set up a plan of project idea showing the business future expectation and possible session of improvement | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | | | | | |
| | The main factors of a business plan and how to develop different sections of the | Able to explain the value of a business and develop simple business plan | Define a legal frame of business idea accordingly to the mission of the enterprise, the future expected results | | | | | | |

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| business concept | | and the available resources for the difference steps of business development | | | | | | |
| The elements of corporate law | | Design business development strategies | | | | | | |
| <p>LO:</p> <ol style="list-style-type: none"> 1. Act in an entrepreneurial way to create and realize added value(s) to context, organisation, customers and other stakeholders 2. Demonstrate and reflect on own entrepreneurial attitude in the context of sport and outdoor tourism | | | | | | | | |

Secondly, the structure of modularization adopted, is composed to obtain a more precise correspondence to the milestone of the European Institutions in sport and tourism contexts needs, as well as to the need expressed by sport professionals active in tourism sector. The modules description are the main elements of a learning programme oriented to develop a set unit (expected LO), exploited in knowledge, skills and competences which constitute the completion of all parts of the qualification.

According to the “Study on International Sectoral Qualifications Frameworks and Systems”⁷⁹, LO is a common method to describe the course objective and define assessment approaches. Being generally presented as sentences including action verb, it is a structure applied in similar way in each different system. LO cover not only all the dimensions of competence (knowledge, skills and competence) in holistic way, but also include a reference to work tasks of professionals. In other words, they collect the tasks that a learner should be capable of performing. LO have been chosen by EN ROUTE staff to fulfil a high level of details and to offer a global comprehension of the qualification.

After the phase of analysis based on cross-country approach, to fill disparities and to valorise similarities, the final global competence framework represents now a list of n. 113 statements of knowledges, skills and competences associated with n. 40 LO, divided into n.24 LO for Professional competences and n.16 LO for Personal ones. The 40 LO were assembled into clusters of Technical Modules and Life skills Modules. The following competence has been classified as previous eligibility skills for the learning experience (“Is able to communicate in (own) language at Cambridge level C, is able to communicate in a foreign language at Cambridge level B (skills entry requirements)”).

Also the description of the tasks has been redesigned on the basis of the profile context between two different sectors and the job development objects, related to:

- The Tourism legislation different frameworks (regional, national, European)
- The project design, project management and innovation assessment in general and related to the specific context (sport and tourism)
- The management of networking and negotiation in relation to stakeholders’ plan
- The ideation and design of marketing and promotion strategy on the basis of customers’ analysis

⁷⁹ M. Auzinger et all, Study on International Sectoral Qualifications Frameworks and Systems. Final Report. European Commission. Directorate-General for Employment, Social Affairs and Inclusion Unit Skills and Qualifications, 2016.

- The definition of business plan and business model with the reference to the design of new products and services

This modular structure is conceived to be a replication model for the proposal of diffusion of this new qualification, being a possible driver of changing in the labour market but also to a flexible setting to update it. This can be the case of changes in legislation (in tourism most of all, some national strict legislation prevents the practice of some professions) as well as in case of new ways of working, and new technologies, replacing or updating some modules as needed in the future.

Table 4.1 Modularisation of Learning outcomes and Performance criteria_Life Skills.

| | TASK DESCRIPTION | KNOWLEDGES | SKILLS | COMPETENCES | LEARNING UNIT (aim of the training programme; aim of the course; Learning outcomes; sub-outcomes if necessary) | PERFORMANCE CRITERIA (output/level and tool of assessment) |
|---|---|--|--|---|---|--|
| Module 1. TEAMBUILDING / TEAMWORK / LEADERSHIP | Increase high confidence level in team, encouraging collaboration and opportunities to perform well | Theories and dynamics of teamwork and leadership | Able to think as a team, taking into account, respect and share ideas with other members | Carry out teamwork and its dynamics in different contexts | The module “Teambuilding, Teamwork, Leadership” aims at creating a friendly learning environment to support motivation and collaboration among participants. In particular the module supports learning collaboration, adaptability and strengthen leadership dynamics and decision-making technique. | 1.Level of LS awareness 2.Behavioural changes in weak LS (Report: Trainer observation diary, Peer debriefing, Self-assessment questionnaire, Personal and work feedback questionnaire to evaluate strengths and weaknesses, level of awareness). |
| | Recognize each other’s strengths and weaknesses and accordingly strategies to achieve effective results | | Able to interact effectively with team members, managing possible conflicts | Lead and inspire others giving a common mission | | |
| | Develop the feeling of membership, thinking as a team and to achieve common organizational goals | | Able to motivate oneself and others | Mediate in case of critical issues and conflicts | | |

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|--|---|--|---|---|---|---|
| LO | <ol style="list-style-type: none"> 1. Work in cooperative ways (e.g. membership feeling) with different people to realize common goals 2. Work with fellow group members (with each other strengths and weaknesses) to coordinate a sport and outdoor tourism event, reflecting the wishes and expectations of the client and event target group 3. Have a positive impact on collaboration within the project group, contributing to the group's development as a team 4. Take the lead of him/herself, others and the context of a small group within sport outdoor organisations and settings 5. Make operational, tactical and strategic decisions in the best interest of all involved based on relevant arguments and information with respect of the represented organisation's mission and vision 6. Develop communities and networking by having impact on the intersections of the values of sport(outdoor) tourism 7. Examine the own sport identity and develop a standard about who he/she wants to be as a sports professional | | | | | |
| Module 2. CRITICAL THINKING / PROBLEM SOLVING | Formulate and articulate ideas | How to analyse a business problem in different context | Able to make decisions, when faced with a complex problem | Analyse a situation or problem very deeply, evaluating circumstances and causes | The module "Critical thinking/Problem Solving" aims at supporting the development of competences to solve complex problem collectively and how to employ different skills and attitudes of the team members to overcome critical situation. | <ol style="list-style-type: none"> 1.Level of LS awareness 2.Behavioural changes in weak LS (Report: Trainer observation diary, Peer debriefing, Self-assessment questionnaire, Personal and work feedback questionnaire to evaluate strengths and weaknesses, level of awareness). |
| | Demonstrate the ability to plan a strategy in problem solving in every case to face and in different contexts | | Able to engage imagination to explore new possibilities | Monitor progress and adapt a strategy to achieve effective outcomes when tackling a complex problem | | |

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| | Evaluate and applicate a strategy and foresee the outcomes using different methods | | Able to formulate and articulate ideas | | | |
| | | | Able to recognize explicit and tacit assumptions and their consequences | | | |
| LO | <p>1. Use change management tools to implement new products</p> <p>2. Show critical thinking by identifying, analysing, and evaluating the communication behaviours of others and themselves in a variety of contexts</p> <p>3. Make decisions based on arguments from gathered information</p> | | | | | |
| Module 3. CREATIVE / INNOVATION / SENSE OF INITIATIVE | Develop and promote a variety of creative perspectives | Different type of innovations and their impact on society and business dimension | Able to develop and improve ideas, his own and other people's | Think and plan uncommon alternatives to answer to challenging matters | The module "Creative/innovation/sense of initiative" aims at support people to solve critical situation thinking of different solution but also to boost their ability of innovation. Module aims also at improving creativity through innovation sessions that can support participants to reach excellent results. | 1.Level of LS awareness 2.Behavioural changes in weak LS (Report: Trainer observation diary, Peer debriefing, Self-assessment questionnaire, Personal and work feedback questionnaire to evaluate strengths and weaknesses, level of awareness). |
| | Supports and promotes proposals for change | Brainstorming and Design-thinking approaches to stimulate innovation | Able to recognize the limits of a proposal and suggest alternatives | Use different approaches in developing and implementing innovation | | |

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| | | | Able to individuate alternatives and opportunities for possible action that a team could take | | | |
| LO | 1. Follow a design thinking approach to come to new (project) solutions 2. Use creativity in developing innovations | | | | | |
| Module 4. EMPATHY / INTERCULTURAL | Show to thoughtfully consider feelings of others, increase the level of collaboration, excel in cross-cultural communications, and demonstrate ability for creating and achieving shared goals | Empathy types: affective and cognitive | Able to identify and understand emotions of others | Maintain openness towards the world, challenge prejudices and discover common values | The module “Empathy/intercultural” aims at supporting the development of the ability to display self-awareness, understanding, and active listening. To learn how to understand the emotions and feelings of others. | 1.Level of LS awareness 2.Behavioural changes in weak LS (Report: Trainer observation diary, Peer debriefing, Self-assessment questionnaire, Personal and work feedback questionnaire to evaluate strengths and weaknesses, level of awareness). |
| | | The importance of empathy in workplaces and in intercultural contexts | Able to reinforce their communication skills | Practice active listening, understanding other persons’ life, open up, inspire mass action and social change | | |
| | | | | Cultivate interpersonal communications, put in place correct style of communication | | |

| LO | 1. Understand other perspectives and bring these different perspectives together 2. Appoint cultural differences and engage in a dialogue of merits, ethics and challenges with (non) professionals/partners | | | | | |
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| Module 5. NEGOTIATION / EFFECTIVE COMMUNICATION | Show the correct communication style, working on free-flowing communication between team members bring them closer enhancing collaboration | The theories of communication and negotiation (processes and styles) | Able to demonstrate a better understanding of the communication and negotiation process | Identify, explaining, and applying effective communication styles in a variety of contexts | The module “Negotiation/Effective Communication” aims at enhancing the ability in non-verbal behaviours recognition and verbal-communication; to reformulate the content of different expressions to learn effective communication. | 1.Level of LS awareness 2.Behavioural changes in weak LS (Report: Trainer observation diary, Peer debriefing, Self-assessment questionnaire, Personal and work feedback questionnaire to evaluate strengths and weaknesses, level of awareness). |
| | Show critical thinking by identifying, analysing, and evaluating the communication of their own behaviours and those of others in a variety of contexts | Different communication and negotiation styles in specific contexts and situations | Able to evaluate communication styles and organizing and presenting effective messages adapted to specific audiences | Enhance interpersonal skills by identifying and developing a repertoire of strategies for improved communication effectiveness | | |
| | Communicate in (own) language at Cambridge level C / Is able to communicate in a foreign language at Cambridge level B | | | Identify the different perspectives of various stakeholders and choose the correct approach that bring about common agreements | | |

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| | <i>(skills entry requirements)</i> | | | | | |
| LO | <p>1. Negotiate with respect to stakeholders to come to the best outcome in benefit of the organisation</p> <p>2. Provide/present mass and individuals with information and interact with stakeholders (with use of social media) in a proper way to realize goals and objectives</p> | | | | | |

Table 4.2 Modularisation of Learning outcomes and Performance criteria_Technical Modules.

| | TASK DESCRIPTION | KNOWLEDGES | SKILLS | COMPETENCES | LEARNING UNIT (aim of the training programme; aim of the course; Learning outcomes; sub-outcomes if necessary) | PERFORMANCE CRITERIA (output/level and tool of assessment) |
|--|---|--|---|--|--|--|
| Module 1. TOURISM LEGISLATION. EUROPEAN, NATIONAL, REGIONAL FRAMEWORK OF LAW AND PROGRAMMES | Describe the practical application of legislation within the tourism sector | Tourism Law and Policies at Regional, national and EU levels | Able to manage activities and services in the respect of sectors' legislation | Demonstrate knowledge and understanding of the structure, roles and functions in agreement and contracts | The module "Tourism legislation. European, National, Regional framework of law and programmes" aims at supporting participants to develop the legal knowledge and skills they need in order to understand and have confidence with the legislation of tourism at different levels of governances as well as with the EU programmes and principles of Tourism policies. The module offers a background in the field of sport and tourism opportunities making participants in the condition to analyse the appropriate tools to | <ol style="list-style-type: none"> 1) Test/Quiz: 75% correct answers. 2) Respect deadline for documents delivery. 3) Assessment of the level of innovation by external evaluator. |

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| | | | | | support their idea project. | |
| | Identify the laws and policies of the European Union which impact on providers of tourism products or services | EU Consumer Protection and Tourism, Implications of competition policy for tourism practitioners, Transport (Tour Operators and Travel Agents) | Able to choose the suitable grant opportunities to support their own business/activity | Demonstrate a critical awareness of the evolution of law and programmes in sport and tourism in EU | | |
| | Recognize the main principles of EU policies in sport and tourism, shaping possible services in the framework of EU grants | EU Programmes on Tourism: principles, initiatives and grants | Able to obtain the correct information on EU policies evolution and use them to define new innovation plans for their own business | Communicate legal arguments clearly to the customers in dealing supplying services | | |
| | Perform tasks with respect to the explicit and implicit (safety) regulations in the context of sport/tourism outdoor activities | EU Programmes on Sport: principles, initiatives and grants and their connection with tourism | | | | |
| | Perform tasks with respect to the law and within the context of an identified regional policy | | | | | |
| LO | <ol style="list-style-type: none"> 1. Identify the laws and policies of the European Union which impact on providers of tourism products or services 2. Act with respect to the law and within the context of an identified regional policy 3. Act with respect to the explicit and implicit (safety) regulations in the context of sport/tourism outdoor activities | | | | | |

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| Module 2. PROJECT MANAGEMENT - main elements | Design and manage successful projects in different contexts | General concept and processes of PM | Apply the project-based approach to organisational set-up as well as to all services planned on the basis of needs and defined objectives | Recognise the value of the project-based approach, in reference to the services' needs and objectives of the working context | The module “Project management - main elements” aims at providing a first overview of the design activity, offering easy tools for designing in full autonomy and in team, learning the basic skills of how organise time, resources and people. | 1) Test/Quiz: 75% correct answers. 2) Respect deadline for documents delivery. 3) Assessment of the level of innovation by external evaluator. |
| | Plan and allocate resources, to profile simple budget, to plan risk management stakeholder management, and control procedures | The structure of the project: Idea project definition; concepts of outcomes and output; main actors and roles (stakeholders, customers, sponsors, project staff); General success indicators; main elements of budgeting and costs management; Time and risk management definition; how to design a communication plan | Demonstrate skills in planning, implementation and monitoring all aspects of projects including administrative, financial, personnel, data management, and evaluation | Apply technical aspects of the PMO/PMC (Project cycle management), designing detailed proposals and developing monitoring tools for quality assessment, reporting activities and human and financial management | | |
| | Evaluate the level of innovation and the sustainability of a project | Processes to manage a project | Develop a process improvement plan including steps for a small test of change | | | |

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| | Realize defined project goals and aims in an organisation with the application of the project-based approach | | Understand and use advanced scheduling and costing software applications | | | |
| | Use change management tools to implement new products and processes in an organisation | | | | | |
| Module 3. PROJECT MANAGEMENT – sport and tourism scenario | Formulate goals, to motive people, to coordinate working processes and to organize decisions in a suitable way that fit in the formulated sport context | Project Design and Management in the sport and tourism field (elements of survey of territorial needs, project cycle, evaluation and monitoring, follow up of results) | Able to understand the importance of project management for efficient sport and tourism services performance, organisational development and business management | Select real territorial needs, objectives and apply appropriate strategy understand contemporary challenges | The module “Project management – sport and tourism scenario” aims at providing means to design possible innovative services in sport and tourism field. This module is carried out through a theoretical and practical approach of a mix of learning in presence (workshops) as well as asynchronous online lectures, practical group work online tutorials and face-to-face and online project workshops. | 1) Test/Quiz: 75% correct answers. 2) Respect deadline for documents delivery. 3) Assessment of the level of innovation by external evaluator. |
| | Make operational, tactical and strategic decisions in the best | How to define an idea project (brainstorming activity) | Able to communicate the projects’ results and to define | Read, understand and produce reports for | | |

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| | interest of all involved based on relevant arguments and information with respect of the represented organisation's mission and vision | | agreement for the sustainability of the project outcomes | monitoring performances | | |
| | Follow a design thinking approach to come to new solutions | How to check the level of innovation | Able to evaluate and apply a range of established techniques in the field of sport and tourism project management to the execution of a project | Demonstrate to share ideas of innovation, best solutions to the needs both individually and in teamwork | | |
| | | Territorial partnership Building and Public-private Agreements | | Demonstrate to know how to develop networks to support new business ideas and models | | |
| | | Effective communication of a sport and tourism service | | | | |
| LO | <p>1. Realize defined project goals and objectives in an organisation with knowledge and skills of an project based approach</p> <p>2. Organize in a structured manner an (sport) event sport and tourism services in an outdoor context to realize on beforehand defined objectives</p> <p>3. Formulate goals, motivate people, coordinate working processes and organize decisions in a suitable way that fit in the formulated sport tourism context</p> <p>4. Develop new business models as part of entrepreneurial ideas and concepts in the outdoor sport and tourism context</p> <p>5. Design the various organisational operating processes (logistical, HR, marketing, financial) to ensure that defined objectives are met</p> <p>6. Analyse and advice on financial accounting and management accounting issues of profit and non profit organisations in the context of sport (outdoor) tourism</p> | | | | | |

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| | <p>7. Use change management tools to implement new products and processes in an outdoor organization</p> <p>8. Differ between different types of innovation and different phases and components of innovation during the sport and outdoor tourism orientation</p> <p>9. Use an approach in developing and implementing innovations</p> | | | | | |
| <p align="center">Module 4. MARKETING AND PROMOTION</p> | <p>Draw up products and development projects</p> | <p>Marketing elements: market and targets. Promotional marketing techniques. Benchmarking techniques. Use of digital tools and channels</p> | <p>Able to design products and services and to promote accordingly to marketing strategies (consumption psychology and needs marketing</p> | <p>Develop territorial paths / experiences, by practicing the chosen sport</p> | <p>The module “Marketing and Promotion” aims at developing essential knowledges of product design and marketing as well as the fundamental competences among entrepreneurship field. In particular the module diffuses elements of adequate promotional marketing strategies, how to present products on the market, how to structure tourism products linking with sport and territorial products calibrated on the tourists’ needs. It aims also to learn correct style of communication, during tourist experience of the territory.</p> | <p>1) Test/Quiz: 75% correct answers.</p> <p>2) Respect deadline for documents delivery.</p> <p>3) Assessment of the level of innovation by external evaluator.</p> |
| | <p>Analyse the tourists ‘needs</p> | <p>Psychologic aspect of communication. Communication styles</p> | <p>Able to apply techniques for mapping the tangible</p> | <p>Select the local heritage offer and</p> | | |

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| | | (relational aspects, listening techniques, group management...) | and intangible assets of the destination | relate it to the tourists' interests / tastes | | |
| | Design territorial tourist services, selecting the most effective promotion strategy | Elements of intercultural negotiation | Able to connect customers' sport needs with the territorial values and products | Investigate the needs of the tourist and his decision-making dynamics | | |
| | Bring products, services, processes and organisation under attention to existing and new stakeholders | Problem solving techniques | | Provide the tourist with correct and understandable information about sports and the use of the holiday | | |
| | Provide mass and individuals with information and interact with stakeholders with use of social media in a proper way to realise aims and goals | Engagement techniques (e.g. gamification) | | To inform the tourist of potential risks and anticipate solutions, helping them quickly and effectively | | |
| | | Tourism legislation in a countries' context | | | | |
| | | Destination geography | | | | |
| | | Local economic and productive reality | | | | |
| | | Local gastronomic culture | | | | |

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| LO | LO: 1. Bring products, services, processes and organisation under attention to existing and new stakeholders of a sport outdoor and/or tourist oriented organisation 2. Explore trends and developments in the area of sport and outdoor tourism and apply this knowledge to develop sport and tourism services in line with target group's characteristics | | | | | |
| Module 5. SPORT AND TOURISM BUSINESS STRATEGY – Budget and Economic Plans | Evaluate the real costs to start a business, identifying the difference among various type of enterprise | The concept of business in the society | Able to develop a budget for the business idea | Know how to determine costs of starting a business and how to find out means to support start-up phase | The module “Sport and Tourism Business Strategy – Budget and Economic Plans” aims at introducing a milestone planning for the realization of economic framework of a business, developing know how to read budget charts and to implement the first costs system of the business model start up. | 1) Test/Quiz: 75% correct answers. 2) Respect deadline for documents delivery. 3) Assessment of the level of innovation by external evaluator. |
| | Define financial plan to start a business, planning for future needs of the business | The type of budget, budget and financial charts | Able to understand what types of resources are needed to start up a business and to know how to identify resource providers | Define the economic plan in accordance with all the project sessions and the business mission | | |
| | Develop items of assessment, monitoring economic evolution of business | Elements and principles of budgeting (costs, incomes, loss, margin, efficiency, efficacy, | | Assess the quality management on the basis of the cost-effectiveness principles | | |

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| | | effectiveness concepts) | | | | |
| | Analyse financial accounting and management accounting issues of profit and non profit organisations in the context of sport tourism | The main factors of business success in an economic view | | | | |
| | | The impact of a benchmarking analysis on economic plan | | | | |
| LO | 1.Evaluate the real costs to start a business, identifying the difference among various type of enterprise 2.Define financial plan to start a business, planning for future needs of the business 3.Develop items of assessment, monitoring economic evolution of business | | | | | |
| Module 6. SPORT AND TOURISM BUSINESS STRATEGY – Stakeholders Roles | Identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects' outcomes | The multi-level governance approach that influence projects, processes and outcomes in different context | Able to identify the stakeholders' roles and different way of participation in networks | Draw out the interests of stakeholders in relation to the problems which a project is seeking to address | The module "Sport and Tourism Business Strategy – Stakeholders Roles" aims at giving tools for an effective stakeholders' participation strategy, to analyse and assess a project territorial context and to determine how to negotiate a project outcomes application | 1) Test/Quiz: 75% correct answers. 2) Respect deadline for documents delivery. 3) Assessment of the level of innovation by external evaluator. |

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| | | | | | and diffusion. In particular, it develops competences of which individuals, groups or organisations need to be involved to support the implementation of sport and tourism innovative proposals. | |
| | Draw out the engagement of relevant stakeholders, involving them as a key part of a project | The main factors of stakeholders' analysis and stakeholders' participation strategy | Able to assess the influence and the importance of various stakeholders | Define the appropriate type of participation by different stakeholders, during all different stages of the project | | |
| | Design the correct legal base for stakeholders 'engagement and assess their roles and participation | Rules and factors of negotiation and main tools (contracts and agreements) | Able to stipulate contract and agreements on the basis of different roles and way of participation Able to monitor relationship and strategy to maintain during different stages | Recognise relations between stakeholders which can be built upon, and may enable "coalitions" of project sponsorship, ownership and cooperation | | |
| | Define and implement participation stakeholders' networks building long-term relationship | | | Identify potential conflicts of interest between stakeholders, which will influence the assessment of the project's risks | | |
| LO | <p>1.Distinguish the different perspectives of stakeholders in a destination for sport and tourist activities</p> <p>2.Use an approach that support the acceptance of stakeholders of (innovative) changes and processes in an outdoor organisation</p> | | | | | |

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| | <p>3.Show an entrepreneurial orientation in interacting with sport and outdoor tourism stakeholders</p> <p>4.Manage networks with the help of basic ICT tools him/herself and others</p> <p>5.Identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects’/effective communication outcomes</p> | | | | | |
| <p>Module 7. SPORT AND TOURISM BUSINESS STRATEGY – Entrepreneurship Development</p> | <p>Demonstrate the value of a business, through a plan identifying business idea, strategy, mission, resources and financial details</p> | <p>Basic concepts of entrepreneurship and the attributes of an entrepreneur</p> | <p>Able to individuate different business frameworks, choosing the right form for different business</p> | <p>Set up a plan of project idea showing the business future expectation and possible session of improvement</p> | <p>The module “Sport and Tourism Business Strategy – Entrepreneurship Development” aims at thinking how to make the business idea in a logical concept and a potential legal frame.</p> | <p>1) Test/Quiz: 75% correct answers. 2) Respect deadline for documents delivery. 3) Assessment of the level of innovation by external evaluator.</p> |
| | <p>Identifying the viability of a business idea through the assessment of the business key features, the organization and the resources</p> | <p>The main factors of a business plan and how to develop different sections of the business concept</p> | <p>Able to explain the value of a business and develop simple business plan</p> | <p>Define a legal frame of business idea accordingly to the mission of the enterprise, the future expected results and the available resources for the difference steps of business development</p> | | |
| | <p>Individuate the proper legal frame for the business model defining in the business plan</p> | <p>The elements of corporate law</p> | | <p>Design business development strategies</p> | | |
| | <p>Act in an entrepreneurial way to create and realize added value(s) to context, organisation,</p> | | | | | |

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| | customers and other stakeholders | | | | | |
| LO | 1. Act in an entrepreneurial way to create and realize added value(s) to context, organisation, customers and other stakeholders 2. Demonstrate and reflect on own entrepreneurial attitude in the context of sport and outdoor tourism | | | | | |

3.3.3. ECVET POINT ASSIGNED TO LEARNING UNITS

ECVET (European Credit System for Vocational Education and Training) is a European credit system for vocational education and training. It is well known that the system was structured starting from the idea that the development and recognition of citizens' knowledge, skills and competences are fundamental for their personal and professional development and for competitiveness, employment and social cohesion in the community. Therefore, the creation of a credit system aimed at promoting the transnational mobility of workers and learners, supporting the matching of supply and demand of the European labour market, the transparency of citizens' learning outcomes and the diffusion of qualifications at national level between the various sectors of the economy. ECVET is also a reference point that can contribute to the development and the enhancing of EU cooperation in education and training and furthermore it can create the base of a common interpretation of the European qualifications.⁸⁰

In fact, including a set of specifications for valuing, measuring, describing and comparing learning achievement, it provides a standardised means of representing learning outcomes, enabling comparison of learning required in different programmes and qualifications and thus facilitating the building up of credit by learners or the transfer of achieved learning between programmes and institutions. Some of the main functions that a credit system performs can be summarised as follows:

- transfer of learning outcomes within and between various national VET systems, promoting links between various learning pathways;
- recognition of learning activities (modules) or qualification units towards a partial or a complete qualification;
- transparency of learning processes and outcomes in terms of knowledge, skills and competences acquired by the individual learners;
- mobility within learning processes and professional mobility by improving the description of complete qualifications;
- flexibility of learning periods, of content and of study programmes;
- simplifying certification and recognition procedures.

ECVET represents a way to facilitate the transfer, recognition and accumulation of the learning credits of people aiming at obtaining a qualification. It applies to all stages of

⁸⁰ Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), Official Journal of the European Union, 2009.

vocational education and training which the learner faces throughout his life and its adoption can allow an individual to document and certify the acquired achievements. Regarding learning activities, in addition to formal learning, ECVET aims to include non-formal and informal learning as processes of acquiring knowledge, skills and competences. Therefore, it also takes into consideration the outcomes of learning objectives or work experiences that cannot be translated into a time metric system. Consequently, this credit system has to take into account competences, widely used in vocational training, and at the same time be compatible with existing credit systems based on workload currently used in European higher education and some national VET systems. Based on the contextual and intentional parameters of the learning process, the different learning activities can be defined as follows⁸¹:

- Formal learning is typically provided by an education or training institution. It is structured in terms of learning objectives, learning time or learning support and leads to certification. It is intentional from the learner's perspective;
- Non-formal learning is not provided by an education or training institution and typically it does not lead to certification. However, it is structured (in terms of learning objectives, learning time or learning support) and it is intentional from the learner's point of view;
- Informal learning results from daily life activities related to work, family or leisure. It is not structured in terms of learning objectives, learning time and/or learning support. Typically, it does not lead to certification. Informal learning may be intentional but, in most cases, it is non-intentional or incidental/random. It is also called experiential learning.

Credit points are used to define the individual acquisition of knowledge, skill and competence, aggregated in units. The latter reflect different levels of competence and are combined to form different qualifications, established by national standards. The credit points role is to provide a common reference between different types of VET programme, that lead to more or less equivalent vocational profiles. The task of calculating the amount of credit points allocated to the units is the responsibility of the competent institutions, which can use two approaches: the resources invested (i.e. notional learning time or workload) or the output achieved (i.e. knowledge/skill/competences). For example, the first approach is adopted by ECTS (European Credit Transfer and Accumulation System) and

⁸¹ Isabelle Le Mouillour, European approaches to credit (transfer) systems in VET. Cedefop Dossier series; 12 Luxembourg: Office for Official Publications of the European Communities, 2005.

takes the input perspective, while the second type of approach, that of ECVET, focuses on the outcome perspective. Considering that credits represents a quantitative measurement of parts within a whole, then it can be said that, in the first case, the whole is characterized by a certain workload of students related to a specific study programme (quantitative approach which includes the time spent in attending lectures, seminars, independent study, preparation for, and taking of, examinations), while in the ECVET basic approach, the focus is set on the objectives of training programme which allow the learner to have a good command of a given combination of knowledge, skills and competences corresponding to a professional profile (qualitative approach). Although credit points allow measurement of learning achievements at individual level, at first it is important to set which parameters to measure. Most of the cases, the measurement basis is a combination of workload and time (i.e. duration of a full VET study programme - years/weeks). In this respect, the time spent by students in VET schools, training centres or companies, as well as the time they spend preparing courses or seminars, is assessed. However, the use of the concept of learning density or notional learning time creates some problem, since it assumes that all learning activities are equal, regardless of the setting. Indeed, often is not so. In contrast, the qualitative approach is linked to the quality of the learner's profile at the end of the study programme, in terms of the range of Knowledge/Skill/Competences acquired. The qualitative approach for calculating credits is not an intrinsic aspect of credit systems. Therefore, the best thing to do is not to consider the two approaches in contradiction, but to blend them in so that one enriches the other, combining the objective of the training experience (the competences to be acquired) with the effort required to acquire it. The development of such a credits framework, which introduces the qualitative aspects and is more focused on outcomes, allows accumulation of credits, as well as facilitates transfer of part or full qualifications.

ECVET points provide complementary information about qualifications and units in numerical form. However, they haven't intrinsic value, because they reflect the achievement and accumulation of units. A unit of learning outcomes consists of a coherent set of knowledge, skills and competences which is assessed and validated, associating ECVET points. Specific units should not be confused with a component of a formal learning programme or training offer, as the expected learning outcomes defining the unit can be achieved regardless of time or mode. Therefore, qualifications' descriptions are independent of the education and training programme preparing for these qualifications. Overall, a qualification comprises several units and is made up of the whole set of units.

Thus, the allocation of ECVET points is usually divided into two phases: first, the ECVET points are assigned to a qualification as a whole and then the points are divided into individual units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. By convention, 60 points are awarded to the learning outcomes that are expected to be achieved in a full-time vocational training year. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification. The relative weight of a unit takes into consideration the following aspects:

- the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration. For example, it can be decided that some fundamental units for a given professional profile have a higher number of ECVET points than the others;
- the complexity, scope and volume of learning outcomes in the unit, in terms of knowledge, skills and competence. This aspect includes indicators such as the level of performance for assessment of learning outcomes. For example, the body of technical, technological, scientific and general knowledge that have to be mobilized in order to execute the skills and competences expected; the number of procedures or methods to follow, the complexity of combinations of these procedures or methods; the variety and complexity of material and documentation resources to use;
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit. This method of allocating ECVET points is based on the education and training programme taken as a point of reference and on the estimation of learners' effort (which can be also translated as workload or notional learning time) to achieve the expected learning outcomes.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another. For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context⁸².

⁸² Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), Official Journal of the European Union, 2009.

In this way, following as exposed above, the credit points acquired by the EN ROUTE learning participants and the units achieved, their different weight, in the global learning pathway, the total proposal of credit ECVET can be n.60 in correspondence with one year of learning experience, due to:

- 50 days of learning (4 days of Life Skills; 10 days of Technical Modules; 40 days of e-learning)
- 300 hours for output production (project works), and their application as business models in a work-based learning experience.

3.3.4. FINAL QUALIFICATION COMMON DESCRIPTION

As the basis of the methodology for the final profile “Sport and Tourism outdoor Manager”, as qualification/competence level has been described comprehensively. The final formulation reflected the level of qualification/competence of units of LO, as a framework that expressed both the descriptors domains to make the framework as more detailed as possible.

According to the Recommendation of the European Parliament and of the Council of 23rd April 2008, each qualification should include the following elements:

- Name and level of the qualification;
- Purpose of the qualification;
- The professional standards, functions of professional standards or units of qualifications which comprise the source for the qualification;
- Learning Outcomes and success criterion;
- Assessment and evaluation criterion in acquiring qualifications.

Qualifications belong to a stable system because they are the result of the need expressed by a group of stakeholders interesting in having new skills portfolio and of the labour market changes. So that qualifications have a theoretical base but also a social impact based on factors of negotiation and common agreements among key actors to define occupational standards. The EQF is to be used as a tool for comparing qualifications developed in different countries and also across sectors. The developing NQFs and EQF are intended to improve the legibility and comparability of qualifications, so ensuring the transparency of the qualification. In the case of EN ROUTE qualification, it embraces the advice to present a flexible system through the development of a specific qualification and

units of assessment, able to take into account formal means (EQF, NQF) but also proposing a learning pathway outside formal programmes⁸³. At the basis of the following description of the final qualification (Table 5), EN ROUTE staff worked for:

1. The promotion of European cooperation and exchange of reciprocal recognition for a common language of qualification, supporting international mobility of the Sport and Tourism outdoor Manager, as a final result;
2. The diversification of training tools and learning methodologies to reach the specific LOs designed, ensuring the quality of training proposal;
3. The improvement of new career development support system, oriented to the mobility across sectors on the basis of new skills needs emerged in the labour market;
4. The diffusion of a new awareness among learners of the importance of lifelong learning, also by the transfer of knowledge, skills and competences between different contexts and occupations.

⁸³ CEDEFOP, 2010. Changing qualifications. A review of qualifications policies and practices. Luxembourg: Publications Office of the European Union, 2010.

Table 5 Final Qualification description

| DEFINITION OF THE PROFESSIONAL PROFILE | PROFESSIONAL CONTEXT | TASKS | |
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| <p>The “Sport and Tourism Outdoor Manager” is a professional expert in the design of sport and tourist services, orienting the activity towards territorial sites, relaunching their touristic dimension, and to several target focus of tourists open to make experience of eco-tourism, sustainable and accessible travels. Acting in an entrepreneurial way, the profile is able to formulate ideas, realise defined project goals, support strategy to take place effective promotion initiatives and the involvement of the most relevant stakeholders to reach objectives of territorial development.</p> | <p>Following as it has been reported by the Organisations and sport experts employed in tourism sector the professional context is still concentrated nowadays in a sectoral way, through profiles that are decidedly sporty or can be easily placed in the tourist sector in general, typically in sports entertainment as a seasonal activity and in the tourist management area.</p> | <p>Recognise practical application of legislation within the tourism sector, and act with respect to the explicit and implicit (safety) regulations in the context of sport/tourism outdoor activities</p> | <p>In workplace develop the feeling of membership, thinking as a team, excel in effective and cross-cultural communications, recognize each other’s strengths and weaknesses to achieve common organizational goals</p> |
| | | <p>Identify the laws and policies of the European Union which impact on providers of tourism products or services</p> | <p>In workplace develop and promote a variety of creative perspectives, supporting and promotes proposals for change, evaluating and adopting a strategy and foresee the outcomes using different methods</p> |
| | | <p>Design and manage successful projects in different contexts, draw up products and development projects on the basis of tourists ‘needs</p> | <p>In workplace and in different contexts demonstrate the ability to plan a strategy in problem solving</p> |
| | | <p>Apply a design thinking and change management approaches to come to new solutions and to implement new products and processes in an organisation</p> | <p>Evaluate the level of innovation and the sustainability of a project idea,</p> |
| | | <p>Individuate the proper legal frame for the business model defining in the business plan</p> | <p>Identifying the viability of a business idea through the assessment of the business key features, the organization and the resources</p> |
| | | <p>Analyse financial accounting and management accounting issues of profit and non profit organisations in the context of sport tourism</p> | <p>Define and implement participation stakeholders’ networks building long-term relationship</p> |

| COMPETENCES PILLARS | | | |
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| KNOWLEDGES | SKILLS | COMPETENCES | AUTONOMY/RESPONSIBILITY |
| <p><u>Sport and Tourism outdoor manager knows:</u></p> <ul style="list-style-type: none"> -Tourism Law and Policies at Regional, national and EU levels -EU Consumer Protection and Tourism, Implications of competition policy for tourism practitioners, Transport (Tour Operators and Travel Agents) - EU Programmes on Tourism: principles, initiatives and grants - EU Programmes on Sport: principles, initiatives and grants and their connection with tourism - General concept and processes of PM - The structure of the project - Processes to manage a project - Project Design and Management in the sport and tourism field - The process of definition an idea project - The factors to check the level of innovation - Territorial partnership Building and Public-private Agreements - Different type of innovations and their impact on society and business dimension - Processes to analyse a business problem in different context | <p><u>Sport and Tourism outdoor manager is:</u></p> <ul style="list-style-type: none"> Able to manage activities and services in the respect of sectors' legislation Able to choose the suitable grant opportunities to support their own business/activity Able to obtain the correct information on EU policies evolution and use them to define new innovation plans for their own business Apply the project-based approach to organisational set-up as well as to all services planned on the basis of needs and defined objectives Demonstrate skills in planning, implementation and monitoring all aspects of projects including administrative, financial, personnel, data management, and evaluation Develop a process improvement plan including steps for a small test of change Understand and use advanced scheduling and costing software applications Able to understand the importance of project management for efficient sport and tourism services performance, | <p><u>Sport and Tourism outdoor manager:</u></p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of the structure, roles and functions in agreement and contracts Demonstrate a critical awareness of the evolution of law and programmes in sport and tourism in EU Communicate legal arguments clearly to the customers in dealing supplying services Recognise the value of the project-based approach, in reference to the services' needs and objectives of the working context Apply technical aspects of the PMO/PMC (Project cycle management), designing detailed proposals and developing monitoring tools for quality assessment, reporting activities and human and financial management Select real territorial needs, objectives and apply appropriate strategy understand contemporary challenges Read, understand and produce reports for monitoring performances Demonstrate to share ideas of innovation, best solutions to the needs both individually and in teamwork | <p>The qualification manages and transforms work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p> |

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| <p>- Brainstorming and Design-thinking approaches to stimulate innovation</p> <p>-Theories and dynamics of teamwork and leadership</p> <p>-Empathy types: affective and cognitive</p> <p>-The importance of empathy in workplaces and in intercultural contexts</p> <p>-The theories of communication and negotiation (processes and styles)</p> <p>-Different communication and negotiation styles in specific contexts and situations</p> | <p>organisational development and business management</p> <p>Able to communicate the projects' results and to define agreement for the sustainability of the project outcomes</p> <p>Able to evaluate and apply a range of established techniques in the field of sport and tourism project management to the execution of a project</p> <p>Able to design products and services and to promote accordingly to marketing strategies (consumption psychology and needs marketing)</p> <p>Able to apply techniques for mapping the tangible and intangible assets of the destination</p> <p>Able to connect customers' sport needs with the territorial values and products</p> <p>Able to develop a budget for the business idea</p> <p>Able to understand what types of resources are needed to start up a business and to know how to identify resource providers</p> <p>Able to identify the stakeholders' roles and different way of participation in networks</p> <p>Able to assess the influence and the importance of various stakeholders</p> | <p>Demonstrate to know how to develop networks to support new business ideas and models</p> <p>Develop territorial paths / experiences, by practicing the chosen sport</p> <p>Select the local heritage offer and relate it to the tourists' interests / tastes</p> <p>Investigate the needs of the tourist and his decision-making dynamics</p> <p>Provide the tourist with correct and understandable information about sports and the use of the holiday</p> <p>To inform the tourist of potential risks and anticipate solutions, helping them quickly and effectively</p> <p>Know how to determine costs of starting a business and how to find out means to support start-up phase</p> <p>Define the economic plan in accordance with all the project sessions and the business mission</p> <p>Assess the quality management on the basis of the cost-effectiveness principles</p> <p>Draw out the interests of stakeholders in relation to the problems which a project is seeking to address</p> <p>Define the appropriate type of participation by different stakeholders, during all different stages of the project</p> <p>Recognise relations between stakeholders which can be built upon, and may enable</p> | |
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| | <p>Able to stipulate contract and agreements on the basis of different roles and way of participation</p> <p>Able to monitor relationship and strategy to maintain during different stages</p> <p>Able to individuate different business frameworks, choosing the right form for different business</p> <p>Able to explain the value of a business and develop simple business plan</p> <p>Able to think as a team, taking into account, respect and share ideas with other members</p> <p>Able to interact effectively with team members, managing possible conflicts</p> <p>Able to motivate oneself and others</p> <p>Able to make decisions, when faced with a complex problem</p> <p>Able to engage imagination to explore new possibilities</p> <p>Able to formulate and articulate ideas</p> <p>Able to recognize explicit and tacit assumptions and their consequences</p> <p>Able to develop and improve ideas, his own and other people's</p> | <p>“coalitions” of project sponsorship, ownership and cooperation</p> <p>Identify potential conflicts of interest between stakeholders, which will influence the assessment of the project’s risks</p> <p>Set up a plan of project idea showing the business future expectation and possible session of improvement</p> <p>Define a legal frame of business idea accordingly to the mission of the enterprise, the future expected results and the available resources for the difference steps of business development</p> <p>Design business development strategies</p> <p>Carry out teamwork and its dynamics in different contexts</p> <p>Lead and inspire others giving a common mission</p> <p>Mediate in case of critical issues and conflicts</p> <p>Analyse a situation or problem very deeply, evaluating circumstances and causes</p> <p>Monitor progress and adapt a strategy to achieve effective outcomes when tackling a complex problem</p> <p>Think and plan uncommon alternatives to answer to challenging matters</p> | |
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| | <p>Able to recognize the limits of a proposal and suggest alternatives</p> <p>Able to individuate alternatives and opportunities for possible action that a team could take</p> <p>Able to identify and understand emotions of others</p> <p>Able to reinforce their communication skills</p> <p>Able to demonstrate a better understanding of the communication and negotiation process</p> <p>Able to evaluate communication styles and organizing and presenting effective messages adapted to specific audiences</p> | <p>Use different approaches in developing and implementing innovation</p> <p>Maintain openness towards the world, challenge prejudices and discover common values</p> <p>Practice active listening, understanding other persons' life, open up, inspire mass action and social change</p> <p>Cultivate interpersonal communications, put in place correct style of communication</p> <p>Identify, explaining, and applying effective communication styles in a variety of contexts</p> <p>Enhance interpersonal skills by identifying and developing a repertoire of strategies for improved communication effectiveness</p> <p>Identify the different perspectives of various stakeholders and choose the correct approach that bring about common agreements</p> | |
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| CAREER OPPORTUNITIES | CLASSIFICATION PROPOSAL | REQUIREMENTS OF THE PROFESSIONAL PROFILE (Learning Outcomes and Performance Criteria) |
|---|-------------------------|---|
| <p>In view of the diffusion of the training proposal for this qualification, it can move towards a several contexts of career opportunities considering the multidisciplinary dimensions of the competences covered by the profile. The high entrepreneurship tendency places it in managerial or executive roles in organisations or in a autonomous expression of the career (entrepreneur, freelance), carried out the activity always through a cross-sector network of territorial expertise of other professionals.</p> | <p>EQF 7</p> | <p>LO – LIFE SKILLS AREA</p> <ol style="list-style-type: none"> 1. Work in cooperative ways (e.g. membership feeling) with different people to realize common goals 2. Work with fellow group members (with each other strengths and weaknesses) to coordinate a sport and outdoor tourism event, reflecting the wishes and expectations of the client and event target group 3. Have a positive impact on collaboration within the project group, contributing to the group's development as a team 4. Take the lead of him/herself, others and the context of a small group within sport outdoor organisations and settings 5. Make operational, tactical and strategic decisions in the best interest of all involved based on relevant arguments and information with respect of the represented organisation's mission and vision 6. Develop communities and networking by having impact on the intersections of the values of sport(outdoor) tourism 7. Examine the own sport identity and develop a standard about who he/she wants to be as a sports professional 8. Use change management tools to implement new products 9. Show critical thinking by identifying, analysing, and evaluating the communication behaviours of others and themselves in a variety of contexts 10. Make decisions based on arguments from gathered information 11. Follow a design thinking approach to come to new (project) solutions 12. Use creativity in developing innovations 13. Understand other perspectives and bring these different perspectives together 14. Appoint cultural differences and engage in a dialogue of merits, ethics and challenges with (non) professionals/partners |

| | | |
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| | | <p>15.Negotiate with respect to stakeholders to come to the best outcome in benefit of the organisation</p> <p>16.Provide/present mass and individuals with information and interact with stakeholders (with use of social media) in a proper way to realize goals and objectives</p> |
| | | <p>LO – LIFE SKILLS AREA - PERFORMANCE</p> <p>1.Level of LS awareness</p> <p>2.Behavioural changes in weak LS</p> <p>(Report: Trainer observation diary, Peer debriefing, Self-assessment questionnaire, Personal and work feedback questionnaire to evaluate strengths and weaknesses, level of awareness).</p> |
| | | <p>LO – TECHNICAL SKILLS AREA</p> <p>1.Identify the laws and policies of the European Union which impact on providers of tourism products or services</p> <p>2.Act with respect to the law and within the context of an identified regional policy</p> <p>3.Act with respect to the explicit and implicit (safety) regulations in the context of sport/tourism outdoor activities</p> <p>4.Realize defined project goals and objectives in an organisation with knowledge and skills of a project based approach</p> <p>5.Organize in a structured manner an (sport) event sport and tourism services in an outdoor context to realize on beforehand defined objectives</p> <p>6.Formulate goals, motivate people, coordinate working processes and organize decisions in a suitable way that fit in the formulated sport tourism context</p> <p>7.Develop new business models as part of entrepreneurial ideas and concepts in the sport outdoor and tourism context</p> <p>8.Design the various organisational operating processes (logistical, HR, marketing, financial) to ensure that defined objectives are met</p> |

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| | | <p>9. Analyse and advice on financial accounting and management accounting issues of profit and non profit organisations in the context of sport (outdoor) tourism</p> <p>10. Use change management tools to implement new products and processes in an outdoor organization</p> <p>11. Differ between different types of innovation and different phases and components of innovation during the sport and outdoor tourism orientation</p> <p>12. Use an approach in developing and implementing innovations</p> <p>13. Bring products, services, processes and organisation under attention to existing and new stakeholders of a sport outdoor and/or tourist oriented organisation</p> <p>14. Explore trends and developments in the area of sport and outdoor tourism and apply this knowledge to develop sport and tourism services in line with target group's characteristics</p> <p>15. Evaluate the real costs to start a business, identifying the difference among various type of enterprise</p> <p>16. Define financial plan to start a business, planning for future needs of the business</p> <p>17. Develop items of assessment, monitoring economic evolution of business</p> <p>18. Distinguish the different perspectives of stakeholders in a destination for sport and tourist activities</p> <p>19. Use an approach that support the acceptance of stakeholders of (innovative) changes and processes in an outdoor organisation</p> <p>20. Show an entrepreneurial orientation in interacting with sport and outdoor tourism stakeholders</p> <p>21. Manage networks with the help of basic ICT tools him/herself and others</p> <p>22. Identify the essential stakeholders to support project/activities and assess the levels of influence and the impact on projects'/effective communication outcomes</p> <p>23. Act in an entrepreneurial way to create and realize added value(s) to context, organisation, customers and other stakeholders</p> |
|--|--|--|

| | | |
|--|--|--|
| | | 24.Demonstrate and reflect on own entrepreneurial attitude in the context of sport and outdoor tourism |
| | | LO – TECHNICAL SKILLS AREA - PERFORMANCE Test/Quiz: 75% correct answers. Respect deadline for documents delivery. Assessment of the level of innovation by external evaluator. |

4. “SPORT AND TOURISM OUTDOOR MANAGER”. THE OFFICIAL RECOGNITION AND DIFFUSION IN VET-SYSTEM

4.1. THE IMPACT OF A CROSS-SECTOR CURRICULUM ON VET-SYSTEM

The European System of qualifications is nowadays oriented in all countries to use a framework to create comprehensive maps of qualifications, including all sectors (VET, higher education, general education, adult training). The effort to create a comprehensive framework including all levels, all type of qualifications and to validate the non-formal and informal learning in all EU territories is justified to remove barriers between learning and work as well as towards all opportunities of career progression.

Thinking about the example of sport experts employed in tourism and how they acquired skills and qualifications into two broad areas, the necessity of implementing and developing new curricula to provide new career opportunities is an important issue to discuss. As it has been tested in this research, curriculum development includes several phases of designing. The design cycle has been characterized by:

1. Focus definition as an answer to peculiar needs for qualifications that combined knowledge, skills with personal competences (Life Skills);
2. Knowledges and skills have been conceived within the characteristic of an interdisciplinary context;
3. Learning experience is proposed through different methodologies and evaluation criteria have been design to be relevance, practical, effective and variable according to the LOs.

As each curriculum starts with ideas on what needs have to be accomplished and the best way to reach the expected results, the EN ROUTE design for qualification was the product of the discussion firstly among different stakeholders and a multidisciplinary trainers staff

involved in the design process. As explained in the previous paragraphs, this multidisciplinary staff, as a key actor of the implementation, has reached the final qualification description after the phase of analysis where changes occurred, differing from the initial vision and ideas, to respond effectively to the needs of individuals sport experts and organisations involved. In fact, in designing a curriculum responding to a rising complex labour market, and to ensure the quality of training processes, the multi-level planning should be taken into account. We know that curricula can be designed at system or national level, descending to a micro level of training institute until the individual learner.

The *first level* of impact can be seen in the issue of flexibility and adaptability, that are increasingly among the measures of success in the labour market in the future, could be absorbed by the VET-system in EU, where the aim for learners, across all levels of education, seems to be the acquisition of transferable skills more than to learn specific and professional ones⁸⁴. Flexible or semi-permeable curricula could mean a fixed structure of fundamental content that does not change quickly, and more open part that can be further designed and developed by VET providers. From an operational point of view, it would be like to leave open curricula to design innovative competences flows, that allow to acquire knowledges between different fields, as in our case of sport qualifications, learners who remain with their sport core-base expertise, not covering completely a typical tourist qualification. At the same time new competences portfolio offered to complete tasks in tourism sector would give them the opportunity to plan new professional path and to make them aware to determine the need of new additional skills also to work in professional networks (see Figure 2).

The *second level* of impact is the issue of the validation of non-formal and informal learning, where professionals that would propose their expertise in other sectors, often learn new skills in non-formal context of learning. In fact, this process is becoming an integral part of EU countries' education and training system and in harmony with the concept of lifelong learning. Working towards a comprehensive system offering validation opportunities of all people learning contexts is fundamental because, all learning, irrespective of its origin, needs to be taken into account. Some countries have now put in place this process of validation that allow for the acquisition of full or partial qualification.

⁸⁴ European Centre for the Development of Vocational Training, European Training Foundation, United Nations Educational, Scientific and Cultural Organisation, and UNESCO Institute for Lifelong Learning, 2019, *Global inventory of regional and national qualification framework*. Vol. 1: Thematic Chapters. 2019

However, the approach to establish clear LOs based standards and reference points for validation is still in progress.

The *third level* of impact is to give a positioning to the multidisciplinary knowledge. Already in 2012, the European Commission itself underlined the aim to foster excellence and innovation through the creation of new multidisciplinary curricula to promote skills such as entrepreneurship, real-time problem solving and creative thinking⁸⁵. Globalisation, the growth of the service sector and new forms of work organization have contributed to the demand of such skills. This core-skills are increasing significance in VET and skills sectors, but the evidence is that VET system is slowly responding (reforms to curriculum are under consideration). Every sector includes different set of skills, from more generic to more particular, but the mobility across-sector needs those employability skills to complete a set of initial skills that are often not imparted to learners through an embedded system. A definitive framework to identify some transferrable skills across sectors is still the object of Memorandum of Understanding between partner organization and training institutions. The importance of changing curricula in meeting the requirement of the skills development multidisciplinary paradigm have to be diffuse and at the same time the digital evolution through the big data could be a useful mean to support VET system to update frequently information on skills' evolution, to support the renewal of qualifications, as well as to define new standards on specifying broadly employability skills which can be used across sectors.

4.2. THE ECVET IMPLEMENTATION FOR THE “SPORT AND TOURISM OUTDOOR MANAGER”

One of the essential points to offer the right value of this new qualification is the possibility to allocate it in an ECVET framework, in order to facilitate the development of flexible and individualized pathways and to recognize the LOs acquired by learning experience as well as through non-formal and informal learning. For the profile of “Sport and Tourism Outdoor Manager”, a first relevant picture of occupational standard emerged from the first phase of data collection (surveys' results). The data collected established what sport

⁸⁵ European Commission, 2012. Communication from the Commission to the European Parliament, the Council, the European economic and social Committee and the Committee of the Regions, 2012. Rethinking Education: Investing in skills for better socio-economic outcomes. Strasburg 20.11.2012 COM (2012) 669 final.

experts employed in the tourism sector have to know to be demonstrate their effectiveness in that occupations. This first phase demonstrated that:

1. A shared method can be useful to detect skills and abilities to perform in a particular sector like tourism for profiles with a different skills basis;
2. A phase has to be followed through the definition of
 - 2.1 Standards of practice expected for that occupations;
 - 2.2 The core of skills and competences to update.

At the same time a common approach for designing and delivering training for occupation and its levels of performance, was the main challenge, taking into consideration both the levels of application (European; National; Regional) and the multi-stakeholders bridge belonging to different sector. Therefore, a principle of flexibility has to be applied, due to the complexity of the pathway, expressed in:

- The diversified approaches of learning experience to obtain the qualification (wide fields of studies; number of training hours – frontal lesson – distance learning – self-study – contact hours – hands-on practice – output production: project works – business models – work experience for business model territorial application testing)
- The different exigencies according to the context that needs agreement of the stakeholders involved (Sport Federations, Tourist Associations at National and European Level).

For the reasons explained above the results of the present research intends to be diffused to give an effective position on VET and ECVET system, but, at the same time, in a frame of NQF standards. If on the one hand this issue reflects a challenge, on the other hand it is a clear opportunity for NQF at Regional and National level. In fact, the NQF impact is growing in line with longer and increasingly effective implementation, but this impact inevitably will bring to significant change in practices in sectors facing consequences of global factor, beyond the consequent new definition of programmes in education and training systems⁸⁶. Progress in NQF development in Europe is even more visible in the increased number of outcomes-based qualifications and, as reported in our analysis, certainly more present in the field of tourist qualifications than those in sport ones. However, the lack of “real-time data” on the evolution of new professional qualifications,

⁸⁶ European Centre for the Development of Vocational Training, European Training Foundation, United Nations Educational, Scientific and Cultural Organisation, and UNESCO Institute for Lifelong Learning, 2019, *Global inventory of regional and national qualification framework*. Vol. 1: Thematic Chapters. 2019

especially those that cover cross-sector skills mismatch, or those in which the application of skills acquired in non-formal context is growing, has to be quoted. On many sides it is recognized that new digital tools are needed to capture and disseminate these evolutions in a future of labour market intelligence system.

the main objective to reach at this point is to make visible that a common ECVET framework for the new qualifications can diffuse benefits:

For sport experts:

- to give visibility to their skills and their need to update competences requested by specific sector of employment, achieving new qualifications and enhancing lifelong learning principle;
- to support the mobility of sport professionals oriented to be employed in tourism sector thanks to the common recognition of units of LOs across Europe.

For VET providers:

- to encourage the flexibility of new programmes, design on a permanent skills' need analysis of the labour market and the peculiar requests by specific sectors (sport);
- to promote new approaches of tailored programmes, giving relevance to a more holistic vision of curricula and of the qualification;
- to make skills' updating more visible through more detailed learning objectives and more effective communication due to the LOs common descriptions;
- to make condition of increasing the multi-levels cooperation as well as the stakeholders' participating planning in training;
- to obtain a more effective management of mobility opportunities for sport professionals.

For the cross-lateral network between the two sectors of sport and tourism:

- to have at their disposal a common methodology to develop new job profiles and to review periodically skills and competences on a base of sudden changes of the labour markets;
- to understand easily the new qualifications of sport profiles between sectors acquired by future learners and workers;
- to dispose to potential skills' alliances networks to detect the skills changes panorama on the basis of non-formal and informal contexts of validation that enhance new professional opportunities and paths.

4.3. LABOUR MARKET AND THE IMPACT OF A SPORT CROSS-SECTORAL PROFILE

The European Union in 2016 has already defined a detailed picture of the Labour Market in the sport sector, underlining that a high demand for sport specialists prevails in all EU Countries, but the Labour Market fragmentation impedes the main actors from employing the appropriate sport labour force⁸⁷. On the other hand, Eurostat comparable data on the level of employment in the sport sector display a relevant framework in order to update and to monitor the development of sport's items that inspire EU's sport policies. The relevance of sport in the EU-27 is unquestionable with 1,37 million workers in 2019, with a gender balance where men outnumber women (54%) and people aged 15-29 cover 35% (twice the share observed in overall employment) and 30-64 group reaches 63%⁸⁸. In 2019, in the EU-27, the number of people in sport employment grew by almost 200.000 more in comparison with 2014, equivalent to an overall increase of 17%. Regarding the educational attainment level, 46% of persons employed in sport had a medium educational attainment level (ISCED levels 3-4), followed by 39% with a high level (ISCED 5-8) and 15% with a low level (at most ISCED level 2). The number of people employed in sport increased in 24 out of 27 EU Member States between 2014 to 2019. Some Member States accounted for more than half of the total increase of sport employment in the EU-27 during the five-year period under consideration, among them: Spain, the Netherlands, and Italy. In comparison with total employment, Romania had the highest proportion of sport workers with a tertiary education.

Also the European Forum on sport highlighted the economic benefits of sport not only for healthy lifestyle in general, but in the vision of the development of human capital through sport as well as the contribution of sport to regional development⁸⁹.

In addressing this research path, in the phase of the study of the labour market in the sports sector, the EN ROUTE goal was to answer to the diffused need of the visibility and the transparency of qualification in the sport field, as well as the importance of a subsequent recognition by the labour market to support employability and sport experts'

⁸⁷ European Union (2016). *Study on sport qualifications acquired through sport organisations and (sport) educational institutes*. Luxembourg: Publications Office of the European Union, 2016.

⁸⁸https://ec.europa.eu/eurostat/statisticsexplained/index.php/Employment_in_sport#Employment_in_sport_represents_more_than_1.3_million_people_in_the_EU-27_and_is_steadily_raising

⁸⁹ European Commission (2017). *EU Sport Forum, final report 2017*.

mobility. Moreover, another specific focus remained the possibility for the labour market to absorb and employ a profile with a strong multidisciplinary value and a qualification that covers, in terms of EQF levels, higher than the most technically appropriate level. The research carried out in each country involved in the EN ROUTE project has revealed a varied frame of the opportunities that the labour market offers for sports qualifications and in particular for the intersectoral ones between sport and tourism.

However, the most widespread supply of work is still concentrated nowadays in a sectoral way, through profiles that are decidedly sporty or can be easily placed in the tourist sector in general, typically in sports entertainment as a seasonal activity and in the tourist management area. In some cases, in the labour market demand, job descriptions approach the two sectors. This is the case of the Dutch “Adventure Sport Assistant”⁹⁰, a remarkable profile in demonstrating skills both in sports techniques but also in the management of tourist groups. It is to underline in this case the training offered by employers as a preliminary condition of a sport profile because of the responsibility level requested and skills that need integration in some area like management. The second case is identified in the Italian “Technician of the Services of tourist sport animation and leisure” (4° EQF level), belonging in tourist economic sector but the profile shows some specific skills of the tourism management as well as the application of different sport disciplines in the Regional Reference Directory of Professional Qualifications (“...*skills in the design and organisation of leisure, entertainment and enjoyment services for various sports disciplines, the promotion of ways of integration, socialization and learning, assessing the effectiveness of the activities carried out in relation to the satisfaction of the recipients*”)⁹¹.

The need for a multidisciplinary approach in the training of sports experts and in particular for those who want to work in the field of tourism is now widely recognised.

Not only the EN ROUTE survey in five European countries reveals the interest towards cross-sectoral profile and the need for more skills of sports experts in the tourism sector (all Sport Federations and Tourist Associations involved “strongly agree”), but also the academic world questions the usefulness of the analysis towards the potential of a new multidisciplinary curriculum.

The thought of producing a model of applicable academic curriculum would hopefully contribute towards satisfying the educational needs for what is considered one of the most

⁹⁰ <https://www.indeed.nl/Sport-Toerisme-vacatures?vjk=2103c9dbf42d5270>

⁹¹ <http://certificazionecompetenze.provincia.tn.it/repertorioProfili/index.php>

complex tourism forms, that of sport tourism⁹². Discussing about “sport tourism” with sport stakeholders, as a possible new employability opportunity field, a first opening occurs in a “sport events management” context, a possible lever to the management also of the tourist flows correlated. However, this field is still considered by researchers a “passive” pattern of sport tourism⁹³.

If this model requires certainly the updating of management skills of sport experts on the other hand designing new tourist sports services should lead to a change of vision, starting of the relaunch of European territorial values, in its tourist dimension, where sport boots factors of sustainable, responsible, green, healthy and active travel. This aspect cannot be separated from a framework of common understanding between sectors and a new structured dialogue on skills and competences.

The sectoral alliances for new skills and cross-sector curriculum in all contexts is a development approach certainly linked to the concept of innovation. If we consider the openness toward innovation of the sport sector, sport is a sector that reveals a high innovation potential, thanks to the implementation of new technologies in sport equipment. Wearable devices, smart watch, smart shoes, VAR (Video Assistance Referee), gamification, AI applications are some of the most diffuse new tools but in sport professional most of all. On the other hand, it is still difficult to identify the diffusion of innovation in sports’ sector, since the area of non profit organisation (NPO) covers a relevant part of the sector. Because NPOs are more risk-averse, they take fewer risks in their strategic decisions, due to their structure, complex distribution of responsibilities and non-profit goals, they are more reluctant to innovate⁹⁴. Also, when these organisations are oriented to re-define their services, they rarely use the word “innovation”, thinking of the outcomes of innovation instead, like final customers’ satisfaction (Gallouj, 2002; Preissl, 2000; Sundbo and Gallouj, 2000; Toivonen and Tuominen, 2006).

It is also evident that the applicability of a high level of innovation linked to qualifications cannot be separated from the development of the innovation itself in terms of infrastructures, digital transformations, sustainability and environmental attention so in the way of defining new models of territorial vision in supporting sport and tourism

⁹² Ourania Vrontou, Vicky Katsoni, *A multidisciplinary approach to sport tourism education in digital era*. Enlightening Tourism. A Pathmaking Journal, Vol. 7, No 2 (2017), pp.179-202

⁹³ Ourania Vrontou, Vicky Katsoni, *A multidisciplinary approach to sport tourism education in digital era*. Enlightening Tourism. A Pathmaking Journal, Vol. 7, No 2 (2017), pp.179-202

⁹⁴ Winand, M. & Hoeber, L. (2017). Innovation capability in non-profit sport organisations. In: V., Ratten & J., Ferreira (Eds.), *Sport Entrepreneurship and Innovation*, London: Routledge, pp. 13-30.

services. Everything must be conceived as a system that is mobilised towards the evolution of the territories and their services, re-defined to express their plain value through a constant stakeholders' dialogue and in a strong framework that promotes sectoral alliances for innovation.

In the era of specialization, "Sport and Tourism outdoor Manager" seems to fill the gap of a specified curriculum to support new innovation skills as well as existing public policy makers. The dual role of empowering public tourism sector stakeholders towards innovation and territorial development and, on the other hand, diffusing new competences in sport and tourism professionals produces a multi-dimensional model of conceptual spheres that have to be thoroughly covered to be efficient.

5. CONCLUSIONS

The study proposed in these guidelines demonstrated that the pathways to reach a common framework for a new qualification needs to be discussed and defined in all its phases to overcome differences and to valorise similarities towards a very detailed approach in terms of contents, descriptions and the expected performances and impact.

EN ROUTE staff was aware that some of country's systems differences reduced transparency and may prevent the comparability and portability of qualification across countries. This was considered as an initial challenge consisted in using different languages and modality for describing qualification and LO. The idea to produce a result that could be directly adopted in different countries' system consisted in a common mode of thinking. It included the comprehensiveness of the processes and a holistic vision of qualification, able to overcome the excessive technicality, capable of being more responsive to the reality of occupations' needs and as a good response of a quality of standards and assessment. At the same time to overcome some of the challenges that occurred during all phases of research, it has been useful to turn to a reference tools for supporting the creation of the qualifications (Bloom taxonomy; EQF levels descriptors), this was a good issue to develop matrices based on preliminary skills' need analysis, core work processes data, core competences (macro-competences) required in the specific occupational area. The involvement of the main stakeholders (Institutions; sport experts) in the first phase was essential to map all contents that composed the final qualification.

The approach proposed would become a structure process for the renewal and update of qualifications. It can be also a possible mean to answer to European, National and Regional policy makers and stakeholders to their priorities in terms of skills forecast for the future trend of the labour market and to offer a possible solution to the needs of cross-sector and interdisciplinarity in skills updating.

Finally, assumptions on which are the main factors of a possible cycle to make this methodology replicable for other studies on new qualification process, have to be mentioned. Specifically, in EN ROUTE research process:

1. The previous definition of the main criteria of every phase of the research permitted the high level of transparency on every stage of the research approach to clarify and obtain agreement on single issues (methodology, matrices, elements of description, level of performance and tools and skills' assessment) and make understandable the definition of the final qualification.
2. The definition of a common approach addresses the design of qualification on the basis of LO approach, sharing of the sources and outputs to produce.
3. The sharing of the sources has been based on the definition of clear and measurable objectives, to respect standards and specialist literature on the field of study.
4. The description of LO in a holistic way can allow wider margin of flexibility for the different systems harmonization and that include both aspects more closely linked to the learning path and compared to the employment needs of qualification.
5. The creation of a methodology open to procedures of feedback by external stakeholders aims to reach a continuous improvement and ensuring a regular review of the qualification.

This approach needs to be adopted by partners' country systems and the partnership should commit to maintaining the quality of the method, updating the possible level of performance on the basis of the dissemination and future testing of the skills' application and validation system of "Sport and Tourism Outdoor Manager" in the labour market.

6. LIST OF ANNEXES AND TABLES

Figure 1. An overview of the structure and qualifications of the Dutch education system.

Figure 2. A profile between sport and tourism. Main pillars of the occupational profile.

Figure 3 EN ROUTE multi-perspective Research-Cycle

Table 1 Skills reusability Level in a cross-sectoral context.

Table 2 Tasks description of the countries' profile between sport and tourism and their reference to the context (first forecast).

Table 3 Learning outcomes and Competences framework Description.

Table 4.1 Modularisation of Learning outcomes and Performance criteria_Life Skills.

Table 4.2 Modularisation of Learning outcomes and Performance criteria Technical Modules

Table 5 Final Qualification description

Annex 1. VET in education and training system. A comparative countries analysis (Source: Cedefop)

Annex 2. Target Focus skills need analysis survey.

Annex 3. Data collection for skills' need analysis

Table I.1 Skills' need analysis_Institutions

Table I.2 Skills' need analysis_Institutions & Sport experts. Items on competences

Table I.3 Skills' need analysis_Sport experts

Table I.4 Skills' need analysis_Sport experts. Items on tasks

Table I.5 Survey results_Institutions. Items on competences

Table I.6 Survey results_Sport Experts. Items on competences and sub-competences

Table I.7 Survey results_Sport Experts. Items on tasks

Annex 4. EN ROUTE Survey results_ Matching of the Skills Needs Analysis

Annex 5.

Table V.1 Countries' profile between Sport and Tourism: Preliminary analysis_Work Report n.1

Table V.2 Countries' profile between Sport and Tourism: Preliminary analysis_Work Report n.2_Cross-sectoral classification

Annex 1 VET in education and training system. A comparative countries analysis (Source: Cedefop)

| AGE | SPAIN | | | NETHERLANDS | | | | ROMANIA | | | | ITALY | | | | | |
|-----|--------------------------------------|-------------------------------|----------------------|--|---|---|---|---------------------------------|--------------------------------------|----------------------|---------------------------------|--|---------------------|--|-----------------------------|--|--|
| 11 | | | | | | | | Lower secondary progr. (EQF 1) | | | | Lower secondary progr. (EQF 1) | | | | | |
| 12 | | | | | | | | | | | | | | | | | |
| 13 | Lower secondary progr. | | | Lower secondary pre-vocational school-based progr. (EQF 1/2) | | | | Vocational progr. (EQF 4) | | | | Technical and vocational school progr. (EQF 4) | | | | | |
| 14 | | | | | | | | | | | | | | | School-based VET progr. | | |
| 15 | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | |
| 17 | School-based intermediate VET progr. | Arts and design progr. | Sports progr. | Professional education progr. – 2/3 years (EQF 3) | Basic vocational progr. – 1/2 years (EQF 2) | Entry level progr. (EQF 1) | Technological progr. (EQF 4) | School-based VET progr. (EQF 3) | Short VET progr. – 720 hours (EQF 3) | Regional VET (EQF 4) | Regional VET (EQF 3) | | | | | | |
| 18 | | | | | | | | | | | | | | | | | |
| 19 | Higher VET progr. | Higher arts and design Progr. | Higher sports progr. | Middle-management VET progr. – 3/4 years (EQF 4) | Associate degree (EQF 5) | Higher professional bachelor progr. (EQF 6) | Post-secondary VET progr. – 1/3 years (EQF 5) | | | | Higher technical progr. (EQF 5) | Higher technical progr. (EQF 5) | IFTS progr. (EQF 4) | | | | |
| 20 | | | | | | | | | | | | | | | Specialising progr. (EQF 4) | | |
| 21+ | | | | Professional master progr. (EQF 7) | | | | | | | | | | | | | |

| NORTH MACEDONIA | | |
|--|-------------------------------------|--|
| Certificate of Primary Education (EQF 1) | | State certificate for adult education (literacy and numeracy skills) |
| VET certificate (two years) EQF 2 | VET diploma (three years) EQF 3 | Upper secondary diploma (general; technical, arts) EQF 4 |
| Short cycle higher education (vocational) Diploma – 5A (EQF 5) | Post secondary diploma – 5B (EQF 5) | Specialist education (EQF 5) |
| | | Craftsman Diploma (EQF 5) |
| | | |

- Secondary level
- Post-secondary level
- Tertiary level

Annex 2. Target Focus skills need analysis survey

| | | ORGANISATIONS | SURVEYS TOOLS |
|----|----|--|-------------------------|
| ES | 1 | Federación de vela Autonómica (x17) | Questionnaire/web |
| | 2 | Federación española de vela Nacional | Questionnaire/web |
| | 3 | Federación de deportes de montaña Autonómica (x17) | Questionnaire/web |
| | 4 | Federación española de deportes de montaña | Questionnaire/web |
| | 5 | Federación de ciclismo Autonómica (x 17) | Questionnaire/web |
| | 6 | Federación española de ciclismo | Questionnaire/web |
| | 7 | Asociación española de clubes náuticos (x17) | Questionnaire/web |
| | 8 | Escuelas de vela (x20) | Questionnaire/web |
| | 9 | Turismo Valencia | Questionnaire/web |
| | 10 | Concejalía de turismo (Ayuntamiento) | Questionnaire/web |
| | 11 | DG Turismo (GVA) | Questionnaire/web |
| | 12 | Área de Turismo (Diputación) | Questionnaire/web |
| NL | 13 | Vebon (outdoorsport Association) | Questionnaire/web |
| | 14 | KNZB (swimming) | Questionnaire/web |
| | 15 | KNRM (outdoor rescue Federation) | Questionnaire/web |
| | 16 | KNWB (hiking) | Questionnaire/phone |
| | 17 | Sport prov Dr (province) | Questionnaire/phone/ftf |
| | 18 | Sport prov Gr (province) | Questionnaire/phone |
| | 19 | Sport prov Hv (province) | Questionnaire/phone |
| | 20 | Sport prov Ov (province) | Questionnaire/phone |
| | 21 | Sport prov Gld (province) | Questionnaire/phone |
| | 22 | NRIT (Nat. research institute tourism) | Questionnaire/email |
| | 23 | Saxion CE (Sport & Leisure tourism) | Questionnaire/phone/ftf |
| | 24 | TB40 (Training outdoor area Norg) | Questionnaire/phone |
| | 25 | Borgerwold (Training outdoor area Veendam) | Questionnaire/phone |
| | 26 | Breda CE (Tourism Edu.) | Questionnaire/phone |
| | 27 | ANWB | Questionnaire/email |
| | 28 | Lifestyle ad (Outdoor area Utrecht) | Questionnaire/ftf |
| | 29 | U.E. (Outdoor/tourism area south) | Questionnaire/phone |
| | 30 | F.F. (Outdoor area Gr.) | Questionnaire/phone/ftf |



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|----|----|--|---------------------------|
| | 31 | Teuge (Airgliding) | Questionnaire/ftf |
| | 32 | Achterhoek (Tourism & leisure Eastern area) | Questionnaire/ftf |
| | 33 | NBTC (National board tourism and recreation/leisure) | Questionnaire/phone |
| | 34 | HUAS (Outdoor ed north) | Questionnaire/ftf |
| | 35 | IHUAS (Outdoor & sport coast, north) | Questionnaire/email/phone |
| | 36 | HZUAS (Tourism & sport coast, south) | Questionnaire/email/phone |
| | 37 | boswachterij (Terschelling island, tourism/outdoor) | Questionnaire/email/phone |
| | 38 | BtB adventure (Outdoor special groups) | Questionnaire/ftf |
| | 39 | Crux (Outdoor specialist) | Questionnaire/ftf |
| МК | 40 | Македонска аикидо федерација | Questionnaire/web |
| | 41 | Фудбалска федерација на мк | Questionnaire/web |
| | 42 | Ракометна федерација на МК | Questionnaire/web |
| | 43 | Автомобилска федерација на МК | Questionnaire/web |
| | 44 | Пливачка Федерација на МК | Questionnaire/web |
| | 45 | Федерација на училишен спорт во МК | Questionnaire/web |
| | 46 | Карате федерација на мк | Questionnaire/web |
| | 47 | Федерација на планинарски спортови | Questionnaire/web |
| | 48 | Кајакарска федерација на мк | Questionnaire/web |
| | 49 | Велосипедска федерација на мк | Questionnaire/web |
| | 50 | Скијачка федерација | Questionnaire/web |
| | 51 | Кошаркарска федерација на мк | Questionnaire/web |
| | 52 | ohrid tourist association | Questionnaire/web |
| | 53 | Здружение за туристички водичи и придружници | Questionnaire/web |
| | 54 | Стопанска комора за Туризам на М | Questionnaire/web |
| | 55 | синдикат за работниците од угостителство и туризам | Questionnaire/web |
| | 56 | Агенција за промоција и поддршка на туризмот | Questionnaire/web |
| | 57 | Фондација „ЦЕНЕТ“ - Центар за Едукација и Вмрежување во Туризмот | Questionnaire/web |
| | 58 | Рурална Коалиција | Questionnaire/web |
| | 59 | Здружение туристички сојуз | Questionnaire/web |
| | 60 | Агенција за млади и спорт | Questionnaire/web |
| | 61 | Атлетска федерација | Questionnaire/web |



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|----|----|---|-------------------|
| | 62 | македонска спортска стрелачка федерација | Questionnaire/web |
| | 63 | Трансферзалец | Questionnaire/web |
| | 64 | Македонски олимписки комитет | Questionnaire/web |
| | 65 | Такт - Магдалена од група ИП | Questionnaire/web |
| | 66 | Боксерска федерација | Questionnaire/web |
| | 67 | кик боксинг федерација | Questionnaire/web |
| | 68 | ФК Работнички - Дебелиот на Елена | Questionnaire/web |
| | 69 | Аероклубот Скопје | Questionnaire/web |
| | 70 | Badminton Klub VIP-O.U. Partenie Zogravski | Questionnaire/web |
| | 71 | Аероклуб Штип | Questionnaire/web |
| | 72 | АТК премиум клуб | Questionnaire/web |
| | 73 | Спорт Шкорпион - стрелиште | Questionnaire/web |
| | 74 | БАЛКАНИЈА - СкопјеБалканска Асоцијација за Алтернативен Туризам | Questionnaire/web |
| IT | 75 | FIC (Italian Canoeing Federation) | Questionnaire/web |
| | 76 | FCI (Italian Cycling Federation) | Questionnaire/web |
| | 77 | FIBa (Italian Badminton Federation) | Questionnaire/web |
| | 78 | FICR (Italian Timekeepers' Federation) | Questionnaire/web |
| | 79 | FISI (Italian Winter Sports Federation) | Questionnaire/web |
| | 80 | FIPT (Italian Tamburello Federation) | Questionnaire/web |
| | 81 | FITA (Italian Taekwondo Federation) | Questionnaire/web |
| | 82 | FISO (Italian Orienteering Federation) | Questionnaire/web |
| | 83 | FITETREC (Italian Federation of Equestrian Tourism) | Questionnaire/web |
| | 84 | CUSI (Italian University Sports Centre) | Questionnaire/web |
| | 85 | CONI (Italian National Olympic Committee) | Questionnaire/web |
| | 86 | CUS (University Sports Centre) (x2) | Questionnaire/web |
| | 87 | US ACLI (Sports promotion body) | Questionnaire/web |
| | 88 | COLDIRETTI (National Federation of Italian Farmers) | Questionnaire/web |
| | 89 | HOST ITALIA (Hotel Association) | Questionnaire/web |
| | 90 | CAI (Italian Alpine Club) (x4) | Questionnaire/web |



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|----|-----|---|-------------------|
| | 91 | Via Romea Germanica (European Association) | Questionnaire/web |
| | 92 | Romea Strata (European Association) | Questionnaire/web |
| | 93 | Gal Alta Marca (Local Action Group) | Questionnaire/web |
| | 94 | Regole San Vito di Cadore (Mountain authority) | Questionnaire/web |
| | 95 | Consorzio Turistico Val Comelico/Val Vissende (Local Tourist Board) | Questionnaire/web |
| | 96 | Parco Regionale Naturale del Delta del Po (Local Tourist Board) | Questionnaire/web |
| | 97 | Comitato Provinciale UNPLI Padova (Italian Union of Pro Loco) | Questionnaire/web |
| | 98 | Consorzio Colli Berici - Basso Vicentino (Local Tourist Board) | Questionnaire/web |
| | 99 | Consorzio Lessinia (Local Tourist Board) | Questionnaire/web |
| | 100 | Padova Municipality – Tourist Office | Questionnaire/web |
| | 101 | Hotel manager (x2) | Questionnaire/web |
| | 102 | Sport Experts (x12) | Questionnaire/ftf |
| RO | 103 | Sport Federations (x10) | Questionnaire/web |
| | 104 | Sport Associations (x20) | Questionnaire/web |
| | 105 | Tourist Associations (x3) | Questionnaire/web |
| | 106 | Sport Experts (x3) | Questionnaire/ftf |



Annex 3. Data collection for skills' need analysis**Table I.1** Skills' need analysis_ Institutions

| | SPORTS FEDERATIONS | TOURIST ASSOCIATIONS |
|----|--|--|
| 1 | There are many sport-specific job opportunities in the current labour market | There are many sport-specific job opportunities in the current tourism sector labour market |
| 2 | There is a skills shortage and mismatch between the job roles on offer and the profile of sport candidates | The interdisciplinary fields of sport and tourism could offer many employment opportunities for candidates with sport qualifications |
| 3 | Most sport graduates choose a career within Physical Education | Most workers with a sports background in the tourist sector are employed for their technical skills |
| 4 | There is potential for innovation within the sport sector but this is not exploited well-enough | Most workers with a sports background in the tourist sector are employed for their skills in the educational field |
| 5 | Sport candidates can benefit from greater opportunities if they enhance their competences | Most workers with a sports background in the tourist sector are employed at animator level |
| 6 | Further opportunities to expand the sport offering can be found in interdisciplinary fields (such as medicine, business, tourism, psychology...) | There is a skills shortage and mismatch between the job roles on offer within the tourism sector and the profile of sport candidates |
| 7 | The interdisciplinary field of sport and tourism could offer many opportunities for sport qualifications | There is potential for innovation within the sport and tourism sector but this is not exploited well-enough |
| 8 | It is difficult to develop a career within the sport sector | Sport candidates can benefit from greater opportunities if they enhance their competences |
| 9 | The lack of recognition of new professions within the sport sector prevents career development | It is difficult to develop a career within the tourism sector for candidates with sport profiles |
| 10 | The lack of recognition of new professions within the sport sector prevents the European mobility of workers | The lack of recognition of new professions within the sport and tourism sector prevents career development |
| 11 | Sport Tourism sector can generate new job opportunities in the Labour market | The lack of recognition of new professions within the sport and tourism sector prevents the European mobility of workers |
| 12 | Sport Tourism sector can generate an added in value in the promotion of health, social well-being for all | Sport Tourism sector can generate new job opportunities in the Labour market |
| 13 | Sport Tourism is a sector underdeveloped because of the lack of a correct and updated urban planning | Sport Tourism sector can generate an added in value in the promotion of health, social well-being for all |
| 14 | A better coordination among sectors (sport and tourism) could create more advantages in the territorial development | Sport Tourism is a sector underdeveloped because of the lack of a correct and updated urban planning |
| 15 | Outdoor sports activities and events provide an opportunity to promote outdoor tourism | A better coordination among sectors (sport and tourism) could create more advantages in the territorial development |

Table I.2 Skills' need analysis_ Institutions & Sport experts. Items on competences

| COMPETENCE | ITEMS |
|--|---|
| TEAMWORK BASED COMPETENCES/ LEADERSHIP | <ol style="list-style-type: none"> 1. Can divide and delegate tasks competently amongst the team 2. Able to help the team solve problems and manage conflicts 3. Provide useful feedback to team members 4. Interact with team members effectively 5. Involve all team members in tasks, inspire and lead others, involving them to reach goals 6. Demonstrate resilience in difficult time |
| CRITICAL THINKING AND PROBLEM- SOLVING BASED COMPETENCES | <ol style="list-style-type: none"> 7. Able to recognize the limitations of ideas and can suggest alternatives 8. Evaluate reasoning and evidence to help support an argument 9. Develop follow-up questions that focus or broaden inquiry 10. Can thoroughly assess the quality of information 11. Gather relevant and sufficient information from a range of sources |
| CREATIVITY AND INNOVATION- BASED COMPETENCES | <ol style="list-style-type: none"> 12. Elaborate and improve on ideas 13. Use brainstorming to generate original ideas 14. Use creativity and imagination 15. Promote a variety of creative perspectives 16. Create ideas geared toward the intended client or user |
| COMMUNICATION- BASED COMPETENCES | <ol style="list-style-type: none"> 17. Use appropriate media to enhance understanding 18. Speak clearly and professionally 19. Present all information clearly, concisely and logically 20. Able to organize and analyse complex information 21. Use appropriate body language when presenting |
| INTERCULTURAL COMPETENCES | <ol style="list-style-type: none"> 22. Able to adopt an attitude of understanding, respect and empathy for diversity 23. Demonstrate acceptance and value of cultural differences when carrying out duties 24. Apply a multi-perspective approach when undertaking specific tasks 25. Demonstrate a commitment to building self-knowledge regarding cultural differences 26. Display a tolerance for uncertainty |
| NETWORKING ABILITY | <ol style="list-style-type: none"> 27. Able to recognise the essential stakeholders to support projects/activities 28. Demonstrate the ability to create and manage relations suitable for their own needs 29. Use network of contacts and informal channels to obtain information useful to carry out activities 30. Persist in maintaining relationship over time, dedicating time and energy 31. Use the correct ICT tools to maintain relations and managing information flows |

| | |
|---|--|
| <p style="text-align: center;">EMPATHY</p> | <p>32. Able to understand the feeling of people around him/her</p> <p>33. Can listen carefully to others, paying attention to their words and to non-verbal behaviours</p> <p>34. Able to put themselves in others' shoes, understanding what generated their feelings and moods</p> <p>35. Demonstrate to understand others' point of views even when it is different from his/hers</p> |
| <p style="text-align: center;">NEGOTIATION</p> | <p>36. Knowledge of the phases of the negotiation process, committing themselves to the preliminary plan</p> <p>37. Able to understand how actions and statements will be perceived by others and able to use them to obtain consent</p> <p>38. Use a personalized communication according to the interlocutor to obtain his/her consent</p> <p>39. Convince others according to their personal interests</p> <p>40. Demonstrate to maintain control in difficult situation</p> |
| <p style="text-align: center;">MANAGEMENT</p> | <p>41. Knowledge of the main technical tools to detect and analyse the needs of the final users</p> <p>42. Identify in the team the appropriate skills to meet the objectives of the activities/programs</p> <p>43. Able to plan and control activities and resources</p> <p>44. Able to identify the strengths and weaknesses of services and programs, monitoring and evaluating the progress of the plan</p> <p>45. Recognize and define the correct performance indicators, applying them in the assessment phases</p> |
| <p style="text-align: center;">PROMOTION AND MARKETING</p> | <p>46. Knowledge of the promotion, marketing and benchmarking techniques</p> <p>47. Able to communicate correct and understandable information, spreading the real value of the service/product</p> <p>48. Can detect customers' psychology and need marketing</p> <p>49. Able to investigate the needs of the final customers and his decision-making processes</p> <p>50. Choose the appropriated digital tools and channels in order to reach different target groups</p> |
| <p style="text-align: center;">SPORT OUTDOOR TECHNIQUES</p> | <p>51. Knowledges of materials and equipment for outdoor sports</p> <p>52. Promote the use of green materials and sustainable techniques for the respect of the environment</p> <p>53. Can define the most suitable sports techniques for his/her target group</p> <p>54. Able to identify potential risks situations for the health and the environment, promoting conscious behaviours</p> <p>55. Can update their knowledges in the field of technical sports innovation</p> |
| <p style="text-align: center;">LAW AND ECONOMICS OF THE SECTOR</p> | <p>56. Knowledge of the main applicable sectors regulations</p> <p>57. Can manage activities/business in compliance with the current legislation</p> <p>58. Able to read financial reports, making main evaluation on business health</p> <p>59. Can update their knowledges in the field of law changes, market trends and its evolution</p> |

Table I.3 Skills' need analysis_ Sport experts

| ITEMS | ANSWER |
|---|--|
| 1. Please describe your professional activity/involvement in the tourism sector. | Open-ended question |
| 2. How did you start to work in the tourism sector? | Open-ended question |
| 3. Why did you start to work in the tourism sector? | Multiple choices: 1. Shortage of job opportunities in your sector 2. Need for new work experiences 3. Professional development 4. Starting of a new business 5. Other _____ |
| 4. How did you promote your business? | Open-ended question |
| 5. What ICT tools do you use to promote your business? | Open-ended question |
| 6. How did you create your professional network? | Open-ended question |
| 7. What aspect was most difficult? (business promotion, networking, find customers, find partners...) | Open-ended question |
| 8. Did you attend professional training courses over the last years to be able to work in the tourist sector? | Closed-ended question (Yes/No) |
| 9. If yes, what kind of courses did you attend? | Open-ended question |
| 10. Do you think that lifelong learning and skills updating are important today to maintain a job? | Closed-ended question (Yes/No) |
| 11. Do you feel the need to improve some of your skills to be more effective in your business? | Closed-ended question (Yes/No) |

Table I.4 Skills' need analysis_ Sport experts. Items on tasks

| TASKS |
|--|
| 1. To detect and analyse the need expressed by users of the tourist products |
| 2. To design and implement communication and marketing activities to promote your activities |
| 3. To carry out the analysis of the context in order to evaluate local environmental, economic, social and cultural factors that can be integrated into the tourist offer |
| 4. To attend, accompany and assist the users during tourist activities |
| 5. To identify potential risk situations for safety, health and the environment, promoting the assumption of good and prevention-conscious behaviours |
| 6. To ensure the management and maintenance of the facilities and equipment necessary for the activities for which it is responsible |
| 7. To carry out tourist market analysis |
| 8. To collect information on customer needs and to prepare an intervention plan |
| 9. To plan tourist activities and services that characterize the experiential tourist product designed around the attractions of the territory on the basis of a specific passion shared with the tourist |
| 10. To evaluate the nature and adventure tourism activities carried out |
| 11. To identify the strengths and weaknesses of the tourist services you propose, monitoring and evaluating the progress of the plan |
| 12. To assess, with a view to continuous improvement, the effectiveness of your activities and the degree of satisfaction of the customers |
| 13. To implement a stakeholders' involvement strategy, stimulating development of a public/private partnership |
| 14. To design, plan and organize nature and adventure tourism programs, governing their performance by the applicable tourist legislation and by the limits imposed by their area |
| 15. To promote the responsible participation of participants in nature and adventure tourism activities, respecting the natural, socio-cultural and heritage resources of the communities |
| 16. To develop guidelines for new tourist services |
| 17. To start relationships and negotiate with providers of certain services |
| 18. To exploit digital tools potential to realize new tourism-experiential products, ensuring the continuous involvement of specific expertise to satisfy customers' needs or in order to create new needs |

Table I.5 Survey results_Institutions. Items on competences

| COMPETENCES | AVERAGE |
|---|---------|
| PROMOTION AND MARKETING | 2,70 |
| LAW AND ECONOMICS OF THE SECTOR | 2,68 |
| NEGOTIATION | 2,56 |
| CREATIVITY AND INNOVATION | 2,55 |
| EMPATHY | 2,54 |
| MANAGEMENT | 2,54 |
| COMMUNICATION | 2,54 |
| NETWORKING | 2,49 |
| INTERCULTURAL COMPETENCES | 2,45 |
| TEAMWORKING/LEADERSHIP | 2,44 |
| SPORT OUTDOOR TECHNIQUES | 2,40 |
| CRITICAL THINKING AND PROBLEM SOLVING | 2,17 |
| SUB-COMPETENCES | AVERAGE |
| LAW/ECONOMY - Able to read financial reports, making main evaluation on business health | 2,77 |
| PROM/MARK - Knowledge of the promotion, marketing and benchmarking techniques | 2,75 |
| LAW/ECONOMY - Can update their knowledges in the field of law changes, market trends and its evolution | 2,74 |
| PROM/MARK - Can detect customers' psychology and need marketing | 2,72 |
| PROM/MARK - Able to investigate the needs of the final customers and his decision-making processes | 2,72 |
| PROM/MARK - Choose the appropriated digital tools and channels in order to reach different target groups | 2,66 |
| CREATIVITY - Use brainstorming to generate original ideas | 2,65 |
| PROM/MARK - Able to communicate correct and understandable information, spreading the real value of the service/product | 2,65 |
| MANAGEMENT - Knowledge of the main technical tools to detect and analyse the needs of the final users | 2,64 |
| LAW/ECONOMY - Can manage activities/business in compliance with the current legislation | 2,64 |
| COMMUNICATION - Use appropriate media to enhance understanding | 2,62 |
| MANAGEMENT - Able to identify the strengths and weaknesses of services and programs, monitoring and evaluating the progress of the plan | 2,59 |
| NEGOTIATION - Demonstrate to maintain control in difficult situation | 2,58 |

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| NEGOTIATION - Knowledge of the phases of the negotiation process, committing themselves to the preliminary plan | 2,58 |
| CREATIVITY - Use creativity and imagination | 2,58 |
| NETWORKING - Able to recognise the essential stakeholders to support projects/activities | 2,58 |
| EMPATHY - Demonstrate to understand others' point of views even when it is different from his/hers | 2,58 |
| CREATIVITY - Promote a variety of creative perspectives | 2,57 |
| COMMUNICATION - Able to organize and analyse complex information | 2,57 |
| EMPATHY - Able to put themselves in others' shoes, understanding what generated their feelings and moods | 2,57 |
| LAW/ECONOMY - Knowledge of the main applicable sectors regulations | 2,57 |
| NEGOTIATION - Able to understand how actions and statements will be perceived by others and able to use them to obtain consent | 2,56 |
| EMPATHY - Can listen carefully to others, paying attention to their words and to non-verbal behaviours | 2,56 |
| NEGOTIATION - Use a personalized communication according to the interlocutor to obtain his/her consent | 2,55 |
| TEAM/LEADER - Able to help the team solve problems and manage conflicts | 2,55 |
| OUTDOOR TECHNIQUES - Promote the use of green materials and sustainable techniques for the respect of the environment | 2,55 |
| COMMUNICATION - Present all information clearly, concisely and logically | 2,54 |
| NEGOTIATION - Convince others according to their personal interests | 2,53 |
| INTERCULTURAL - Display a tolerance for uncertainty | 2,53 |
| MANAGEMENT - Identify in the team the appropriate skills to meet the objectives of the activities/programs | 2,52 |
| TEAM/LEADER - Interact with team members effectively | 2,50 |
| COMMUNICATION - Speak clearly and professionally | 2,50 |
| NETWORKING - Use network of contacts and informal channels to obtain information useful to carry out activities | 2,50 |
| NETWORKING - Use the correct ICT tools to maintain relations and managing information flows | 2,49 |
| CREATIVITY - Create ideas geared toward the intended client or user | 2,48 |
| MANAGEMENT - Able to plan and control activities and resources | 2,48 |
| MANAGEMENT - Recognize and define the correct performance indicators, applying them in the assessment phases | 2,48 |
| OUTDOOR TECHNIQUES - Able to identify potential risks situations for the health and the environment, promoting conscious behaviours | 2,48 |
| COMMUNICATION - Use appropriate body language when presenting | 2,47 |
| TEAM/LEADER - Can divide and delegate tasks competently amongst the team | 2,46 |
| CREATIVITY - Elaborate and improve on ideas | 2,46 |

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|---|------|
| INTERCULTURAL - Apply a multi-perspective approach when undertaking specific tasks | 2,46 |
| EMPATHY - Able to understand the feeling of people around him/her | 2,46 |
| INTERCULTURAL - Demonstrate acceptance and value of cultural differences when carrying out duties | 2,45 |
| NETWORKING - Persist in maintaining relationship over time, dedicating time and energy | 2,45 |
| INTERCULTURAL - Demonstrate a commitment to building self-knowledge regarding cultural differences | 2,44 |
| TEAM/LEADER - Involve all team members in tasks, inspire and lead others, involving them to reach goals | 2,43 |
| NETWORKING - Demonstrate the ability to create and manage relations suitable for their own needs | 2,43 |
| TEAM/LEADER - Provide useful feedback to team members | 2,42 |
| OUTDOOR TECHNIQUES - Can update their knowledges in the field of technical sports innovation | 2,38 |
| OUTDOOR TECHNIQUES - Can define the most suitable sports techniques for his/her target group | 2,37 |
| INTERCULTURAL - Able to adopt an attitude of understanding, respect and empathy for diversity | 2,36 |
| TEAM/LEADER - Demonstrate resilience in difficult time | 2,26 |
| CRITICAL THINKING - Develop follow-up questions that focus or broaden inquiry | 2,24 |
| OUTDOOR TECHNIQUES - Knowledges of materials and equipment for outdoor sports | 2,24 |
| CRITICAL THINKING - Evaluate reasoning and evidence to help support an argument | 2,19 |
| CRITICAL THINKING - Able to recognize the limitations of ideas and can suggest alternatives | 2,14 |
| CRITICAL THINKING - Can thoroughly assess the quality of information | 2,14 |
| CRITICAL THINKING - Gather relevant and sufficient information from a range of sources | 2,11 |

Table I.6 Survey results_Sport Experts. Items on competences and sub-competences

| COMPETENCES | AVERAGE |
|---|---------|
| SPORT OUTDOOR TECHNIQUES | 4,17 |
| INTERCULTURAL COMPETENCES | 4,13 |
| EMPATHY | 4,11 |
| COMMUNICATION | 4,10 |
| TEAMWORKING/LEADERSHIP | 4,10 |
| NETWORKING | 4,09 |
| MANAGEMENT | 4,07 |
| CRITICAL THINKING AND PROBLEM SOLVING | 4,07 |
| CREATIVITY AND INNOVATION | 4,03 |
| NEGOTIATION | 3,91 |
| PROMOTION AND MARKETING | 3,75 |
| LAW AND ECONOMICS OF THE SECTOR | 3,68 |
| SUB-COMPETENCES | AVERAGE |
| OUTDOOR TECHNIQUES - Knowledges of materials and equipment for outdoor sports | 4,39 |
| INTERCULTURAL - Able to adopt an attitude of understanding, respect and empathy for diversity | 4,35 |
| TEAM/LEADER - Interact with team members effectively | 4,30 |
| OUTDOOR TECHNIQUES - Can define the most suitable sports techniques for his/her target group | 4,30 |
| TEAM/LEADER - Provide useful feedback to team members | 4,26 |
| CRITICAL THINKING - Gather relevant and sufficient information from a range of sources | 4,26 |
| COMMUNICATION - Able to organize and analyse complex information | 4,26 |
| INTERCULTURAL - Demonstrate acceptance and value of cultural differences when carrying out duties | 4,26 |
| MANAGEMENT - Able to plan and control activities and resources | 4,26 |
| TEAM/LEADER - Able to help the team solve problems and manage conflicts | 4,22 |
| CREATIVITY - Elaborate and improve on ideas | 4,22 |
| OUTDOOR TECHNIQUES - Able to identify potential risks situations for the health and the environment, promoting conscious behaviours | 4,22 |
| CRITICAL THINKING - Can thoroughly assess the quality of information | 4,17 |
| COMMUNICATION - Use appropriate media to enhance understanding | 4,17 |
| INTERCULTURAL - Demonstrate a commitment to building self-knowledge regarding cultural differences | 4,17 |

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|---|------|
| EMPATHY - Able to understand the feeling of people around him/her | 4,17 |
| TEAM/LEADER - Demonstrate resilience in difficult time | 4,13 |
| NETWORKING - Demonstrate the ability to create and manage relations suitable for their own needs | 4,13 |
| NETWORKING - Use network of contacts and informal channels to obtain information useful to carry out activities | 4,13 |
| EMPATHY - Can listen carefully to others, paying attention to their words and to non-verbal behaviours | 4,13 |
| NEGOTIATION - Use a personalized communication according to the interlocutor to obtain his/her consent | 4,13 |
| OUTDOOR TECHNIQUES - Promote the use of green materials and sustainable techniques for the respect of the environment | 4,13 |
| COMMUNICATION - Present all information clearly, concisely and logically | 4,09 |
| NETWORKING - Able to recognise the essential stakeholders to support projects/activities | 4,09 |
| NETWORKING - Use the correct ICT tools to maintain relations and managing information flows | 4,09 |
| EMPATHY - Able to put themselves in others' shoes, understanding what generated their feelings and moods | 4,09 |
| NEGOTIATION - Demonstrate to maintain control in difficult situation | 4,09 |
| MANAGEMENT - Knowledge of the main technical tools to detect and analyse the needs of the final users | 4,09 |
| MANAGEMENT - Able to identify the strengths and weaknesses of services and programs, monitoring and evaluating the progress of the plan | 4,09 |
| CREATIVITY - Use brainstorming to generate original ideas | 4,04 |
| CREATIVITY - Use creativity and imagination | 4,04 |
| EMPATHY - Demonstrate to understand others' point of views even when it is different from his/hers | 4,04 |
| MANAGEMENT - Identify in the team the appropriate skills to meet the objectives of the activities/programs | 4,04 |
| CRITICAL THINKING - Evaluate reasoning and evidence to help support an argument | 4,00 |
| CRITICAL THINKING - Develop follow-up questions that focus or broaden inquiry | 4,00 |
| CREATIVITY - Create ideas geared toward the intended client or user | 4,00 |
| COMMUNICATION - Speak clearly and professionally | 4,00 |
| COMMUNICATION - Use appropriate body language when presenting | 4,00 |
| NETWORKING - Persist in maintaining relationship over time, dedicating time and energy | 4,00 |
| TEAM/LEADER - Involve all team members in tasks, inspire and lead others, involving them to reach goals | 3,96 |
| INTERCULTURAL - Apply a multi-perspective approach when undertaking specific tasks | 3,96 |
| CRITICAL THINKING - Able to recognize the limitations of ideas and can suggest alternatives | 3,91 |
| INTERCULTURAL - Display a tolerance for uncertainty | 3,91 |

| | |
|--|------|
| PROM/MARK - Able to communicate correct and understandable information, spreading the real value of the service/product | 3,91 |
| MANAGEMENT - Recognize and define the correct performance indicators, applying them in the assessment phases | 3,87 |
| LAW/ECON - Can manage activities/business in compliance with the current legislation | 3,87 |
| CREATIVITY - Promote a variety of creative perspectives | 3,83 |
| PROM/MARK - Choose the appropriated digital tools and channels in order to reach different target groups | 3,83 |
| OUTDOOR TECHNIQUES - Can update their knowledges in the field of technical sports innovation | 3,83 |
| NEGOTIATION - Able to understand how actions and statements will be perceived by others and able to use them to obtain consent | 3,78 |
| NEGOTIATION - Convince others according to their personal interests | 3,78 |
| PROM/MARK - Knowledge of the promotion, marketing and benchmarking techniques | 3,78 |
| LAW/ECON - Can update their knowledges in the field of law changes, market trends and its evolution | 3,78 |
| NEGOTIATION - Knowledge of the phases of the negotiation process, committing themselves to the preliminary | 3,77 |
| TEAM/LEADER - Can divide and delegate tasks competently amongst the team | 3,74 |
| PROM/MARK - Can detect customers' psychology and need marketing | 3,61 |
| PROM/MARK - Able to investigate the needs of the final customers and his decision-making processes | 3,61 |
| LAW/ECON - Knowledge of the main applicable sectors regulations | 3,61 |
| LAW/ECON - Able to read financial reports, making main evaluation on business health | 3,48 |

Table I.7 Survey results_Sport Experts. Items on tasks

| TASKS | AVERAGE |
|---|---------|
| 7. To carry out tourist market analysis | 3,29 |
| 18. To exploit digital tools potential to realize new tourism-experiential products, ensuring the continuous involvement of specific expertise to satisfy customers' needs or in order to create new needs. | 3,19 |
| 8. To collect information on customer needs and to prepare an intervention plan | 3,10 |
| 16. To develop guidelines for new tourist services | 2,95 |
| 13. To implement a stakeholders' involvement strategy, stimulating development of a public/private partnership | 2,84 |
| 12. To assess, with a view to continuous improvement, the effectiveness of your activities and the degree of satisfaction of the customers | 2,83 |
| 2. To design and implement communication and marketing activities to promote your activities | 2,78 |
| 1. To detect and analyse the need expressed by users of the tourist products | 2,77 |
| 11. To identify the strengths and weaknesses of the tourist services you propose, monitoring and evaluating the progress of the plan | 2,74 |
| 3. To carry out the analysis of the context in order to evaluate local environmental, economic, social and cultural factors that can be integrated into the tourist offer | 2,65 |
| 14. To design, plan and organize nature and adventure tourism programs, governing their performance by the applicable tourist legislation and by the limits imposed by their area | 2,33 |
| 5. To identify potential risk situations for safety, health and the environment, promoting the assumption of good and prevention- conscious behaviours. | 2,22 |
| 15. To promote the responsible participation of participants in nature and adventure tourism activities, respecting the natural, socio-cultural and heritage resources of the communities | 2,22 |
| 17. To start relationships and negotiate with providers of certain services | 2,18 |
| 6. To ensure the management and maintenance of the facilities and equipment necessary for the activities for which it is responsible | 2,10 |
| 9 To plan tourist activities and services that characterize the experiential tourist product designed around the attractions of the territory on the basis of a specific passion shared with the tourist | 1,96 |

Annex 4. EN ROUTE Survey results_ Matching of the Skills Needs Analysis

| SKILLS DETECTED | INSTITUTIONS (I) | COMPETENCES | PROFESSIONALS (P) | SKILLS NEEDS |
|--|------------------|--|-------------------|--------------|
| <i>Promotions and marketing</i> | 2,70 | <i>Sector's Laws/Economy</i> | 3,68 | |
| <i>Sector's Laws/Economy</i> | 2,68 | <i>Promotions and marketing</i> | 3,75 | |
| <i>Negotiation</i> | 2,56 | <i>Negotiation</i> | 3,91 | |
| <i>Lateral Thinking (creative/innovation)</i> | 2,55 | <i>Lateral Thinking (creative/innovation)</i> | 4,03 | |
| <i>Empathy</i> | 2,54 | <i>Critical thinking and problem solving skill</i> | 4,07 | |
| <i>Management</i> | 2,54 | <i>Management</i> | 4,07 | |
| <i>Communication-based competences</i> | 2,54 | <i>Networking ability</i> | 4,09 | |
| <i>Networking ability</i> | 2,49 | <i>Teamwork/Leadership</i> | 4,10 | |
| <i>Intercultural competences</i> | 2,45 | <i>Communication-based competences</i> | 4,10 | |
| <i>Teamwork/Leadership</i> | 2,44 | <i>Empathy</i> | 4,11 | |
| <i>Sport Technical competences</i> | 2,40 | <i>Intercultural competences</i> | 4,13 | |
| <i>Critical thinking and problem solving skill</i> | 2,17 | <i>Sport Technical competences</i> | 4,17 | |

Key line:

(I): 1=less skills' gap

5= more skills' gap

(P): 1=less effective in skill

5= more effective in skill

(I): descending order (from more gap to less gap)

(P): ascending order (from the less effective skill to the most effective ones)

Annex 5

Table V.1. Countries' profile between Sport and Tourism: Preliminary analysis_Work Report n.1

KEY LINE-Skill reusability level:**(1) Transversal****(2) Cross-sectoral****(3) Sector-specific****(4) Occupation-specific**

| PROFILES | MAIN SECTOR (S /T/ S&T) | COUNTRY | KNOWLEDGES/ COMPETENCES/ SKILLS | TASKS | EQF LEVEL |
|--|-------------------------|---------|---|--|-----------------|
| OUTDOOR FITNESS TRAINER | S | Italy | <ul style="list-style-type: none"> - To organize active holidays to discover new cities dynamically and out of the ordinary, doing sports while admiring the tourist attractions of the cities. (3) - To organize sports holidays at the beach are also proposed, with 2-3 varied workouts per day. (4) | <ul style="list-style-type: none"> - To plan always different itineraries in order to involve the participants. - To plan different levels of difficulty in relation to the level of the participants. - To organize sports programs based on the attractiveness of the travel destination. | To be evaluated |
| SPORTS FACILITIES ADMINISTRATOR | S | Romania | <ul style="list-style-type: none"> - To structure sports work and the characteristics of the activities carried out by them both in the field of performance sports and in that of recreational events through sport. (4) -Analysis and synthesis, planning, forecasting. (2) - Decision in unforeseen situations/ adaptability. (1) - Identification of opportunities. (1) | <ul style="list-style-type: none"> - To plan, organize, coordinate and develop the activity of the organizations in which they are employed in order to make it more efficient. - To manage in conditions of quality and efficiency the problems arising from the administration of sports structures, according to the specific requirements stipulated in the legislation and regulations related to the sector. | 6 |
| SPORTS ANIMATOR | S | Romania | <ul style="list-style-type: none"> -Social and civic competences. (1) -Entrepreneurial competence. (1) | <ul style="list-style-type: none"> - To carry out general sports animation and educational projects for a wide audience: children, young people and adults. | 3 |

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|---|---|-----------|---|---|-----|
| | | | <ul style="list-style-type: none"> - Cultural expression skills. (1) - Application of the norms in the field of emergency situations. (2) - Elaboration of projects for animation activities. (4) - Preparation of animation projects. (4) - Promoting animation activities. (4) | <ul style="list-style-type: none"> - To organize the activity within a general project of the sports structure planification and continues until the final evaluation. - To coordinate monitors and prepares a report on the ongoing activity maintaining and developing interpersonal relationships with his superiors, | |
| SPORTS EVENT ORGANIZER | S | Romania | <ul style="list-style-type: none"> - To manage in quality conditions and with efficiency the problems arising from the planned activities, according to the specific requirements stipulated in the legislation and in the regulations related to the sector. (2) - Very good skills: relationships with various categories of people, effective communication, analysis and synthesis, focus on problems, results orientation, resistance to sustained physical and intellectual effort, creativity, distributive attention and overview. (1) - Ability to plan and organize, to predict, evaluate, the ability to comply with the rules and procedures for reaction, decision making skills and accountability. (2) -Proactive involvement, dynamism, conscientiousness, consistency, vigilance, patience, realism and seriousness. (1) | <ul style="list-style-type: none"> - To encourage greater participation in sports. - To organize and officiate sporting events according to established rules. -To organizing a very wide range of events in the field of sports at the request of various institutions, companies and organizations, events for various target groups consisting of children, young people, adults and elderly people or people with disabilities, etc. | 3/4 |
| MASTER'S DEGREE IN SPORTS MANAGEMENT | S | Macedonia | <ul style="list-style-type: none"> - International sports organizations and associations. (3) -Result management. (2) - Strategic management. (2) - Modern research tendencies in sport tourism (4) - Sports Marketing. (4) - Research in sports, sports recreation, physical education. (4) - Sports events and customers' behavior. (4) | <ul style="list-style-type: none"> - Understand and apply strategic, global and objective vision to the sport industry from a business perspective. - Create new market opportunities by applying an entrepreneurial spirit and a culture inclined towards innovation in sport organizations. - To use the most innovative practices in sport marketing and be more effective in brand | 7 |

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| | | | - Independent and creative problem-solving with certain originality in new or unknown environments and in multidisciplinary contexts, connected with the field of study. (1) | | |
| BACHELOR'S DEGREE IN SPORT AND SPORT'S MANAGEMENT | S | Macedonia | - Sport's management and marketing. (4) - Relations with sponsors. (2) - Sport's tourism. (4) - Quality leadership in sport's activities. (4) | | 6 |
| TECHNICIAN IN GUIDING IN THE NATURAL ENVIRONMENT AND FREE TIME | S | Spain | -To design physical-sports activities guided with groups through the natural environment valuing the characteristics of the participants, the type of progression and the environment of realization. (4) -To organize physical and sports activities guided by groups through the natural environment, carrying out the procedures and ensuring the necessary resources to carry them out. (4) - To organize the overnight stay and continuity in the natural environment of groups, taking into account the characteristics of the participants, of the activity and guaranteeing safety. (4) - To determine and adopt the necessary security measures in case of risk situations derived from the environment or people to carry out the activity. (3) | | 4 |
| HIGHER TECHNICIAN IN TEACHING AND SOCIO-SPORTS ANIMATION | S | Spain | -To elaborate projects of socio-sports animation from the analysis of the characteristics of the environment, incorporating the last tendencies of this professional field and, in its case, the proposals of improvement extracted from the follow-up of other previous projects, taking advantage of the institutional calls. (4) -To develop and register the evaluation plan of the projects of socio-sports animation, specifying the instruments and the sequence of application, as well as the treatment and the | | 5 |

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| | | | <p>purpose of the data obtained, all this with the help of the information technologies. (4)</p> <p>-To manage the implementation of the socio-sports animation project, organizing the resources and actions necessary for the promotion, development and supervision of the project. (4)</p> <p>-To program social and sports inclusion activities in accordance with the characteristics of the groups, the available means and the monitoring data, indicating the most appropriate intervention methodology. (3)</p> <p>-To ensure the availability of the necessary resources for the realization of the activities, preparing the spaces, the equipment and the required materials. (3)</p> <p>-To solve situations, problems or contingencies with initiative and autonomy in the field of their competence, with creativity, innovation and spirit of improvement in personal work and in that of the members of the team. (1)</p> <p>-To organize and coordinate work teams with responsibility, supervising their development, maintaining fluid relationships and assuming leadership, as well as providing solutions to group conflicts that may arise. (1)</p> <p>-To supervise and apply quality management, universal accessibility and “design for all” procedures in the professional activities included in the production or service provision processes. (2)</p> | | |
| SPORTS TECHNICIAN IN ALPINE SKIING | S | Spain | <p>-Sports organization and legislation. (3)</p> <p>-First aid and hygiene in sport. (3)</p> <p>-Professional development. (1)</p> <p>- Sports safety. (3)</p> | | 4 |
| TECHNICIAN IN GUIDING IN THE | S | Spain | <p>-To organize physical and sports activities guided by groups through the natural environment, carrying out the</p> | | 4 |

| | | | | | |
|--|---|-------|--|---|---|
| NATURAL ENVIRONMENT AND FREE TIME | | | <p>procedures and ensuring the necessary resources to carry them out. (4)</p> <p>- To organize the overnight stay and continuity in the natural environment of groups, taking into account the characteristics of the participants, of the activity and guaranteeing safety. (4)</p> <p>- To determine and adopt the necessary security measures in case of risk situations derived from the environment or people to carry out the activity. (4)</p> <p>- To lead the group in emergency situations, coordinating safety measures and/or performing land and water rescue, applying rescue and evacuation techniques, using the resources and methods best suited to the situation. (4)</p> | | |
| CROSS-COUNTRY SKIING SPORTS TECHNICIAN | S | Spain | <p>- First aid and hygiene in sport. (3)</p> <p>-Professional development. (1)</p> <p>-Sports safety. (3)</p> | | 4 |
| SNOWBOARDING SPORT TECHNICIAN | S | Spain | <p>-Sports organization and legislation. (3)</p> <p>-Mountain environment. (3)</p> <p>-First aid and hygiene in sport. (3)</p> <p>-Professional development. (1)</p> <p>- Sports safety. (3)</p> | | 4 |
| EXPERT IN DESIGN OF EXPERIENTIAL TOURIST PRODUCTS | T | Italy | <p>-To collect information on customer needs and prepares an intervention plan. (2)</p> <p>- To plan the animation activities and services that characterize the experiential tourist product designed around the attractions of the territory on the basis of a specific passion shared with the tourist. (4)</p> | <p>- Methodologies on market trends.</p> <p>- Clustering and user segmentation techniques.</p> <p>- Promotion and sales techniques.</p> <p>- Sports and active tourism services in the area.</p> <p>- Social media marketing and web writing.</p> <p>- Relational dynamics and leadership styles.</p> | 5 |

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|---------------------------|---|-------|---|--|-----------------|
| | | | | <ul style="list-style-type: none"> - Techniques for group management. - Problem solving and decision making techniques. - To decode the feedback from the reference market to carry out corrective actions with respect to the promotional actions activated. - To define the offer of services and activities based on customer needs and expectations. - To identify primary and complementary services to integrate the tourist offer on the basis of customer needs and expectations. - To carry out market and competition study and analysis to structure competitive offers. - To translate the needs expressed by customers into real services. - To activate first aid in case of accident or illness. - To coordinate the expertise involved in the planned activities and the different service providers. | |
| OUTDOOR CONSULTANT | T | Italy | <ul style="list-style-type: none"> - Strategic planning. (2) - Event organization. (2) -Bureaucratic and fiscal aspects related to sport associations. (3) - Planning excursion itineraries. (4) - To create and develop sports tourism projects. (4) - To create and develop sporting events. (3) - To apply business models suited to the type of project which is planned. (2) - Leadership. (1) | | To be evaluated |

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|--------------------------------------|---|------------|---|---|-----------------|
| SPORT TOURIST CYCLE GUIDE | T | Italy | | <ul style="list-style-type: none"> - Teaching and communication techniques. - Relationship with users. - Group dynamics. - First aid and emergency management. | To be evaluated |
| ALPINE GUIDE | T | Italy | <ul style="list-style-type: none"> - To organize hiking tours on via ferrata, ski mountaineering courses and off-piste, snowshoeing excursions, mountain activities for children, school groups and groups. (4) - To organize locations and activities for team building for companies both in summer and in winter. (4) | <ul style="list-style-type: none"> - Events management. - Strategic planning. - Social media marketing. - Project management. | To be evaluated |
| BACHELOR TOURISM PROFESSIONAL | T | Netherland | <ul style="list-style-type: none"> - He identifies and analyses trends in the external environment and converts these results into strategy, policy for new or renewed products and services for a specific target group (2) - He sees opportunities and renews current and / or creates and designs new products, partly on the basis of product and / or market knowledge, while being creative and innovative (2) - He applies knowledge about technology to see and understand possibilities and to fit them in a new / renewed product / service (2) - He estimates required investments, estimates income flows, budgets cash flows and analyses investments and weighs these based on feasibility and earnings (2) - He identifies related legal aspects when initiating and creating new or renewed services and products (2) - He maps the relevant environmental factors of a destination to develop a new / renewed product / service in a socially responsible (or: sustainable) and commercially attractive manner for all parties (2) | <ul style="list-style-type: none"> - The tourism professional develops, based on trends and developments, proactively and creatively new/renewed touristic and/or business products and services that are feasible and responsible and are connected to the experience demands of customers or surpasses - The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. - The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results - The tourism professional maintains and develops (parts of) the organization and therefore takes policy | 6 |

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|--|--|--|--|--|
| | | <ul style="list-style-type: none"> - He identifies the economic factors of a destination (3) - He plans operational and tactical business processes, even if there is little structure and / or uncertain factors and makes decision supporting calculations (2) - He makes the effects of tourism development visible in a report (3) - He adjusts management information systems and creates (new) structure for data processing (2) - He develops, implements and evaluates a change process creatively, quickly and accurately, sets up operational processes, and implements and / or optimizes them (2) - He makes a project plan and executes it (2) - He collects and analyses relevant data so that decisions can be made (2) - He applies knowledge about the market, market developments and consumer behaviour for the right marketing and / or approach (2) - He applies knowledge about technology to see and understand possibilities, and to apply these in marketing (2) - He develops marketing strategy and makes strategic marketing decisions using the right method (2) - He monitors legal aspects when marketing new or renewed services and products (2) - He monitors financial aspects, calculates promotion costs and weighs these costs against the intended purpose (2) - He is jointly responsible for propagating the essential value of an organization, product or service (branding) and makes use of its own vision of the future or that of the organization (2) - He executes a marketing plan (2) | <p>based and/or operational choices and/or strategic decisions</p> | |
|--|--|--|--|--|

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|---|---|------------|--|--|-----------------|
| | | | <ul style="list-style-type: none"> - He maintains and improves customer contacts in order to create regular customers and “fans” of the organization (2) - He controls operational and tactical business processes, even if there is little structure and / or uncertain factors (2) - He assesses a company's financial situation and financial reports and analyses relevant key figures (2) - He advises the manager or management on the most common legal frameworks so the actions of the organization comply with them (2) - He calculates commercial decisions and applies the basis of revenue management (2) - He recognizes, edits and uses relevant data for business operations and supports decisions based on this data (2) - He analyses and improves behaviour in organizations, paying attention to organizational structure and culture, complexity behaviour in organizations, intercultural management, leadership styles, change management, networks (2) - He draws up a (co-) strategic policy that optimizes the interests of stakeholders and the natural, cultural and social environment is enriched (values driven), and sets out this policy with the help of strategic analysis, sets strategic options, implements strategic goals and evaluates strategic choices (2) | | |
| ADVENTURE SPORTS ASSISTANT | S | Netherland | <ul style="list-style-type: none"> - German language skills (1) - Enthusiastic (1) - Sporty (3) - Good communication skills (1) | Center Parcs De Huttenheugte The Adventure Sports department organizes both indoor and outdoor activities for our guests. Think for example of a climbing session, rappelling, canoeing and archery. As an assistant you help in the department. Examples of activities are (co-) guiding guests during archery, checking climbing materials, | To be evaluated |

| | | | | | |
|--|---|------------|---|--|-----|
| | | | | guiding groups during white water rafting on the white water course and during the high adventure. Together with your colleagues you bear a lot of responsibility for the safety of the guest, your colleagues and yourself. | |
| EVENT & HOTEL MANAGEMENT | T | Netherland | <ul style="list-style-type: none"> - Management & organization. (2) - Marketing & Sales. (2) - Business plan. (2) - Communication. (1) - Accounting. (2) - Event logistics. (2) - Event planning. (2) - Event organization. (2) - Event operations. (2) - Recreation & animation. (3) - Entertainment. (2) | <ul style="list-style-type: none"> - Event logistics. - Event planning. - Event organization. - Recreation & animation. | 4 |
| STEWARD(ESS) RECEPTIONIST HOST(ESS) | T | Netherland | <ul style="list-style-type: none"> - Tour management. (3) - Online marketing. (2) - Events. (2) | | 3 |
| TOURISM ACTIVITY ORGANIZER | T | Romania | <ul style="list-style-type: none"> - Good skills of organization and coordination, and on the other hand requires communication skills and the ability to work in a team. (1) - Kind attitude, oriented towards the client's needs and at the same time rigorousness in the organization and control of internal activities. (1) | - Constantly monitors the offers of competing companies on the market | 5/6 |

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|----------------------------|---|---------|--|--|---|
| TOURISM MANAGER | T | Romania | <ul style="list-style-type: none"> - Administration and management. (2) - Customer and staff services. (2) - Sales and marketing. (2) - Social skills. (1) - Skills used in learning. (1) - Problem solving skills. (1) - Speed of reactions. (1) -Decision-making capacity. (1) - Clarity in speech. (1) - Solving complex problems. (1) -Interactive communication. (1) - Continuous development of own potential. (1) - Team activity. (1) - Use of computer technology. (2) - To plan the activities of the unit. (2) - Coordination of human resources management. (2) - Substantiation and implementation of marketing programs. (2) - Coordination of activities carried out by suppliers and partners. (2) | <ul style="list-style-type: none"> - To seeks to increase the profitability of the unit he leads through competitive bidding and cost control. - To efficiently manages the unit's funds and deals with increasing the financial efficiency of the organization. - To monitor the offers of competing companies on the market. - To discuss with customers and other tour operators to develop a competitive offer. - To increase the quality of services offered by the unit, according to customer's needs; | 6 |
| ANIMATION GUIDE | T | Romania | <ul style="list-style-type: none"> - Special sense of human relations, solicitude, enthusiasm, availability, receptivity, adaptability, rigor, responsibility, imagination, spontaneity, dynamism. (1) | <ul style="list-style-type: none"> - Creates programs and relaxation activities depending on the needs and preferences of the consumers. - Effectively promotes entertainment activities in order to attract consumers, offering them informative materials and providing them with tourist information. | 3 |

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|---------------------------------|---|---------|--|--|-----|
| | | | | <ul style="list-style-type: none"> - To organize the activity ensuring the adequate framework and infrastructure to eliminate the risk factors. - To structure the information, making a synthesis of the activity carried out, in order to improve the quality of services and diversify the animation programs. - Evaluation of the animation program | |
| HOLIDAY CENTER ANIMATOR | T | Romania | <ul style="list-style-type: none"> - Education and training. (1) - Administration and management. (2) - Public safety and security. (2) - Conscientiousness, fairness seriousness, clearly goal-oriented behaviors; outward orientation, action, people and social aspects, ease of communication, need for continuous experimentation; the ability to remain calm and maintain emotional balance even in stressful situations without presenting extreme manifestations and inconsistent with the situation. (1) - Skills used in learning. (1) - Work skills with technical systems. (1) - Resource; management skills. (1) - Social skills. (1) - Interactive communication. (1) - Continuous development of own potential. (1) - Team activity. (1) | <ul style="list-style-type: none"> - To be involved in the management of the participants' lifestyle and aims to ensure their safety throughout the stay, preventing any risk situation. - To ensure the security of the participants at the activities, monitors the activities performed in order to ensure the observance of the norms and procedures of labor protection. - To establish the objectives of the activity and for working in a team. - To monitor the observance of the participants' lifestyle and evaluates the group's activity | 2-4 |
| EQUESTRIAN TOURISM GUIDE | T | Romania | <ul style="list-style-type: none"> - Knowledge of customer and staff services. (2) - Problem solving skills. (1) - Social skills. (1) - Skills used in learning. (1) | <ul style="list-style-type: none"> -To monitors the activities of tourists to ensure that they comply with the rules and safety measures imposed- -To solve problems that occur during leisure walks or during tourist routes (thefts, illnesses, loss of travel | 4/5 |

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|-----------------------|---|---------|---|---|-----|
| | | | <ul style="list-style-type: none"> - Team work skills. (1) - They should be a very kind, sociable, action-oriented person; a person with a good emotional balance and a high degree of independence and autonomy. (1) | <p>documents, falls from the horse, injuries to horses, detachment of horseshoes, breaking or damaging of the harness, etc.).</p> <ul style="list-style-type: none"> - To establish equestrian tourist routes and plans complementary recreational activities according to customer requirements. -To identify and mediate possible conflicts that may occur within the group of tourists or between them and other people. | |
| MOUNTAIN GUIDE | T | Romania | <ul style="list-style-type: none"> - Knowledge of customer and staff services. (2) - Problem solving skills. (1) - Social skills. (1) - Skills used in learning. (1) -Decision-making capacity. (1) - Member coordination. (1) - Social and leadership skills. (1) -To work in a team, negotiation and communication. (1) | <ul style="list-style-type: none"> -To sort out problems that appear during the trip or activity practice (illnesses, losses, various accidents, etc.). -To establishes routes and places to visit based on his knowledge about different specific areas. -To identify and mediates possible conflicts that may occur within the group of tourists or between them and other people. | 4/5 |
| SPORTS GUIDE | T | Romania | <ul style="list-style-type: none"> -Knowledge of customer and staff services. (2) - Physical education and sport. (3) -Education and training. (2) - Public safety and security. (2) - Problem solving skills. (1) - Social skills. (1) - Skills used in learning. (1) - Verbal attitude. (1) -Decision making-capacity. (1) | <ul style="list-style-type: none"> -To solve solves the problems that appear during sports activities. -To assess the risks of each activity and takes all precautions to ensure the safety of its customers. | 4 |

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|---|---|-------|---|--|---|
| | | | -Physical reaction time. (1) | | |
| SUPERIOR TECHNICIAN IN TOURIST ANIMATION | T | Spain | <p>-Organization and management of a small company of leisure and socio-educational activities. (4)</p> <p>-Communication techniques for animation, games and recreational physical activities for animation. (4)</p> <p>-Cultural activities and resources. (3)</p> <p>-Animation in the tourist field. (4)</p> <p>-Training and work orientation. (1)</p> | | 4 |
| SUPERIOR TECHNICIAN IN SOCIOCULTURAL AND TOURIST ANIMATION | T | Spain | <p>-To obtain information, using resources, strategies and tools for analysing reality, in order to adapt sociocultural intervention to the needs of the target population and the context. (3)</p> <p>- To draw up sociocultural intervention projects on the basis of information obtained from the context and the persons concerned, incorporating the gender perspective. (3)</p> <p>-To direct the implementation of socio-cultural intervention projects, coordinating the actions of the professionals and volunteers in charge, supervising the execution of the activities with quality criteria and facilitating teamwork. (3)</p> <p>-To design spaces, strategies and materials for the promotion and dissemination of socio-cultural intervention projects, applying technological advances in the field of communication. (3)</p> <p>-To design, implement and evaluate recreational, cultural and physical-recreational activities, selecting the methodological strategies, organizing the resources and managing the teams and technical means necessary for their development. (4)</p> <p>-To organize and manage youth information services, carrying out orientation, information and dynamization</p> | | 4 |

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| | | | <p>activities that meet the needs and demands of the people of this sector of the population. (4)</p> <ul style="list-style-type: none"> - To design, implement and evaluate socio-educational activities aimed at the youth population, favouring equal opportunities and applying the principles of non-formal education. (4) -To energize groups, applying participatory and energizing techniques, managing conflicts and promoting respect and solidarity. (1) -To solve situations, problems or contingencies with initiative and autonomy in the field of their competence, with creativity, innovation and spirit of improvement in personal work and in that of the members of the team. (1) -To organize and coordinate work teams with responsibility, supervising their development, maintaining fluid relationships and assuming leadership, as well as providing solutions to group conflicts that may arise. (1) -To communicate with their equals, superiors, clients and people under their responsibility, using effective communication channels, transmitting the appropriate information or knowledge and respecting the autonomy and competence of the people who intervene in the area of their work. (1) -To generate safe environments in the development of their work and that of their team, supervising and applying the procedures for the prevention of occupational and environmental risks, in accordance with the provisions of the regulations and the objectives of the company. (3) -To supervise and apply quality management, universal accessibility and “design for all” procedures in the professional activities included in the production or service provision processes. (2) | | |
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| | | | -To carry out the basic management for the creation and operation of a small company and to have initiative in their professional activity with a sense of social responsibility. (2) | | |
| SENIOR TECHNICIAN IN TOURIST ACCOMMODATI ON MANAGEMENT | T | Spain | -To detect business opportunities and new markets, and apply innovative methods, analyzing the investment and financing alternatives linked to them. (2) -To organize and promote events in the establishment itself, in coordination with the different departments involved, managing the necessary human and material resources. (2) -To propose the implementation of innovative management systems, adapting and using information and communication technologies. (3) -To meet production objectives, collaborating with the work team and acting in accordance with the principles of responsibility and tolerance. (2) -To solve problems and take individual decisions following the established rules and procedures, defined within the scope of their competence. (1) | | 5 |
| SENIOR TECHNICIAN IN TOURIST GUIDE, INFORMATION AND ASSISTANCE | T | Spain | -To motivate the personnel in charge, delegate functions and tasks, promoting participation and respect, attitudes of tolerance and principles of equal opportunities. (2) -Solve problems and take individual decisions following established rules and procedures defined within the scope of their competence. (1) -Maintain the spirit of innovation, improvement of service processes and updating of knowledge in the field of their work. (1) -To establish and manage a small company, carrying out a basic analysis of the viability of products and services, planning and marketing. (3) | | 5 |

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|--|---------|-------|---|--|---|
| SENIOR TECHNICIAN IN TRAVEL AGENCIES AND EVENT MANAGEMENT | T | Spain | <p>-To program and offer services for congresses, conventions, fairs and other events, which are adapted to the expectations and needs of the clients. (3)</p> <p>-To propose promotional and communication programs as well as distribution channels, to make the company's offer known to the market, controlling their effectiveness. (2)</p> <p>-To motivate the personnel in charge, delegate functions and tasks, promoting participation and respect, attitudes of tolerance and the principles of equal opportunities. (2)</p> <p>-To maintain the entrepreneurial spirit for the generation of their own employment. (2)</p> <p>-To develop administration tasks in order to comply with legal, economic and business requirements, including invoicing, collection and payment operations in order to settle economically with customers and suppliers. (2)</p> | | 5 |
| INTRODUCTION TO DIGITAL TOURISM SKILLS | T | Spain | <p>- To know and manage communication and collaboration mechanisms. (1)</p> <p>-To identify and apply security measures. (2)</p> <p>-To use of digital tools to implement measures for problem solving. (2)</p> | | |
| BACHELOR'S DEGREE IN TOURISM, SPORT AND EVENT MANAGEMENT | S and T | Italy | <p>- To carry out the tasks entrusted as manager, consultant and junior manager in the sectors of reference. (2)</p> <p>- To operate internationally in the management, administration, planning and organization of companies. (2)</p> <p>- It has the ability to plan and manage the business realities of the sector, fielding creativity and skills also useful in solving problems. (2)</p> | <p>- Infrastructure management for sport and events.</p> <p>- Management and planning of events.</p> <p>- Strategic marketing and management in tourism.</p> <p>- Sport and Event marketing and sponsorship.</p> | 6 |
| TOURIST-SPORTS ANIMATION AND LEISURE SERVICE EXPERT | S and T | Italy | <p>- To develop action programmes of a character fun and/or sports, based on the context of reference and potential needs recipients. (4)</p> | <p>- To interpret the context of operations with reference to the potential of facilities, services, opportunities in the area to meet the demand of possible users.</p> | 4 |

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|--|--|--|---|--|--|
| | | | <ul style="list-style-type: none"> - To define the purchase needs of products/services identifying suppliers and managing the process of supply. (2) - To develop action programmes of a character fun and/or sports. (4) | <ul style="list-style-type: none"> - To identify the target group of potential recipients of the activities within the reference structure. - To choose the infrastructure, technological and non, and/or technical aids more suitable for the performance of the activities. - To apply information collection, analysis and interpretation techniques as support for the selection of innovative and trendy modes of entertainment. - To identify and profile users; to apply methods and techniques to grasp the demand of the recipients of the activities. - To adopt methods and techniques to promote aggregation and socialisation among participants in activities. - To recognize and evaluate different situations and problems (technical-operational, relational, organisational and planning activities). - To apply monitoring techniques of quality standards relating to the services provided and to the care and satisfaction of users. - To apply problem-solving techniques to identify and resolve critical services. - To use techniques to translate data and customer satisfaction information into service improvement actions. | |
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Table V.2 Countries' profile between Sport and Tourism: Preliminary analysis_Work Report n.2_Cross-sectoral classification

| COMPETENCES AREA | KNOWLEDGES/ COMPETENCES/ SKILLS | TASKS | EQF LEVEL (in descending order) | SECTOR (S/T) | PROFILE |
|---|--|-------|------------------------------------|--------------|---|
| <i>Innovation skills</i> | | | | | |
| <i>Digital skill</i> | Use of computer technology | | 6 | T | TOURISM MANAGER |
| <i>Rising innovation knowledge</i> | To detect business opportunities and new markets, and apply innovative methods, analysing the investment and financing alternatives linked to them. | | 5 | T | SENIOR TECHNICIAN IN TOURIST ACCOMMODATION MANAGEMENT |
| <i>Rising innovation knowledge</i> | To maintain the entrepreneurial spirit for the generation of their own employment. | | 5 | T | SENIOR TECHNICIAN IN TRAVEL AGENCIES AND EVENT MANAGEMENT |
| <i>IT skills</i> | To use of digital tools to implement measures for problem solving | | To be evaluated | T | INTRODUCTION TO DIGITAL TOURISM SKILLS |
| <i>IT skills/ Rising innovation knowledge</i> | He applies knowledge about technology to see and understand possibilities and to fit them in a new / renewed product / service | | 6 | T | BACHELOR TOURISM PROFESSIONAL |

| <i>Management Area</i> | | | | | |
|-------------------------------|---|--|---|---------|--|
| <i>Project Management</i> | Result management | Create new market opportunities by applying an entrepreneurial spirit and a culture inclined towards innovation in sport organizations. | 7 | S | MASTER'S DEGREE IN SPORTS MANAGEMENT |
| <i>Strategic Management</i> | Strategic management | Understand and apply strategic, global and objective vision to the sport industry from a business perspective. | 7 | S | MASTER'S DEGREE IN SPORTS MANAGEMENT |
| <i>Planning/monitoring</i> | Analysis and synthesis, planning, forecasting | To plan, organize, coordinate and develop the activity of the organizations in which they are employed in order to make it more efficient. | 6 | S | SPORTS FACILITIES ADMINISTRATOR |
| <i>Project Management</i> | Administration and management | To seeks to increase the profitability of the unit he leads through competitive bidding and cost control. To efficiently manages the unit's funds and deals with increasing the financial efficiency of the organization. | 6 | T | TOURISM MANAGER |
| <i>Project Management;</i> | To carry out the tasks entrusted as manager, consultant and junior manager in the sectors of reference. | Infrastructure management for sport and events. Management and planning of events. | 6 | S and T | BACHELOR'S DEGREE IN TOURISM, SPORT AND EVENT MANAGEMENT |
| <i>Hospitality management</i> | To operate internationally in the management, administration, planning and | Infrastructure management for sport and events. Management and planning of events. | 6 | S and T | BACHELOR'S DEGREE IN TOURISM, SPORT AND EVENT MANAGEMENT |

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| | organization of companies. | Strategic marketing and management in tourism. Sport and Event marketing and sponsorship. | | | |
| <i>Planning/monitoring</i> | To supervise and apply quality management, universal accessibility and “design for all” procedures in the professional activities included in the production or service provision processes. | | 5 | S | HIGHER TECHNICIAN IN TEACHING AND SOCIO-SPORTS ANIMATION |
| <i>Risk Management</i> | To develop administration tasks in order to comply with legal, economic and business requirements, including invoicing, collection and payment operations in order to settle economically with customers and suppliers | | 5 | T | SENIOR TECHNICIAN IN TRAVEL AGENCIES AND EVENT MANAGEMENT |
| <i>Project Management</i> | Management & organization. | Event planning Event organization Event logistics | 4 | T | EVENT & HOTEL MANAGEMENT |
| <i>Project Management</i> | Business plan | | 4 | T | EVENT & HOTEL MANAGEMENT |
| <i>Monetary Management</i> | Accounting | | 4 | T | EVENT & HOTEL MANAGEMENT |

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|-----------------------------------|---|--|-----|---|---|
| <i>Event management</i> | Event logistics. | | 4 | T | EVENT & HOTEL MANAGEMENT |
| <i>Event management</i> | Event planning. | | 4 | T | EVENT & HOTEL MANAGEMENT |
| <i>Event management</i> | Event operations | | 4 | T | EVENT & HOTEL MANAGEMENT |
| <i>Human resources management</i> | Knowledge of customer and staff services | To solve solves the problems that appear during sports activities. | 4 | T | SPORTS GUIDE |
| <i>Planning/monitoring</i> | To supervise and apply quality management, universal accessibility and “design for all” procedures in the professional activities included in the production or service provision processes | | 4 | T | SUPERIOR TECHNICIAN IN TOURIST ANIMATION |
| <i>Project Management</i> | To carry out the basic management for the creation and operation of a small company and to have initiative in their professional activity with a sense of social responsibility.4 | | 4 | T | SUPERIOR TECHNICIAN IN TOURIST ANIMATION |
| <i>Event management</i> | Events | | 3 | T | STEWARD(ESS) RECEPTIONIST HOST(ESS) |
| <i>Human resources management</i> | Knowledge of customer and staff services. | | 4/5 | T | EQUESTRIAN TOURISM GUIDE |

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| <i>Human resources management</i> | Knowledge of customer and staff services | | 4/5 | T | MOUNTAIN GUIDE |
| <i>Project Quality Management</i> | To manage in quality conditions and with efficiency the problems arising from the planned activities, according to the specific requirements stipulated in the legislation and in the regulations related to the sector. | To organizing a very wide range of events in the field of sports at the request of various institutions, companies and organizations, events for various target groups consisting of children, young people, adults and elderly people or people with disabilities, etc. | 3/4 | S | SPORTS EVENT ORGANIZER |
| <i>Planning/monitoring</i> | Ability to plan and organize, to predict, evaluate, the ability to comply with the rules and procedures for reaction, decision making skills and accountability. | To organizing a very wide range of events in the field of sports at the request of various institutions, companies and organizations, events for various target groups consisting of children, young people, adults and elderly people or people with disabilities, etc. | 3/4 | S | SPORTS EVENT ORGANIZER |
| <i>Project Management</i> | Administration and management. | To be involved in the management of the participants' lifestyle and aims to ensure their safety throughout the stay, preventing any risk situation. | 2-4 | T | HOLIDAY CENTER ANIMATOR |
| <i>Strategic Management</i> | Strategic planning | | To be evaluated | T | OUTDOOR CONSULTANT |
| <i>Event management</i> | Event organization. | | To be evaluated | T | OUTDOOR CONSULTANT |
| <i>Project Management</i> | To apply business models suited to the | | To be evaluated | T | OUTDOOR CONSULTANT |

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|-----------------------------|--|--|---|---|-------------------------------|
| | type of project which is planned. | | | | |
| <i>Strategic Management</i> | He identifies and analyses trends in the external environment and converts these results into strategy, policy for new or renewed products and services for a specific target group | The tourism professional develops, based on trends and developments, proactively and creatively new/renewed touristic and/or business products and services that are feasible and responsible and are connected to the experience demands of customers or surpasses | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Strategic Management</i> | He sees opportunities and renews current and / or creates and designs new products, partly on the basis of product and / or market knowledge, while being creative and innovative | The tourism professional develops, based on trends and developments, proactively and creatively new/renewed touristic and/or business products and services that are feasible and responsible and are connected to the experience demands of customers or surpasses | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Financial Management</i> | He estimates required investments, estimates income flows, budgets cash flows and analyses investments and weighs these based on feasibility and earnings | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Strategic management</i> | He plans operational and tactical business processes, even if there is little structure and / or uncertain factors | The tourism professional develops, based on trends and developments, proactively and creatively new/renewed touristic and/or business products and services that | 6 | T | BACHELOR TOURISM PROFESSIONAL |

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| | and makes decision supporting calculations | are feasible and responsible and are connected to the experience demands of customers or surpasses | | | |
| <i>Management information</i> | He adjusts management information systems and creates (new) structure for data processing | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Planning/monitoring</i> | He develops, implements and evaluates a change process creatively, quickly and accurately, sets up operational processes, and implements and / or optimizes them | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Planning</i> | He makes a project plan and executes it | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Monitoring/Planning</i> | He collects and analyses relevant data so that decisions can be made | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, | 6 | T | BACHELOR TOURISM PROFESSIONAL |

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|--|---|--|---|---|-------------------------------|
| | | profit, purpose, branches agreements, ethics and macro environmental) factors. | | | |
| <i>Financial management</i> | He monitors financial aspects, calculates promotion costs and weighs these costs against the intended purpose | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Project Management</i> | He controls operational and tactical business processes, even if there is little structure and / or uncertain factors | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Monitoring</i> | He assesses a company's financial situation and financial reports and analyses relevant key figures | The tourism professional maintains and develops (parts of) the organization and therefore takes policy based and/or operational choices and/or strategic decisions | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Strategic management</i> | He calculates commercial decisions and applies the basis of revenue management | The tourism professional maintains and develops (parts of) the organization and therefore takes policy based and/or operational choices and/or strategic decisions | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Monitoring/management decisions</i> | He recognizes, edits and uses relevant data for business operations and | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, | 6 | T | BACHELOR TOURISM PROFESSIONAL |

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| | supports decisions based on this data | the market and market developments, the way in which a product or service should be launched in order to maximize results | | | |
| <i>Monitoring/ Strategic management</i> | He analyses and improves behaviour in organizations, paying attention to organizational structure and culture, complexity behaviour in organizations, intercultural management, leadership styles, change management, network | The tourism professional maintains and develops (parts of) the organization and therefore takes policy based and/or operational choices and/or strategic decisions | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Strategic management</i> | He draws up a (co-) strategic policy that optimizes the interests of stakeholders and the natural, cultural and social environment is enriched (values driven), and sets out this policy with the help of strategic analysis, sets strategic options, implements strategic goals and evaluates strategic choices | The tourism professional maintains and develops (parts of) the organization and therefore takes policy based and/or operational choices and/or strategic decisions | 6 | T | BACHELOR TOURISM PROFESSIONAL |

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| <i>Strategic management</i> | He maintains and improves customer contacts in order to create regular customers and “fans” of the organization | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Marketing/Promotion</i> | | | | | |
| <i>Territorial Products and Services promotion</i> | Relations with sponsors | | 6 | S | BACHELOR’S DEGREE IN SPORT AND SPORT’S MANAGEMENT |
| <i>Territorial Products and Services promotion</i> | Sales and marketing. | To seeks to increase the profitability of the unit he leads through competitive bidding and cost control | 6 | T | TOURISM MANAGER |
| <i>Brand identity and market positioning...)</i> | Substantiation and implementation of marketing programs | To increase the quality of services offered by the unit, according to customer’s needs; | 6 | T | TOURISM MANAGER |
| <i>Customer analysis and customers satisfaction monitoring</i> | To collect information on customer needs and prepares an intervention plan. | Methodologies on market trends. To decode the feedback from the reference market to carry out corrective actions with respect to the promotional actions activated. To carry out market and competition study and analysis to structure competitive offers. To translate the needs expressed by customers into real services. | 5 | T | EXPERT IN DESIGN OF EXPERIENTIAL TOURIST PRODUCTS |
| <i>Territorial Products and Services promotion</i> | To organize and promote events in the | | 5 | T | SENIOR TECHNICIAN IN TOURIST |

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| | establishment itself, in coordination with the different departments involved, managing the necessary human and material resources. | | | | ACCOMMODATION MANAGEMENT |
| <i>Promotion tools and market positioning</i> | To propose promotional and communication programs as well as distribution channels, to make the company's offer known to the market, controlling their effectiveness. | | 5 | T | SENIOR TECHNICIAN IN TRAVEL AGENCIES AND EVENT MANAGEMENT |
| <i>Benchmarking analysis</i> | To define the purchase needs of products/services identifying suppliers and managing the process of supply. | To interpret the context of operations with reference to the potential of facilities, services, opportunities in the area to meet the demand of possible users. To identify the target group of potential recipients of the activities within the reference structure. To choose the infrastructure, technological and non, and/or technical aids more suitable for the performance of the activities. | 4 | S and T | TOURIST-SPORTS ANIMATION AND LEISURE SERVICE EXPERT |
| <i>Promotion tools</i> | Online marketing | | 3 | T | STEWARD(ESS) RECEPTIONIST HOST(ESS) |

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|--|--|--|-----------------|---|--|
| <i>Territorial Products and Services promotion</i> | Developing products for the tourism sector | Developing and promoting tourism products, activities, services and packages. | To be evaluated | T | Tour operator manager Responsible for tourism products Negotiator of tourist contracts |
| <i>Benchmarking analysis</i> | He applies knowledge about the market, market developments and consumer behaviour for the right marketing and / or approach | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Benchmarking analysis</i> | He applies knowledge about technology to see and understand possibilities, and to apply these in marketing | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Promotion tools and market positioning</i> | He develops marketing strategy and makes strategic marketing decisions using the right method | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results. | 6 | T | BACHELOR TOURISM PROFESSIONAL |

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|---|--|---|-----------------|---------|--|
| <i>Promotion tools</i> | He executes a marketing plan | The tourism professional determines, based on the knowledge of research of the customer, the desired experience, the market and market developments, the way in which a product or service should be launched in order to maximize results | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Negotiation</i> | | | | | |
| <i>Networking ability</i> | Coordination of human resources management | | 6 | T | TOURISM MANAGER |
| <i>Networking ability</i> | Coordination of activities carried out by suppliers and partners | | 6 | T | TOURISM MANAGER |
| <i>Networking ability</i> | Coordinating cooperation between the public and private sectors in tourism | Overseeing public and private partners to achieve tourism development. | To be evaluated | T | Destination manager Responsible for tourism policies |
| <i>Foreign Languages</i> | | | | | |
| <i>Proficiency in other European languages</i> | | | | | |
| <i>Life skills</i> | | | | | |
| <i>Leadership; Decision-making; Problem-solving</i> | It has the ability to plan and manage the business realities of the sector, fielding creativity and skills also useful in solving problems. | | 6 | S and T | BACHELOR'S DEGREE IN TOURISM, SPORT AND EVENT MANAGEMENT |

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|---|--|---|-----------------|---|---|
| <i>Teamwork</i> | To meet production objectives, collaborating with the work team and acting in accordance with the principles of responsibility and tolerance. | | 5 | T | SENIOR TECHNICIAN IN TOURIST ACCOMMODATION MANAGEMENT |
| <i>Leadership; Cultural and Interpersonal Awareness; Equality</i> | To motivate the personnel in charge, delegate functions and tasks, promoting participation and respect, attitudes of tolerance and principles of equal opportunities. | | 5 | T | SENIOR TECHNICIAN IN TOURIST GUIDE, INFORMATION AND ASSISTANCE |
| <i>Sector's Laws/Economy</i> | | | | | |
| <i>Safety management</i> | Public safety and security. | To assess the risks of each activity and takes all precautions to ensure the safety of its customers. | 4 | T | SPORTS GUIDE |
| <i>Safety management</i> | Public safety and security. | To ensure the security of the participants at the activities, monitors the activities performed in order to ensure the observance of the norms and procedures of labour protection. | 2-4 | T | HOLIDAY CENTER ANIMATOR |
| <i>Safety management</i> | Application of the norms in the field of emergency situations. | | | | SPORTS ANIMATOR |
| <i>Safety management</i> | To identify and apply security measures. | | To be evaluated | T | INTRODUCTION TO DIGITAL TOURISM SKILLS |

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|-------------------------|--|---|---|---|-------------------------------|
| <i>Legal management</i> | He identifies related legal aspects when initiating and creating new or renewed services and products | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Legal management</i> | He monitors legal aspects when marketing new or renewed services and products | The tourism professional maintains and develops (parts of) the organization and therefore takes policy based and/or operational choices and/or strategic decisions | 6 | T | BACHELOR TOURISM PROFESSIONAL |
| <i>Legal management</i> | He advises the manager or management on the most common legal frameworks so the actions of the organization comply with them | The tourism professional sets up structures, leads and coordinates processes based on internal (juridical/financial/organizational) and external (people, planet, profit, purpose, branches agreements, ethics and macro environmental) factors. | 6 | T | BACHELOR TOURISM PROFESSIONAL |

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