Sport, Higher Education and Society in the European Framework

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Globalisation
Socioeconomic, spontaneous process
uncontrolled

Integration
Political, decisional process
top-down

Harmonisation
Cultural, educational process
bottom-up

A time of profound transformation and challenge
The new scenario in the Higher Education System

Higher education, once restricted to a tiny elite (<1-10%) of the population, has become generalised, and is now required for practically all professions.

Today, in many countries, 50-70% of the young people enter the HE system, and increasingly do so no longer, or not only, for a sociocultural promotion, but to get a professional qualification.

The University’s mission has been profoundly modified and the notion of post-secondary or tertiary education has been introduced.
The fundamental role of Education in the European construction

From the aims of the European Community 1950s-1960s

- European dimension of education
- Students and teachers mobility
- Cooperation among institutions
- Academic recognition of titles and periods of study

From the Magna Charta Universitatum Bologna 1988

- “A university … transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other. “
- “Universities … encourage mobility among teachers and students [and] consider a general policy of equivalent status, titles, examinations … essential to the fulfilment of their mission. “
The Bologna Process

*Declaration signed in Bologna 1999* 
*by University Ministers of 29 (now → 47) European countries*

A commitment to harmonise the European University system (by 2010 ⇒ 2020)


- Europe of knowledge fundamental to consolidate European citizenship.
- Increase students’ and work mobility. Awareness of employability issues.
- Adoption of a system of easily comparable degrees based on common system of credits (ECTS) and two main cycles (Bachelor, 3yr=180 ECTS; Master, 2yr=120 ECTS – or 4+1yr). Third cycle (PhD, minimum 3yr) focused on research.
- Implementation of a European Diploma Supplement to increase titles transparency and graduates’ employability.
- Promotion of European quality assurance systems.
- Commitment to construct a European HE area (EHEA): to promote citizens’ mobility and employability, Europe’s development, and the international competitiveness of its educational system.

**Development of programs of the new generation, involving full European curricula, leading to degrees equally valid in the various countries academically and professionally.**
Evaluation in action

The Tuning Project - 2000-2004

Tuning the implementation of the European University reform. Developing professional profiles and learning outcomes, facilitating employability, and a common language for all stakeholders

Consultations with graduates, employers and academics on the most important competences, and assessment of the extent to which they are actually taught.

Generic competences

instrumental -- cognitive, methodological, linguistic,...
interpersonal -- social skills, interaction and cooperation, ...

systemic -- concerning all systems, general understanding, sensibility,...

Subject-specific competences
Results of the Tuning Assessment

Responses by 5183 Graduates, 944 Employers, 998 Academics from 7 areas, 101 departments, and 16 countries

Most important Generic Competences (out of 30) for all subjects:

- Capacity for analysis and synthesis
- Capacity to learn
- Capacity for applying knowledge in practice
- Capacity for generating new ideas, Creativity (academics)
- Capacity to adapt to new situations (graduates and employers)
Learning outcomes, formulated in terms of competences, are minimum requirements, expressed in terms of what the learner knows and is able to do.

Steps in designing degrees:

- Identification of social needs
- Definition of academic and professional profiles (competences and learning outcomes)
- Translation into curricula, and into modules and approaches
- Quality evaluation and updating

Traditional approach:
- Staff/teacher-oriented
- Compulsory subjects
- Input-oriented curricula
- Focus on knowledge and content

New Approach:
- Student-centred
- Definition of profiles, competences and learning outcomes
- Output-oriented curricula
- Focus on competences
The Issue of Employability

As already mentioned in the EUA Report "Trends 2003", European HE institutions consider employability when designing curricula and track it on their graduates, however avoiding short-sighted views and without compromising on academic quality.

“Universities should aim at sustained employability rather than respond to short-term labour market concerns.”

It would in fact be short-sighted to just aim at “specific market needs with a short-term perspective, rather than focussing on the whole range of academic skills which would enable graduates to adapt continuously to changing social and economic needs.”

High specialisation in given areas or techniques is a must, but frequently, equally or more important are a generalistic background and qualities related to cultural openness and flexibility, capabilities of innovation, of adjusting to new needs and working conditions, of undertaking responsibility and leadership.

It should also be considered that many young people are becoming less attracted by formal education and get involved in early innovative, entrepreneurial initiatives, frequently within University contexts (start-up, spin-off,...).
The Public Health Revolution

Totally new trends and a mutated Public Health picture over the last century

Infectious diseases

Lifestyle-related diseases

Life expectancy

1900 2000
The Aging Population

The changing ratio of younger vs older age groups in developed populations over the past 150 years:

Those over 60 are now more numerous than those less than 20

Chronic Diseases currently account for ~50% of the global burden of disease worldwide, and still increase.

The WHO estimates that by 2020 ~75% of all deaths will be caused by chronic or other life-style related conditions.
The World Health Organisation has underlined the great benefits of sport for health, and the risks of sedentarity, as shown by decades of biomedical research and regularly stressed by public health institutions and medical bodies worldwide.

The European Union declared 2004 European Year of Education through Sport, underlining its formative value in child development and socialization, and published in 2007 the White Paper on Sport, stressing its wider societal role.

The United Nations declared 2005 International Year of Sport and Physical Education and established in 2008 the Agency on Sport, Development and Peace to promote sport as an instrument for education, health, development and peace in the context of the Millennium Development Goals with periodical international Forums in Lausanne since 2009.
Sport for All

From a sport practice largely competition-oriented and restricted to youth to the increasingly generalized sport and physical activity practiced at all ages and in all conditions (children, adults, elderly, diseased, disabled...)
Sport for All

a wide diversity

- of possible target groups — encompassing the entire range of human variability: children, adults, the elderly, the diseased or disabled, …

- of interrelated issues — from health and prevention, to rehabilitation and coping, lifestyle management, physical and personal growth and achievement, education and reeducation, social integration, …

… Hence a diversity of competences needed…
Sport is no longer restricted to high-level performance and big events, but increasingly involves in active practice the entire population ("Sport for All") and applies more widely to physical activity as an aspect of lifestyle.

Qualified, accountable operators are needed, with a university education, a wider cultural background and a high professional image, to cope with the diverse needs and expectations of an increasingly demanding public.

In the perspective of science and the University, Sport is no longer an activity of somewhat marginal cultural interest, but an area of increasing importance for research, education, and occupation.
Thank you for your attention
First generation of joint programs
(Usually one semester, or longer period, subject to recognition)

- European Master in Adapted Physical Activity, Leuven
- European Master in Biology of Physical Activity, Athens
- European Master in Health and Fitness, Bristol
- European Master in Biology of Physical Activity, Athens
- European Master in Physical Activity for the Elderly, Rome
- European Master in Health and Fitness, Bristol
- European Master in Sport Coaching, Rome ...

Full Joint Master Programs
Rome · Cologne · Odense · Oslo · Vienna

- European Master in Preventive and Adapted Physical Activity, 2002
- European Master in Physical Activity in Children, 2004
- European Master in Health and Physical Activity, 2006
Degrees*

Italy - Laurea Magistrale in Attività Fisica e Salute (Classe LM 67) (National title)
Norway - European Master in Health and Physical Activity (National title)
Austria - Master of Science (National title)
Denmark - Cand. Scient. I Idraet og Sundhed (National title)
Germany - European Master in Health and Physical Activity

*single or multiple degree/s will be released, in compliance with partner University’s registration and ECTS requirements.
A highly successful EU-funded ENSSEE Project – 2003-2007

Monitoring sport science curricula in Europe

The AEHESIS Thematic Network

“Aligning a European Higher Education Structure in Sport Science”

Assess existing programs through Tuning methodology and ensure they relate to the needs of the market.

• 62 partners – 24 countries - 219 programs
• 109 programs Level IV (First degree) and 61 Level V (Master)
• About 50% on issues related to health or leisure (HF, APA, elderly).
• Many links with Sport clubs / Federations.
• Great diversity in the notion of “vocational”.

4 MAIN AREAS:

Coaching
Physical Education
Health & Fitness
Sport Management

Future action:
• Enlargement, revision and updating of data base
• Quality assessment
• Design of reference curricula
Sport for Development and Peace

UN Inter-Agency Task Force on Sport, Development and Peace (SDP) 2003.

SDP: Achieving Millennium Development Goals.
UN 2010, General Assembly Resolution 58/5:

Sport as a means to promote education, development and peace

Sport, Games and Play are also a powerful instrument of social mediation:

• promoting socialization and integration processes;
• favouring the inclusion of the disadvantaged, weak and disabled;
• favouring the management of crises, natural disasters, conflicts, etc.

and of socioeconomic development:

• building sport facilities promoting urban development;
• developing and managing sport centers, gyms, etc.;
  • promoting the wellness industry;
• planning and managing sport events, promoting tourism, etc.
Harmonising the Balkan Area with the European Sport Science HE System

The European Master as a successful tool for the development of sport science and the University system in non-EU neighboring areas (Balkans and Egypt) in line with European standards and the Bologna Process.

Four Tempus Joint European Projects approved:


BOLALBA – Albania (2006-2008): Tirana Sport Academy

BALKANSPORT – Alb-Kosovo-Fyrom (2009-11): Tirana-Prishtina-Tetovo

SPEED (2013-16) – Albania-Kosovo-Serbia-…
A strong vocation to European & international cooperation

The European Network of Sport Science, Education and Employment

An association of institutions established in the 1980s to generate common initiatives in sport education and employment, to promote synergies among stakeholders, the EU and sport organisations, to encourage mobility and exchanges inside and outside the EU.

Selected by the EU in 1996 as thematic network for research, training and the study of qualifications & employment in sport, its results have since become standard reference, such as:

- the European Qualification Framework for the five levels of Coach Education, European Masters, Diplomas and Intensive Programmes,
- the Nomenclature of sport economic activities and occupations,
- the Report on sport employment in Europe,....

Biennial Forum

Hundreds of institutions and organizations have joined ENSSEE over the years and taken part to its various projects. A Forum is organised every two years ( …Rio Maior 2007, Ragusa 2009, Paris 2011, Groningen 2013, Rome 2015, Aarhus 2017, …)