



Education and Culture DG

Lifelong Learning Programme

LEONARDO DA VINCI
Transfer of Innovation



LIFELONG LEARNING PROGRAMME

Leonardo da Vinci

Application form 2008

TRANSFER OF INNOVATION

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

1. SUBMISSION DATA

LLP Sub Programme	Leonardo da Vinci	Action Type	Transfer of Innovation
Call 2008			
Submitted to	Programkontoret, Kungsbrogatan 3, Stockholm, Sweden		
Date of completion	2008-03-14	Language used in the submitted application	EN
Acronym	ITESCE		
Title	Improving Transparency of European Sport Coach Education		
Project Duration	24 Months		

Summary Limit 30 lines, should be provided in EN, FR or DE

European Network for Sport Science Education and Employment (ENSSEE) started the project Aligning a European Higher Education Structure in Sport Science (AEHESIS) in 2003. The dissemination of the project took place in Rio Maior, Portugal in September of 2007. At the dissemination meeting over 35 national, and international organisations and agencies signed a letter of intent to use the outcome of the AEHESIS project as a reference point to align the national coaching education structure. Sweden has no national structure for coach education. In our country it is up to each individual national sport organisation to create a structure of their own. The Swedish sport confederation now has 22 national federations that are interested in creating a common structure for coach education. AEHESIS has aligned the European Qualification Framework (EQF) with the coach education structure. It is therefore the purpose of this project to apply the knowledge of AEHESIS project and the work that has been done in Denmark and Hungary to create a Swedish coach education structure that is harmonized with EQF and AEHESIS reference points. The aims are 1) To improve transparency and recognition of qualifications and competencies, including those acquired through non-formal and informal learning 2) To facilitate the development of a coach education structure for Sweden. 3) To improve the quality and increase the volume of co-operation between institutions, sport confederations (both national and regional) and national sport federations. In order to facilitate the process two partnerships will be created. At the international level there will be a partnership between the Danish sport confederation, Semmelweis University in Hungary, the Swedish sport confederation and Malmö University. These organisations are both (Denmark and Sweden) at the top of the sportshierarchy in the respective countries, and involved in sport science educational (Semmelweis and Malmö University) at the national level. Also Malmö University has a long experience in the Bologna process, which is foundational for proposed project. The tangible outcomes of the project are a Swedish coach education structure applicable to all sports within the Swedish sport confederation. At process of assessment and validation of formal, informal and nonformal education, both future and past. The intangible outcomes are improved sporting experience for 1.500.000 people from Denmark, Hungary and Sweden.



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Also a clearer pathway to employment within the coaching profession in the above mentioned three countries

Total numbers of partners including applicant:	5+4
Total number of countries involved:	3
Total grant requested:	Euro 244.843
Total funding:	Euro 328.843

2. GENERAL INFORMATION

Before completing this form, please read the relevant sections in the *Lifelong Learning Programme Guide for Applicants* and the 2008 Call for Proposals published by the European Commission and by your National Agency, which contain additional information on closing dates, National Agency addresses to which the application must be sent, and specific priorities for that year. Links to these documents and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website:
http://ec.europa.eu/education/programmes/llp/index_en.html

This application form should be completed by the applicant of the proposed Transfer of Innovation project, in cooperation with the planned partners. The application must be submitted to the National Agency of the country of the applicant by **14 March 2008**. Please check on the website of the responsible National Agency in which form and to which address the application must be submitted. Use the Check-list below before sending your application.

Check-list

Before sending in your application form to the National Agency, the following points should be addressed in order to ensure eligibility.

- Make sure that, in addition to the compulsory signed paper version of your application, you have also submitted [Each NA should explain here any alternative means to be used to obtain an electronic version of the form: on line eForms, emailing of the WORD file, etc]
- Make sure that you have used the official Application Form for the activity planned in the project
- Make sure that all relevant fields in the application form have been completed, especially the financial section.
- The form is not handwritten (except for the Declaration)
- Make sure that you comply with the deadline published in the call.
- Be sure to comply with the minimum size of the partnership, i.e. partners from at least 3 countries (including the country of the applicant), including at least one from the European Union.
- The proposal has to be written in one of the EU official languages. It can also be written in one of the languages of the EFTA/EEA and candidate countries but must then include a summary in English, French or German.
- Do not forget to sign** the application form: The application form must bear the **original signature** of a person authorised by the applicant organisation in section 7 of the application form. The signature also confirms that your organisation is not in a situation of the exclusion criteria and that you have the necessary capacity to successfully implement your project.
- The application **must** include letters of intent from the obligatory minimum number of partners.



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- The application **must** include the excel spreadsheet with the detailed budget of the project.
- If you are **not a public body**¹ and your grant **request exceeds EUR 25.000**, please add a copy of the official² accounts for the most recent financial year for which the accounts have been closed.
- If you are not a public body and your grant request exceeds EUR 500.000, please add an external audit report approved by an approved auditor. This report shall certify the accounts for the last year available

¹ **Public body:** For the purpose of this call, all schools and higher education institutions specified by the participating countries and all institutions or organisations providing learning opportunities which have received over 50% of their annual revenues from public sources over the last two years or which are controlled by public bodies or their representatives, are considered as public bodies. (point 5.2. of the GENERAL CALL FOR PROPOSALS 2008-2010 - Part II: Administrative and financial provisions)

² "**official**" means accounts certified by an appropriate external body, and/or published, and/or approved by the organisations general meeting

4. RELEVANCE TOWARDS THE OBJECTIVES OF THE PROGRAMME AND THE PRIORITIES OF THE CALL FOR PROPOSALS

Please select from the following, the strategic issues that your proposal addresses within the Programme. Select only those that are relevant to your planned activities and, for each one selected, provide a concise explanation of the way(s) in which the issue is addressed in your plans. Please note that only the relevant Leonardo da Vinci priorities are listed below.

4.1 PROGRAMME GENERAL OBJECTIVES

Which objective(s) of the Programme does your proposal address?
(Please refer to the Call for Proposals 2008 and the Guide for Applicants)

X	To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development
X	To support improvements in quality and innovation in vocational education and training systems, institutions and practices
	To enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees

4.2 PROGRAMME OPERATIONAL OBJECTIVES

If your proposal targets **directly** one or more of the following **operational objectives**, please tick the relevant box(es) (Please refer to the Call for Proposals 2008 and the Guide for Applicants for further clarification)

	To improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80.000 per year by the end of the LLP
X	To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe
X	To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others
X	To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning
	To encourage the learning of modern foreign languages
	To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

4.3 CONTRIBUTION TO EUROPEAN PRIORITIES LDV

Which priority in the Call for Proposals 2008 does your proposal address?
(Please indicate **only one priority**)

	Priority 1: Developing the skills and competences of VET teachers, trainers and tutors
	Priority 2: Developing the quality and attractiveness of VET systems and practices
X	Priority 3: Transparency and recognition of competences and qualifications
	Priority 4: Skills development of adults in the labour market
	Priority 5: Raising competence levels of groups at risk
	Priority 6: Developing the learning environment



Please explain how you address the selected general objective(s) (4.1.), the operational objective(s) (4.2) and the call priorities (4.3.)

The general objectives are addressed through implementing a national structure of coach education, based on the Bologna process and EQF. Also by gaining knowledge from partners about how they have organized their coach education and used innovative learning technologies.

The operational objectives and call priorities are addressed through the initiation and completion of the proposal, through applying the knowledge and understanding gained in Sweden, Denmark and Hungary, by applying and conforming to the AEHESIS reference points, and finally through creating a structure that recognizes competences (both future and past) that individuals will gain or have gained.

4.4 CONTRIBUTION TO NATIONAL PRIORITIES

Please select, if applicable, the relevant national priorities as described on the website of the National Agency in question.

To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe

To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning

Please explain how you address the specific priority selected above

See 4.3

4.5 HORIZONTAL ISSUES

If your proposal targets **directly** one or more of the following issues, please tick the relevant box(es):

<input type="checkbox"/>	promoting awareness of the importance of cultural and linguistic diversity and multiculturalism within Europe, as well as of the need of combat racism, prejudice and xenophobia
<input type="checkbox"/>	making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training
<input type="checkbox"/>	promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation

4.6 LISBON KEY COMPETENCES

If your proposal targets **directly** one or more of the Lisbon key competences, please tick the relevant box(es):

<input type="checkbox"/>	Communication in the mother tongue
<input type="checkbox"/>	Communication in the foreign languages
<input type="checkbox"/>	Mathematical competence and basic competences in science and technology
<input type="checkbox"/>	Digital competence
X	Learning to learn



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	Interpersonal, intercultural and social competences and civic competence
	Entrepreneurship
	Cultural expression



5. APPLICANT DATA

5.1 REGISTERED ADDRESS AND TYPE OF ORGANIZATION

Whenever a field in the application form refers to a table (for example table A – Partner Role), the options available for filling the field can be found in the tables in Section 11.4 LLP Reference Tables.

Please type in both, the code and the description, in order to avoid later misunderstanding.

Registered address and type of organisation

Role	Applicant – coordinator (CO-APP)		
Full legal name	Malmö högskola		
	Malmö University		
Type of organisation	RES-HE	Economic Sector	P 85.42
Legal Status	Public	Scope	European
Profit / Non profit	Non-profit	Size	S6
Registered Address	Department of Sport Sciences, Teacher Education, Malmö Univeristy		
Postcode	20506	City	Malmö
Country	SWEDEN		

5.2 CONTACT PERSON

Title	PhD	First name	Torsten
Family name	Buhre		
Department	Sport Sciences, Teacher Education		
Position	Lecturer		
Working address	Nordenskiöldsgatan 10		
Postcode	20506	City	Malmö
Country	Sweden	Region	
Telephone 1	+46406658245	Telephone 2	
Mobile	+46701193516	Fax	+46406658310
email	torsten.buhre@mah.se	website	www.mah.se

5.3 CONTACT 2

Title	Ass. Prof	First name	Aage
Family name	Radmann		
Department	Sport Sciences, Teacher Education		
Position	Dean		
Address (Street, number)	Nordenskiöldsgatan 10		
Postcode	20506	City	Malmö
Country	Sweden	Region	
Telephone 1		Telephone 2	
Mobile		Fax	
Email	Aage.radmann@mah.se	website	www.mah.se



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5.4 DESCRIPTION OF THE ORGANISATION

General description of the organisation: Malmö University is an institution of tertiary education. The University's strategy is to engage in education, research and cooperation with the community as a whole both nationally and internationally. Recently it has completed the Bologna process and applying EQF. Its department of Sport Sciences is among the leading sport science faculties in Sweden.

Role of the participant organisation in the proposed project

The main role of the participant organisation is to coordinate the project both on a national and at an international level. The organisation also has the role of expertise in EQF and the Bologna process. It has the competency to deliver both electronic and documented materials needed for the project.

Skills and expertise of key staff involved in the project

Torsten Buhre has applied EQF to curriculum plans for over 40 courses at Malmö University. He also has a twenty year experience in the coaching profession, and a deep knowledge of the field of sport science.

Anna Lindén is the economic controller for the department of sport sciences at Malmö University.

Linda Liljedahl, olympic coach short-track speed-skating, employed at Malmö University.

5.5 PREVIOUS PROJECTS

If you have already obtained financial support for a project related to this proposal within the Leonardo da Vinci Programme or under other Community programmes/ initiatives in the last five years, please fill in the table below:

Previous Projects

Start Year	Programme or Initiative	Type of Action	Identification number	Contracting organisation	Title	Website



6. PARTNER ORGANISATIONS

Please duplicate/copy Part 6 (points 6.1. to 6.4.) for additional partners
Use consecutive numbering for the partners

6.1 REGISTERED ADDRESS AND TYPE OF ORGANISATION

Role	PA	Partner Nr	1
Full legal name	Danmarks Idreets-Forbund National Olympic Committee and Sports Confederation of Denmark		
Type of organisation	NFP-NGO	Economic Sector	P 85.51
Legal Status	Public	Scope	National
Commercial orientation	Non-profit	Size	S7
Registered Address	Brøndby Stadion		
Postcode	2605	City	Brøndby
Country	Denmark		

6.2 CONTACT PERSON

Title	Mr	First name	Johannes
Family name	Madsen		
Department	Education		
Position	Consultant		
Working address	Brøndby Stadion 20		
Postcode	2605	City	Brøndby
Country	Denmark	Region	
Telephone 1	+4543262047		Telephone 2
Mobile	+4529728979		Fax
email	jma@dif.dk		website

6.3 DESCRIPTION OF THE ORGANISATION

General description of the organisation:

National Olympic Committee and sports confederation of Denmark (DIF) organise around 1,6 mill. athletes in Denmark through 58 national sports federations. DIF as head organisation, DIF organise and develop education and courses related to sport, DIF is also the administration related to the plan of distribution of the finances to the 58 sports federations in Denmark and seat of the national Olympic committee.

DIFs competences related to this project are many years of experience in sport educations and a general interest to development in this field. Beside this DIF have assimilated to the ENSSEE education structure since 2001.

Role of the participant organisation in the proposed project

DIFs role in this project will be to participate actively in the development of a education structure, minding on implementation in our educations system.



Skills and expertise of key staff involved in the project

Johannes Madsen is head of education, ENSSEE level 3 in Denmark, and have a broad knowledge about the Danish sport education structure

6.1 REGISTERED ADDRESS AND TYPE OF ORGANISATION

Role	PA	Partner Nr	2
Full legal name	Simmelweis Egyetem Testnevelési és Sporttudományi Kar Továbbképző Intézet Simmelweis University, Faculty of Physical Education and Sport Sciences Institute of Coaching and Sport Education		
Type of organisation	PUB-NAT	Economic Sector	P 85.42
Legal Status	Public	Scope	European
Commercial orientation	Non profit	Size	S1
Registered Address	Alkotás street 44.		
Postcode	1123	City	Budapest
Country	Hungary		

6.2 CONTACT PERSON

Title	Dr.	First name	Ladislav
Family name	Petrovic		
Department	Institute of Coaching and Sport Education		
Position	Director		
Working address	Alkotás street 44.		
Postcode	1123	City	Budapest
Country	Hungary	Region	HU10
Telephone 1	+36-1/487-9288		Telephone 2 +36-1/487-9286
Mobile	+36-30/9-228-418		Fax +36-1/356-5966
email	laci@ice.hupe.hu		website www.icse.hu

6.3 DESCRIPTION OF THE ORGANISATION

General description of the organisation:

ICSE (Budapest, Hungary) as a Training Provider

The Institute of Coaching and Sport Education (ICSE) was established in Hungary in 1975 in order to organise coaching courses and continuing education courses for physical education and sport professionals. The ICSE is primarily an educational institution and is working closely with the Faculty of Physical Education and Sport Sciences of Semmelweis University.

The Institute is located on the campus of the University in Budapest and cooperates with over 50 national sport bodies, with the Hungarian Olympic Committee and the National Sport Office. The Institute is fortunate to be in a position to utilise the excellent facilities of Semmelweis University. All educational activities are nation wide, beside our Budapest based qualifications there is a local education unit in each (19) county capital.



<p>Role of the participant organisation in the proposed project Sommelweis will function both as a host for certain activities. They will also add a deeper understanding of the AEHESIS project, and contribute with their experience from developing coach education in cooperation with the International Olympic Committée and the Olympic Solidarity Movement</p>
<p>Skills and expertise of key staff involved in the project</p> <p>Dr. Ladislav Petrovic Director, Institute of Coaching and Sport Education Vice-president, International Council for Coach Education Secretary general, European Network of Sport Science, Education and Employment Board member, European Coaching Council</p> <p>Dora Nagy Training Coordinator, Hungarian national coach education program Coordinator, national and international projects</p> <p>Rita Horvath International Coordinator and supervisor International Coaching Course coordinator Advisor for national and international projects of the Institute of Coaching and Sport Education</p>

6.1 REGISTERED ADDRESS AND TYPE OF ORGANISATION

Role	PA	Partner Nr	4
Full legal name	Skåne Idrotten Sports Confederation of Scania		
Type of organisation	NFP-NGO	Economic Sector	P 85.51
Legal Status		Scope	National
Commercial orientation	Non-profit	Size	S1
Registered Address	Box 100 63		
Postcode	20043	City	Malmö
Country	Sweden		

6.2 CONTACT PERSON

Title	Advisor	First name	Christer
Family name	Karlsson		
Department	Sports Confederation of Scania		
Position	Advisor of education		
Working address	Stadiongatan 10		
Postcode	20043	City	Malmö
Country	Sweden	Region	Scania
Telephone 1	+46 40 6005908	Telephone 2	+46 40 6005900
Mobile	+46 730205020	Fax	+46 40 6005901
email	Christer.karlsson@skaneidrotten.se		website www.skaneidrotten.se

**6.3 DESCRIPTION OF THE ORGANISATION**

<p>General description of the organisation: Sports confederation of Scania is overall organisation in this district for 64 sports and 2500 sports clubs with 35 employers in the organisation. Function as education organisation, service and support for all sports in areas like laws, politics, financial matters . Specific competence in education and laws in sports.</p>
<p>Role of the participant organisation in the proposed project To be the first district sports organisation in Sweden who test to improve transparency and recognition of qualifications and competencies. To develop the coach education structure in Sweden. To help the applicant coordinator to implement the project on all education on level 1-4 EQF education that we are in charge of in the district.</p>
<p>Skills and expertise of key staff involved in the project Christer Karlsson, advisor of education and development, master degree in physical education. Patrik Karlsson, director of education, master degree in sports.</p>

6.1 REGISTERED ADDRESS AND TYPE OF ORGANISATION

Role	PA	Partner Nr	4
Full legal name	Växjö Universitet Växjö University		
Type of organisation	RES-HE	Economic Sector	P 85.42
Legal Status	Public	Scope	National
Commercial orientation	Non-profit	Size	S7
Registered Address			
Postcode	35195	City	Växjö
Country	Sweden		

6.2 CONTACT PERSON

Title	Mr	First name	Carl-Axel	
Family name	Hageskog			
Department	Sport Science and Pedagogy			
Position	Ass Professor			
Working address	Växjö University			
Postcode	35195	City	Växjö	
Country	Sweden		Region	
Telephone 1	+464708691		Telephone 2	
Mobile			Fax	
email	carl-axel.hageskog@vxu.se		website	http://vxu.se/idrott

6.3 DESCRIPTION OF THE ORGANISATION



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General description of the organisation:

University of Växjö is an institution of higher education. Its sports coach and management program is among the leading programs in Sweden. It combines theory and practice in producing competences among student

Role of the participant organisation in the proposed project

Växjö will bring the experience of working with National Sports Federations. They are currently cooperating with the Swedish National Tennis Federation. Växjö is also in the process of engaging with the Swedish Football Federation.

Skills and expertise of key staff involved in the project

Carl-Axel Hageskog, former Davis-Cup captain of the very successful Swedish tennis team. He has strong connections internationally in the sport of tennis.

Pär-Göran Fahlström, Ass. Prof with a special interest in coach education. Coach educator in the sport of badminton for the Swedish Badminton Federation.

Mats Glemne, Dean of Sport Science and Pedagogy.

6.4 PREVIOUS PROJECTS

If you have already obtained financial support for a project related to this proposal within the Leonardo da Vinci Programme or under other Community programmes/ initiatives in the last five years, please fill in the table below.

Previous Projects

Start Year	Programme or Initiative	Type of Action	Identification number	Contracting organisation	Title	Website



7. DECLARATION BY LEGAL REPRESENTATIVE OF APPLICANT ORGANIZATION

Title	Professor	First name	Lennart	
Family name	Olausson			
Organisation	Malmö University			
Department				
Position	Vice-Chancellor			
Work address	Hjälmmargatan 1			
Postcode	20506	City	Malmö	
Country	Sweden			
Telephone	+46-6657100	Fax	+46-6557305	
E-mail address	Lennart.olausson@mah.se			

I, THE UNDERSIGNED,

Request from my National Agency a grant for my organisation as set out in section 6 of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely: It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that:

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the Agency can justify ;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or with those of Belgium or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- following another procurement procedure or grant award procedure financed by the Community budget, has not been declared to be in serious breach of contract for failure to comply with its contractual obligations.

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.



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In the event of this application being approved, the Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

PROTECTION OF PERSONAL DATA

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate Agency to which the form must be returned. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at any time. (http://www.edps.europa.eu/00_home.htm).

Name	[title, surname, first name]
Position within the organisation	
Date	Signature and Stamp



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8. PROJECT DESCRIPTION

8.1 DESCRIPTION

Background

European Network for Sport Science Education and Employment (ENSSEE) started the project Aligning a European Higher Education Structure in Sport Science (AEHESIS) in 2003. The dissemination of the project took place in Rio Maior, Portugal in September of 2007. The aim of the project was to create an educational structure for sport science, in the fields of coaching, health & fitness, physical education and sports management. At the dissemination meeting over 35 national, and international organisations and agencies signed a letter of intent to use the outcome of the AEHESIS project as a reference point to align the national coaching education structure.

Initial needs analysis

Denmark and Hungary are in the process of aligning their educational structure in sports coach education to the reference points. Sweden has no national structure for coach education. Rather it is the individual national sport federation responsibility to create such a structure. This is problematic when a comparison between sports and countries is needed. It is also problematic when there is a need to validate the content of education, because some national sports federations lack a proper method of assessing the competences. Lastly, it is also problematic when uncertified coaches teach sports to children, youth and adults. As an extension, the qualification system is therefore problematic when comparing between countries and sports. Denmark with the governing body of the Danish Sports Confederation has created a structure of comparison, but has not adopted the notion of learning competences and EQF. An additional problem for Denmark is the assessment procedure of course content, and the evaluation of non-formal and informal learning. Hungary has a system in place, but the coordination between different levels of sports coach education can to be developed both in the regards to course content, assessment and validation of learning competencies.

It is important to take into account the development of the different countries in regards to the AEHESIS project. Although it might seem redundant for Denmark and Hungary to be involved in all steps of the project process, there is a significant trans-national learning process in this engagement due to the different countries expertise and prior learning. It is therefore suggest that the project will harbour both networks at the international and national level.

Aims and priority call

The aims for the project are three fold and related to the programme objectives (see 4.2) These are: 1) To improve transparency and recognition of qualifications and competencies, including those acquired through non-formal and informal learning. 2) To facilitate the development of a coach education structure based on learning competencies. 3) To improve the quality and increase the volume of co-operation between institutions, sport confederations (both national and regional) and national sport federations.

The primary aim of the project is to increase the transparency of sport coach education in Sweden, Denmark and Hungary. This is in line with the priority call of Leonardo da Vinci, transfer of innovations. The following steps are included in the process 1) A needs analysis for each country involved based on the reference points of the AEHESIS project. 2) Creating a structure of sports coach education aligned with the recommendations of the AEHESIS project. 3) Align learning competencies relevant to sports coach education with EQF. 4) Create a structure of assessment for sports coach competencies based on the ECVET system that is applicable and feasible to the



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countries involved in the project and related to formal, informal and non-formal learning experiences. 5) Develop a method of validation and certification that is applicable to each country based on structural organisation of sports coach education.

Motivation for the construction of the consortium

As mentioned prior, the different countries are at different stages in their own developmental process. For this reason the process of coordinating sports coach education is of high priority for Sweden. Therefore Sweden will create a network that transgresses the sport structure by involving national, regional and sport specific agencies. In addition to this national institutions of tertiary education will participate, in order to develop an educational structure based on learning competences. In addition to the above mentioned agencies of Malmö University and the Swedish Sports Confederation, The Regional Sports Confederation of Scania will participate and the University of Växjö. The region of Scania is currently creating a structure of for youth coaches, related to the first two levels of sports coach education as outlined in the AEHESIS project. National sports federation will be also be invited to participate in the process. At the moment the Swedish Sports confederation has 22 national sports federations that are involved in coordinating their sports coach education. From this national proposal, a pool of three to six representatives from different national sport federations will be selected to participate in the process.

There is an added value for all partners in the project because of the process of development. Due to the internal structure and organisation of sports in the different countries, two approaches of development run concurrently. In Denmark and Hungary the top down approach has helped these countries to further their development of a structure for sport coach education. This approach will benefit Sweden in both creating a structure but also to understand the process of acceptance from national governing bodies. On the other hand, in Sweden a bottom up approach is initiated. This approach allows for more feedback from end-users in the process, and is helpful for Denmark and Hungary to create an even more user-friendly structure of sport coach education.

Pedagogical approach

Teaching sport is a learning process that is complicated. It involves a theoretical understanding on behalf of the coach that is materialized in the practical performance of an individual. Several passages are of importance in the process. First the coaches ability to transform his/her theoretical understanding into words, methods and actions to create sensory input for the individual at hand. Secondly the individual has to transform the sensory information into motor skills and performance. Traditionally different sports has different approaches to this process. It is not the intention of the proposal to evaluate these different pedagogical approaches, although they will be a valuable part of the overall work. The partner-group see the learning process as an action-reflection process, that involves theoretical understanding in order to carry out the activities needed for personal development of each and every sport participant. This view extends the learning process beyond the normal class-room, and changes the view on education that is current within the sporting community. It is therefore of importance in contact with the primary end-users of the proposal that education will be re-evaluated both in regards to hours of learning and competences learned. This discussion will take place continuously throughout the proposal. In all national forums of coach education there will be information about the intent of the proposal and the personal benefits and securities of the same.

Indicators for evaluation

The project will use several indicators to assess the progress of the work. The proposed structure from AEHESIS has outlined two main areas of sport coaching. These are participation and performance. The revised AEHESIS documentation also suggest a four level coach education, where level one is termed assistant coach, level 2 – coach, level three – master coach, and level four is termed expert coach. In relation to these categories the following indicators will be used and evaluated.

- Establishing learning competences nationally for levels 1-4 coaches for both participation and performance.
- A valid method of assessment that can secure the quality of competences based on formal, informal and non-formal learning.



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- An accepted structure of certification nationally for levels 1-4 coaches for both participation and performance.
- Create a scheme of comparison between countries in regards to learning competences, credit units and assessment methods

Project impact short-term and long-term

From a Swedish point of view the short-term target group is sport education coordinators different national sport federations, the long-term target groups are both sports coaches and sport participants. From a Danish and Hungarian point of view the short-term target group is sports coaches and the long term target group is sport participants.

The project will have an impact on two levels. First, it will impact the profession of sports coaches in not only the respective countries but also through out Europe, because of the improved transparency dimension of the project. The number of sport coaches that will benefit from the project can range from approximately 5.000 to 30.000 in a long-term perspective. Secondly it will impact all sport participants in improving their sporting experience both at a participatory level and also at a performance level, in a long-term perspective this could affect more than 1.500.000 people in the respective countries. In the European perspective, sport coach education will improve by improving the transparency of the education, thus affecting both sport coaches and sport participants throughout the 27 member nations. This is in line with the Copenhagen process that Europa shall be the most competitive and dynamic knowledge-based economy in the world, with a ability to sustain economic growth through more and better opportunities of employment and stronger social ties between countries.

8.2 TYPE OF TRANSFER

The project is an extension of the AEHESIS project. The AEHESIS project created structures of sport science education in the fields of coaching, physical education, health & fitness and sport management. In the field of coaching the two sectors of vocational training and higher education will meet, and exchange ideas and views on issues such as learning outcomes, deliverance of educational units, what is the learning experience, assessment methods, structures of validation and certification. There will also be a geographical transfer, since the different participating partners come from different regions of EU. Thus each country is a reflection of their own national tradition, the political structure and their ways of organising sport coach education, and will therefore allow for additional learning to take place. The proposal will implement the results of the AEHESIS project in relation to the coaching profession and not in relation to neither vocational training nor higher education.

8.3 EXPLOITATION OF PREVIOUS RESULTS

Is the project **based on similar or related projects** funded by the LLP programme and/or its predecessors in the last five years? Yes No

If yes please provide further information in the table below:

Start Year	Programme or Initiative	Type of Action	Identification number	Contracting organisation	Title	Website
2003	Socrates			ENSSEE	AEHESIS	www.aehesis.de



Does this proposal seek to **exploit other existing materials**? Yes No

If Yes, please indicate complete the following table

Title of the materials	Publisher / copy write owner	Permission has been granted to use the materials

8.4 INNOVATIVE RESULTS OR CONTENT THE PROJECT IS BASED UPON

Most of the participating partners signed a declaration of intent at the dissemination of the AEHESIS project in Rio Maior, Portugal in September of 2007. The intent is to use the results of the AEHESIS project as reference point in developing national structures of sport coach education. By doing so the content of sport coach education, methods of assessment, certification and validation will become transparent, if translations of national programmes and structures are made available and included at the AEHESIS website.

The AEHESIS project, which was funded by the European Union through Soctrates, was completed in the light of the emerging structures for the recognition of vocational and educational qualifications in Europe and taking into account the needs and programmes of European/International and National sports federations.

This proposal is an effort to live up to the declaration of intent signed in Rio Maior. Thus furthering the development of a European structure of sport coach education by using the models created in the AEHESIS project. Thus transferring these innovations from theory to practice, in regards to the models of classification of coaching roles, sport coaching curriculum framework, and several appendices that has outlined the recognized competencies for coaches at different levels.

The added value to this proposal is both sport specificity and language diversity. This will allow for comparison both between nations and sports. Sport specificity in the sense that with curriculum outlines in regards to proper levels of learning competences will allow for a transparent comparison to be made at the different levels of coach education. Language diversity in European sport coach education will be increased since not only will the final results of the proposal be in English, but also in Swedish, Danish and Hungarian.

Finally the Hungarian partner from the Institute of Coaching and Sport Education is represented by Dr. Ladislav Petrovic who is vice chairman of the European Coaching Council (ECC). ECC was the ENSSEE subcommittee responsible for the coaching track in the AEHESIS project, and should therefore be considered as a partner of the original AEHESIS project.

8.5 EUROPEAN ADDED VALUE

If the proposal is implemented the added value at the European level will overall benefit mobility of the European workforce in the sport coaching field. This is in line with the Copenhagen process that Europe shall be the most competitive and dynamic knowledge-based economy in the world, with an ability to sustain economic growth through more and better opportunities of employment and stronger social ties between countries.

Currently coaching is a recognized profession in Hungary and Denmark. By creating a Swedish structure of sport coach education an additional country in the European union is on the way of officially recognising coaching. This will strengthen the national commitment to create a common European labour market specifically in the field of sport coaching. The proposal will also strengthen the social ties between countries in the European Union that currently do not have a clear pathway of cooperation in issues within the broad field of sports, and should increase the quality of sport



experience both at the participatory and performance level for a large number of citizens.

Further it will transgress national modes of thinking and structuring education, thus adding to creating a European way of retaining and developing knowledge based professions. Specifically it will lead to better ways of assessing learning competencies. Since the notion of competencies is the generic description to intertwine practice and theory into action, this could benefit, not only the sector sport coaching, but also other sectors of the European Labour market.

The proposal will also be of added value to the annual International Workshops for Coaching Excellence, which is an extension of the AEHESIS project. The proposal will create new insight in the development of sport coach education structures, assessments of learning competencies, and validation of prior learning experiences

8.6 QUALITY OF THE CONSORTIUM

The consortium stretches over a wide variety of agencies that are in some way involved in coaching education, both nationally and internationally. The three countries of Hungary Sweden, and Denmark each represent an uniqueness in how sport coach education is structured and conducted, They have their own national perspective, governing structures, and channels of communication with the end users. The Institute for Coaching and Sport Education has an international experience in coach education, as it has on a biannual basis, for more than 10 years, conducted coaching courses for the Olympic Solidarity Movement. In Denmark the Sports Confederation is the governing body of sports responsible for coaching education in cooperation with the Danish national sport federation. Cooperation has started between higher education institutions and the Swedish Sports Confederation. Nationally each sports federation is responsible for its' own sport coach education structure, which is different from both Hungary and Denmark.

The geographical distribution of partners in Sweden and Denmark is quite concentrated to the Öresund region which is beneficial in regards to cost effectiveness of the proposal

Malmö University will function as the coordinator of the proposal both internationally and nationally. In the international perspective each of the partners will host different activities as shown in the work-packages. The National Sport Confederation will be responsible for the Swedish part of the consortium, with the support of Malmö. The confederation is today in contact with 22 National federations that are interested in developing a common structure of sport coach education. Among these national federations an additional 4 federations will be recruited. The purpose of including these is both get a end-user perspective on education and valid applications of learning competences and assessment methods.

The hosting of activities are distributed among partners both nationally and internationally both to increase the understanding of each others situation and



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Cooperation and communication:

In order to initiate a positive working environment for the proposal, it is suggested the different partners will host different meetings in the proposal. Both to improve the understanding of differences and to strengthen the responsibility to the proposal. The process of the proposal will be traced continuously by both electronic correspondence but also through video-conferences via the internet. It is the consortiums belief that by working to strengthen the relationships of the persons involved in the proposal, it will reduce the chances of conflicts. Therefore it is of utmost importance that the first meeting of the consortium, will include social activities not related to the work of the proposal. Although the proposal has an international scope, the focus on national development aligned with a European perspective, creates the necessary room for national freedom that is so important.

Should there however arise conflicts between partners of the consortium along the way, these will be dealt with primarily within the national frame, and secondarily within the international frame. The strategy for resolving problems will be designed based on the nature of the problem, and will be dealt with both rapidly and constructively, with a focus on success of proposal.

Two key tasks will be handled by subcontractors. The process of translation and the development of a website. The reason for this is that they are both instrumental in the valorisation of the proposal, and it is of importance that the partners of the consortium can maintain their focus on the content, rather than be thinking about quality both in the aspects of delivery and content.



9. METHODOLOGY AND WORKPLAN

Please give an overall description of the methodology and work plan in the project.

The basic methodology of the proposal is that of a dialogue, based on action-reflection learning of the different stages of the project process. As mentioned previously a few models from the AEHESIS-project will be used as tools and reference points to both keep the work of the proposal aligned with the goals and also utilize a structure of thinking that is more conducive to creating a competency based structure of sport coach education. The project will use certain indicators as mentioned in 8.1. The structure of the process will follow these steps:

- 1) A needs analysis, based on the particularities of each nation participating.
- 2) Creating and defining the national structure of sports coach education.
- 3) Alignment of learning competences in relation to the EQF.
- 4) Create and establish assessment methods of learning competences.
- 5) Evaluate the content and learning time requirements for the different levels in relations to the ECVET system.
- 6) Defining strategies to initiate certification and licensing of sport coach education within a national framework.
- 7) Outlining validation processes of informal and non-formal learning based on the assessment methods of learning competences.

The outline is robust and flexible enough to both take into account all objectives of the project and also allow for national differences. Thus ensuring an improved transparency of European sport coach education.

Included is a GANNT scheme to outline the timeframe for the different work-packages in the project.

9.1 WORK PACKAGES AND TASKS

Provide one sheet per work package (use the table below) and if needed add sub-tasks under each work package. Please add as many work packages as you require, including one for the management of the consortium.

Please provide a dissemination and exploitation plan as part of the overall work plan indicating:

- The timetable
- All activities planned during and after the end of the project in order to make results properly disseminated and exploited, including activities involving target groups, stakeholders, potential users, social partners etc.
- The human and financial resources assigned to valorisation activities



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Work package no:	1		
Work package title:	Current status and needs analysis		
Start Month:	0	End Month:	2
Costs:	36988		
Package leader:	Malmö University		
Participating Partners:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden National Sports Federations of Sweden		
Work package aims:			
	Define the national structure in relation to AEHESIS		
Description of activities:			
	International meeting with presentation, discussions and seminars in groups		
Description of methodological / pedagogical framework (where relevant)			
	Dialogue and reflexion		
Description of outputs:			
	1) complete needs analysis 2) a national map of coach education in relation to AEHESIS		



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Work package no:	2		
Work package title:	Aligning education with EQF on a national level		
Start Month:	3	End Month:	12
Costs:	37768		
Package leader:	Växjö University		
Participating Partners:	Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden National Sports Federations of Sweden		
Work package aims:			
	Aligning the Swedish structure of coach education with the European Model and EQF		
Description of activities:			
	Individual work based upon workpackage 1 and 4 one-day meetings with partners		
Description of methodological / pedagogical framework (where relevant)			
	Dialogue and reflexion		
Description of outputs:			
	<ol style="list-style-type: none"> 1) A Swedish structure containg four levels aligned with EQF 2) Learning competences on each level of coach education 3) Assessment methods of learning competences 		



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Work package no:	3		
Work package title:	Aligning education with EQF on an international level		
Start Month:	3	End Month:	12
Costs:	28698		
Package leader:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden		
Participating Partners:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden National Sports Federations of Sweden		
Work package aims:	Synchronizing national structures of coach education by learning competences and create insight into valid methods of assessment		
Description of activities:	International meetings with presentations, seminars and discussion groups based on work-package 1		
Description of methodological / pedagogical framework (where relevant)	Dialogue and reflexion		
Description of outputs:	<ol style="list-style-type: none"> 1) National structures of sports coach education, aligned with EQF and the European points of reference. 2) Valid trans-national methods of learning competences 		



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Work package no:	4		
Work package title:	International dissemination part 1		
Start Month:	12	End Month:	14
Costs:	35998		
Package leader:	Institute for Sports and Coach Education, Budapest, Hungary		
Participating Partners:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden		
Work package aims:			
	Presentation and dissemination of the project		
Description of activities:			
	International meeting with presentations. Presentation of website for the project.		
Description of methodological / pedagogical framework (where relevant)			
	Dialogue and reflexion		
Description of outputs:			
	<ol style="list-style-type: none"> 1) documents structuring coach education based on EQF for each nation in both the native and English language 2) a functional website that takes into account both national and international interests 		



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Work package no:	5		
Work package title:	Prior learning and validation on a national level		
Start Month:	14	End Month:	20
Costs:	38104		
Package leader:	Växjö University		
Participating Partners:	Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden National Sports Federations of Sweden		
Work package aims:			
	Structure for validating prior learning both formal, informal and non-formal		
Description of activities:			
	Individual work based upon work-package 1 and 4 one-day meetings with partners		
Description of methodological / pedagogical framework (where relevant)			
	Dialogue and reflexion		
Description of outputs:			
	1) Acknowledgement from National Sports Federations for a validation system 2) Assessment methods for prior learning 3) Credit system based on ECVET for different levels in a national perspective		



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Work package no:	6		
Work package title:	Prior learning and validation on an international level		
Start Month:	14	End Month:	20
Costs:	29988		
Package leader:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden		
Participating Partners:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden National Sports Federations of Sweden		
Work package aims:			
	Compare different national structures based on the ECVET system and improves content on education based on the comparison and course content		
Description of activities:			
	Individual work based upon work-package 1 and 4 one-day meetings with partners		
Description of methodological / pedagogical framework (where relevant)			
	Dialogue and reflektion		
Description of outputs:			
	<ol style="list-style-type: none"> 1) a common recognition of prior learning, both formal, informal and non-formal education 2) valid trans-national methods of assessing prior learning 3) comparable national systems based on ECVET and EQF 		



Work package no:	7		
Work package title:	International dissemination part 2		
Start Month:	20	End Month:	22
Costs:	37898		
Package leader:	Danish Sports Confederation, Copenhagen, Denmark		
Participating Partners:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark Region of Scania Sports Confederation, Malmö, Sweden Växjö University, Växjö, Sweden Malmö University, Malmö, Sweden National Sports Federations of Sweden		
Work package aims:			
	Create consensus in regards to national structures of coach education with valid methods of assessing prior learning based on both ECVET and EQF		
Description of activities:			
	International meeting with presentations.		
Description of methodological / pedagogical framework (where relevant)			
	Dialogue and reflexion		
Description of outputs:			
	1) National Sport Specific Coach Education structure aligned with EQF and EU-reference points 2) National structures of assessment, validation and certification of Sports Coach Education		

Work package no:	8		
Work package title:	Project administration		
Start Month:	0	End Month:	24
Costs:	38580		
Package leader:	Malmö University, Malmö, Sweden		
Participating Partners:	Institute for Sports and Coach Education, Budapest, Hungary Danish Sports Confederation, Copenhagen, Denmark		
Work package aims:			
	To assure financial and administrative control of the project and allow for a homogenous and qualitative dissemination to occur		



Description of activities:
Using sub-contractors for translation and website building, financial control and project administration
Description of methodological / pedagogical framework (where relevant)
Description of outputs:
1) Financial control of project 2) Dissemination of project 3) Administration of project

9.2 EXPECTED RESULTS

1. What specific **results** are expected in the course of the project and on its completion? Please provide a detailed description of the expected results completing the table below
 - type of result (e.g. handbook, curriculum, recognition procedure, new teaching/training method, etc.),
 - target group(s) concerned (final users of the results)
 - languages in which they will be available
 - medium that will be used (e.g. CD-Rom, Internet, etc.),
 - when they will be available,
 - number of copies foreseen (if applicable)
 - didactic methodology (if applicable)
 - Others

R1	
Type of results	National structures of coach education based on EQF and the European reference points
Target group(s)/ potential beneficiaries	Sport coaches, National Sport Federations, National Sports Confederations, training institutions and institutions of higher learning
Language of the product	English, Hungarian, Danish and Swedish
Medium that will be used	internet
Availability (when?)	After month 12
Number of copies foreseen if applicable	
Didactical methodology (if applicable)	
Others	

R2	
<i>Type of results</i>	A system of validation for competences of coaches at different levels in relation to EQF and the EU reference points
<i>Target group(s)/ potential beneficiaries</i>	Beneficiaries: Athletes and sports participants, Sport coaches, Target groups: Sport coaches, National Sport Federations, National Sports Confederations, training institutions and institutions of higher learning
<i>Language of the product</i>	English, Hungarian, Danish and Swedish
<i>Medium that will be used</i>	internet
<i>Availability (when?)</i>	After month 12
<i>Number of copies foreseen if applicable</i>	
<i>Didactical methodology (if applicable)</i>	
<i>Others</i>	

R3	
<i>Type of results</i>	National certification system that takes into account prior learning, both formal, informal and non-formal
<i>Target group(s)/ potential beneficiaries</i>	Beneficiaries: Athletes and sports participants, Sport coaches, Target groups: Sport coaches, National Sport Federations, National Sports Confederations, training institutions and institutions of higher learning
<i>Language of the product</i>	English, Hungarian, Danish and Swedish
<i>Medium that will be used</i>	internet
<i>Availability (when?)</i>	After month 24
<i>Number of copies foreseen if applicable</i>	
<i>Didactical methodology (if applicable)</i>	
<i>Others</i>	



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9.3 DISSEMINATION AND EXPLOITATION PLAN

Please describe how your dissemination and exploitation strategy ensures that the project results will be used as regards the target group(s), target sector(s) and potential users outlined in the work plan above?

Please demonstrate that the partnership has the capacity and necessary experience to carry out the valorisation activities.

Description

The partnership has regular interaction with organisations representing the end-users. The interaction and relationships vary from country to country. It is the intent of the partnership to present their work in person at both national and international coaching conferences. At the international level the extension of the AEHESIS project both the website: www.sophelia.eu and workshops for coaching excellence are forums that will be utilized in order to increase the awareness of the cooperation at the European level. It will also create insight in the use of specific methodological tools and frameworks that is essential for aligning sport coach education in Europe. Also on the international level the connection between Semmelweis University and International Olympic Committée will allow for further dissemination of the project into the realm beyond Europe.

At the national level there will be forums for the coach education, both locally and also regionally and nationally. It is the responsibility of the different national/regional organisations to attend these meetings. Each country will develop a national dissemination plan after month 12 of the project. The goal of this plan will be to attend at least 10 national meetings, and create links to every national sports federation website, to regional confederations websites, and national confederation websites.



9.4 EXPECTED IMPACT

General impact on end users and target groups

This section should provide details relating to the impact that your consortium would hope to have beyond the end of the funding period. This should take into account any "cascade effect" anticipated as a result of, for example, the training of trainers and educators, conferences and seminars, policy papers and studies, the development of new curricula and methodologies.

Please explain the basis on which you have calculated the expected impact, making reference, where relevant, to statistics, published studies, website statistics etc.

By the start of 2011 there will be national structures of sports coach education. This will increase the mobility of training and education of sports coaches in the EU-community. It will also increase the quality of sports coach education, thereby benefiting participants and performers of sports through increased quality. Since the project takes into account not just specific sports but also sports in general, the project will stimulate other nations and sports to adhere to these European reference points in order assure quality coaching. One outcome of the project is to create a structure and acknowledge system of sports coach certification. This will legitimize the profession of sports coaching in more European countries. The structure of course development as outlined in AEHESIS will be fine tuned and adapted in a national perspective and in relation to a specific sport.

Targets:

Vocational Field	813
Level	ISCED 4VOC
Economic sector	P 85.51
Expected number of people addressed	8000

544	Mining and extraction
581	Architecture and town planning ERA-02.0
582	Building and civil engineering ERA-06.4
6	Agriculture and Veterinary
621	Crop and livestock production
622	Horticulture ERA-01.4
623	Forestry ERA-01.6
624	Fisheries ERA-01.5
64	Veterinary
7	Health and Welfare
721	Medicine ERA-12.1
7213	Medical Technology ERA-12.8
722	Medical services
723	Nursing, Midwifery, Physiotherapy ERA-12.6
724	Dental studies ERA-12.3
726	Therapy and rehabilitation
761	Child care and youth services
762	Social work and counselling
8	Services
811	Hotel, restaurant and catering
812	Travel, tourism and leisure
813	Sports
814	Domestic services
815	Hair and beauty services
84	Transport services
850	Environmental protection (broad programmes)
861	Protection of persons and property
862	Occupational health and safety
863	Military and defence

D – Type of Organisation

Code	Description
ASC-PAR	Parents' Association
ASC-TCH	Teachers' Association
ASC-TRNee	Trainees' Association
ASC-VET	VET providers Associations
CONS-GUID	Centre for vocational guidance and counselling
CONS-INF	Body providing guidance and information on Lifelong Learning
EDU-COMP	Company training department
EDU-SCHNur	Pre-primary school
EDU-SCHVoc	Vocational secondary school
EDU-SpNeed	Establishment for learners/pupils with special needs
EDU-VET	Vocational training centre or organisation
ENT-BC	Broadcasting company
ENT-CHCom	Chamber of Commerce
ENT-CHCrft	Chamber of crafts
ENT-CHInd	Chambers of Industry
ENT-COMPser	Company (services)

ENT-FIN	Financing bodies
ENT-LARGE	Enterprise large (> 500 employees)
ENT-PBL	Publisher
ENT-PROFS	Professional Associations
ENT-SME	SME
ENT-TRD	Trade organisations
ENT-UNION	Social partners (trade unions, etc)
ENT-LARGE	Large enterprise
NFP-ASC	Non-profit Association
NFP-CULT	Cultural organisation (e.g. museum, art gallery)
NFP-FND	Foundation
NFP-NGO	Non-governmental organisation ("NGO")
NFP-VOL	Voluntary body
OTH	Other
PUB-COMP	Private company
PUB-HSP	Hospital
PUB-LOC	Public authority (local)
PUB-NAT	Public authority (national)
PUB-PRSN	Prison
PUB-REG	Public authority (regional)
RES-HE	HE Research centres
RES-PRV	Private Research Centres
RES-PUB	Public Research Centres (not HE)

E – Economic Sector (NACE)

	Description
	AGRICULTURE, FORESTRY AND FISHING
A 1	Crop and animal production, hunting and related service activities
A 2	Forestry and logging
A 3	Fishing and aquaculture
B	MINING AND QUARRYING
B 5	Mining of coal and lignite
B 6	Extraction of crude petroleum and natural gas
B 7	Mining of metal ores
B 8	Other mining and quarrying
B 9	Mining support service activities
C	MANUFACTURING
C 10	Manufacture of food products
C 11	Manufacture of beverages
C 12	Manufacture of tobacco products
C 13	Manufacture of textiles
C 14	Manufacture of wearing apparel
C 15	Manufacture of leather and related products
C 16	Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
C 17	Manufacture of paper and paper products
C 18	Printing and reproduction of recorded media



C 19	Manufacture of coke and refined petroleum products
C 20	Manufacture of chemicals and chemical products
C 21	Manufacture of basic pharmaceutical products and pharmaceutical preparations
C 22	Manufacture of rubber and plastic products
C 23	Manufacture of other non-metallic mineral products
C 24	Manufacture of basic metals
C 25	Manufacture of fabricated metal products, except machinery and equipment
C 26	Manufacture of computer, electronic and optical products
C 27	Manufacture of electrical equipment
C 28	Manufacture of machinery and equipment n.e.c.
C 29	Manufacture of motor vehicles, trailers and semi-trailers
C 30	Manufacture of other transport equipment
C 31	Manufacture of furniture
C 32	Other manufacturing
C 33	Repair and installation of machinery and equipment
D	ELECTRICITY, GAS, STEAM AND AIR CONDITIONING SUPPLY
D 35	Electricity, gas, steam and air conditioning supply
E	WATER SUPPLY; SEWERAGE, WASTE MANAGEMENT AND REMEDIATION ACTIVITIES
E 36	Water collection, treatment and supply
E 37	Sewerage
E 38	Waste collection, treatment and disposal activities; materials recovery
E 39	Remediation activities and other waste management services
F	CONSTRUCTION
F 41	Construction of buildings
F 42	Civil engineering
F 43	Specialized construction activities
G	WHOLESALE AND RETAIL TRADE; REPAIR OF MOTOR VEHICLES AND MOTORCYCLES
G 45	Wholesale and retail trade and repair of motor vehicles and motorcycles
G 46	Wholesale trade, except of motor vehicles and motorcycles
G 47	Retail trade, except of motor vehicles and motorcycles
H	TRANSPORTATION AND STORAGE
H 49	Land transport and transport via pipelines
H 50	Water transport
H 51	Air transport
H 52	Warehousing and support activities for transportation
H 53	Postal and courier activities
I	ACCOMMODATION AND FOOD SERVICE ACTIVITIES
I 55	Accommodation
I 56	Food and beverage service activities
J	INFORMATION AND COMMUNICATION
J 58	Publishing activities
J 59	Motion picture, video and television programme production, sound recording and music publishing activities
J 60	Programming and broadcasting activities
J 61	Telecommunications
J 62	Information technology service activities
J 63	Information service activities
K	FINANCIAL AND INSURANCE ACTIVITIES
K 64	Financial intermediation, except insurance and pension funding
K 65	Insurance, reinsurance and pension funding, except compulsory social security
K 66	Other financial activities



Education and Culture DG

Lifelong Learning Programme

LEONARDO DA VINCI
Transfer of Innovation

L	REAL ESTATE ACTIVITIES
L 68	Real estate activities
M	PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES
M 69	Legal and accounting activities
M 70	Activities of head offices; management consultancy activities
M 71	Architectural and engineering activities; technical testing and analysis
M 72	Scientific research and development
M 73	Advertising and market research
M 74	Other professional, scientific and technical activities
M 75	Veterinary activities
N	ADMINISTRATIVE AND SUPPORT SERVICE ACTIVITIES
N 77	Rental and leasing activities
N 78	Employment activities
N 79	Travel agency, tour operator and other reservation service and related activities
N 80	Security and investigation activities
N 81	Services to buildings and landscape activities
N 82	Office administrative, office support and other business support activities
O	PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY
O 84	Public administration and defence; compulsory social security
P	EDUCATION
P 85	Education
P 85.1	Pre-primary education
P 85.10	Pre-primary education
P 85.2	Primary education
P 85.20	Primary education
P 85.3	Secondary education
P 85.31	General secondary education
P 85.32	Technical and vocational secondary education
P 85.4	Higher education
P 85.41	Post-secondary non-tertiary education
P 85.42	Tertiary education
P 85.5	Other education
P 85.51	Sports and recreation education
P 85.52	Cultural education
P 85.53	Driving school activities
P 85.59	Other education n.e.c.
P 85.6	Educational support activities
P 85.60	Educational support activities
Q	HUMAN HEALTH AND SOCIAL WORK ACTIVITIES
Q 86	Human health activities
Q 87	Residential care activities
Q 88	Social work activities without accommodation
R	ARTS, ENTERTAINMENT AND RECREATION
R 90	Creative, arts and entertainment activities
R 91	Libraries, archives, museums and other cultural activities
R 92	Gambling and betting activities
R 93	Sports activities and amusement and recreation activities
S	OTHER SERVICE ACTIVITIES
S 94	Activities of membership organizations
S 95	Repair of computers and personal and household goods



S 96	Other personal service activities
T	ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS- AND SERVICES-PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE
T 97	Activities of households as employers of domestic personnel
T 98	Undifferentiated goods- and services-producing activities of private households for own use
U	ACTIVITIES OF EXTRATERRITORIAL ORGANIZATIONS AND BODIES
U 99	Activities of extraterritorial organizations and bodies

F – Geographical Scope

Local
Regional
National
European
International

G – Organisational Size

S1	1 to 20
S2	21 to 50
S3	51 to 250
S4	251 to 500
S5	501 to 2.000
S6	2.001 to 5.000
S7	more than 5.000

H – Country

Austria	Lithuania
Belgium	Luxembourg
Bulgaria	Latvia
Cyprus	Malta
Czech Republic	Netherlands
Germany	Poland
Denmark	Portugal
Estonia	Romania
Spain	Sweden
Finland	Slovenia
France	Slovakia
United Kingdom	Turkey
Greece	Iceland
Hungary	Liechtenstein
Ireland	Norway
Italy	

I – Language

Bulgarian
Czech
Danish
German
English
Estonian
Finnish
French
Irish
Icelandic
Greek
Hungarian
Italian
Latvian
Lithuanian
Maltese
Norwegian
Dutch; Flemish
Polish
Portuguese
Romanian
Slovak
Slovenian
Spanish; Castilian
Swedish
Turkish
Other