Shaping Talents and Achieving Vocational Excellence in Sports

Project 101143990_ERASMUS-EDU-2023-PEX-COVE

Open Sport School
Capacity-Building programme

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CAPACITY BUILDING PROGRAMME OVERVIEW

Programme Description	The **Open Sport School Capacity-Building Programme** is a blended professional development programme designed to support vocational education and training (VET) providers, sport schools and educational staff in leading the transformation towards the Open Sport School model. It aims to strengthen institutions' capacity to manage organisational change, develop competence-based learning environments, and establish sustainable partnerships with their surrounding ecosystems. It equips participants with the knowledge, tools and methodologies required to design learner-centred educational experiences that connect formal education with sport, community engagement, civic participation and labour market needs. Grounded in the principles of the European Open Schooling movement, the STARS Open Sport School methodology and contemporary approaches to competence-based education, each module combines conceptual input, collaborative reflection, practical application and peer learning, enabling participants to directly transfer acquired knowledge into their own institutional context. The pedagogical design follows internationally recognised principles of adult learning and institutional capacity development, inspired by the methodologies promoted by the European Training Foundation (ETF). Particular emphasis is placed on participatory governance, stakeholder consultation, co-design processes, authentic assessment, recognition of learning through micro-credentials, and continuous quality improvement. A distinctive feature of the programme is its focus on Inclusive Excellence in Sport VET. It presents inclusion as a quality principle underpinning educational excellence, institutional development and learner success. Participants explore how sport can become a powerful driver of equity, participation, learner engagement and employability by creating educational ecosystems where diversity is recognised as an asset and every learner has opportunities to develop, contribute and succeed. By the end of the programme, each participating institution will have developed a preliminary Open Sport School transformation project, supported by an implementation roadmap adapted to its local context and ecosystem.
Knowledge Domains	• Institutional change management and educational innovation; • Leadership and organisational transformation in VET; • Open Schooling principles and the Open Sport School model; • Inclusive excellence in vocational education and sport; • Learner-centred and project-based pedagogies; • Competence-based education and learning outcomes; • European competence frameworks; • Stakeholder consultation and participatory co-design methodologies; • Community engagement through sport; • Educational support services and learner success; • Assessment of transversal competences; • Recognition of learning through micro-credentials; • Partnership development and ecosystem collaboration; • Institutional action planning, monitoring and continuous improvement.

Target group	The programme is intended for professionals involved in educational innovation, institutional development and curriculum design within vocational education and sport education, including: • School leaders and directors; • VET managers and coordinators; • Teachers and trainers; • Sport educators and coaches involved in education; • Curriculum developers; • Partnership and community engagement coordinators; • Quality assurance and innovation officers; • Staff responsible for learner support, inclusion and employability. The programme is designed for multidisciplinary institutional teams in order to facilitate whole-school transformation rather than individual professional development.
General learning objective	To strengthen the institutional capacity of VET providers and sport schools to design, implement and continuously improve an Open Sport School model through competence-based education, collaborative governance and community engagement.
Learning Outcomes	Upon successful completion of the programme, participants will be able to: • explain the principles underpinning the Open Sport School model and its contribution to educational innovation; • analyse institutional readiness for change and identify priorities for transformation; • apply change management strategies appropriate to vocational education institutions; • explain the principles of inclusive excellence and integrate them into institutional and pedagogical practices; • identify barriers to participation affecting diverse learner populations and design inclusive sport-based learning environments; • use European competence frameworks to formulate competence-based learning outcomes; • facilitate stakeholder consultation and co-design processes involving learners, educators, employers and community partners; • design authentic learning experiences connecting sport, education and community engagement; • use the STARS Open Sport School transformation tools, including the self-reflection instrument, ETF's "Scaffold Cards" and action planning resources; • design assessment strategies aligned with competence-based learning; • integrate micro-credentials as mechanisms for recognising learners' achievements; • establish collaborative partnerships supporting the implementation of Open Sport School initiatives; • develop an institutional Open Sport School transformation project supported by an implementation roadmap and continuous improvement strategy.
Programme Length	11 hours
Learners' profile	The programme is primarily intended for Change Agents identified within vocational education and training (VET) providers and sport schools to lead

	or support the transformation towards the Open Sport School model as part of the STARS Transformation Package (see Build your Team – Tool n°3). These participants are expected to act as facilitators of institutional innovation, promoting learner-centred, inclusive and community-oriented approaches within their organisations. While the programme is embedded within the Open Sport School transformation process, it is not exclusively reserved for institutions formally engaged in the STARS implementation. It is equally relevant for professionals wishing to acquire the knowledge, tools and methodologies required to initiate or support similar transformation processes in their own educational contexts. Participants include (non-exhaustive) school leaders, VET managers, teachers, trainers, sport educators, pedagogical coordinators, inclusion officers and staff involved in partnership development, inclusion, community engagement, and institutional development. Prior knowledge of Open Schooling or institutional change management is not required; the programme progresses from foundational concepts to the practical application of the Open Sport School transformation methodology. During the collaborative workshop, participants work in multidisciplinary teams using realistic institutional scenarios, predefined stakeholder roles and structured design templates that simulate the collaborative processes required to lead organisational transformation. This simulation-based approach enables participants to experience stakeholder consultation, co-design and collective decision-making processes that underpin the Open Sport School model, regardless of their own institutional role or the composition of the training cohort.
Delivery Format	Blended: four webinars (synchronous) followed by one workshop (in-person or hybrid), structured around small-team design work and a final pitch session reviewed by a panel.
Assessment	Assessment is formative and practice-oriented. Throughout the collaborative workshop, participant teams receive structured feedback based on a common assessment rubric aligned with the Open Sport School transformation methodology. The rubric supports self-assessment, peer review and facilitator feedback, enabling participants to reflect on their design decisions, identify areas for improvement and strengthen their understanding of the transformation process.
Access to training	Find all pedagogical contents at the following link: https://www.shapingsport.eu/open-school

Section 1 – Webinar

Inclusive excellence in sport VET

2 hours

General Description

This section introduces the concept of Inclusive Excellence as a foundational principle for educational quality and institutional transformation within vocational education and training (VET). It presents inclusion as a systemic and strategic dimension of educational excellence, whereby diversity, equity and participation become drivers of innovation, learner success and institutional performance.

Building on the principles of Open Schooling, the webinar explores how sport can serve as a powerful pedagogical medium to foster learner engagement, strengthen social cohesion and create meaningful learning opportunities for diverse learner populations. Participants examine how learner-centred pedagogies, authentic learning experiences, educational support services and collaboration with community stakeholders contribute to reducing barriers to participation while simultaneously enhancing educational quality, employability and civic engagement. The webinar presents inclusion as an institutional responsibility that extends beyond classroom practices to encompass leadership, organisational culture, learner support, partnerships and collaborative ways of working. Particular attention is given to the role of multidisciplinary collaboration in creating educational environments where every learner has equitable opportunities to participate, develop competences and succeed through sport.

Participants are introduced to practical approaches for identifying participation barriers, designing inclusive sport-based learning experiences and embedding equity, accessibility and learner agency into educational practice. These principles provide the pedagogical foundation upon which the subsequent webinar develops competence-based learning, learning outcomes and recognition mechanisms.

Learning Outcomes

By the end of the webinar, participants will be able to:

- Define the concept of Inclusive Excellence and explain its relevance for vocational education and training (VET) and sport education.
- Distinguish between equality, equity, accessibility, inclusion and inclusive excellence in educational contexts.
- Recognise the educational, social and organisational benefits of learner-centred and inclusive approaches.
- Identify the main barriers to participation, engagement and success that may affect diverse learner populations in sport-based education.
- Explain how sport can be used as a pedagogical medium to foster inclusion, learner engagement, civic participation and employability.
- Identify learner-centred pedagogies and educational support practices that contribute to more inclusive learning environments.
- Recognise the contribution of institutional culture, leadership, partnerships and multidisciplinary collaboration to creating inclusive educational environments.
- Reflect on how Inclusive Excellence principles can inform the design of Open Sport School initiatives.

Content

<u>1. Why Inclusive Excellence? (15 min)</u>

- Icebreaker: "Who is left behind?" – reflecting on diversity in sport education.

- Contemporary challenges in VET and sport education.
- From educational access to educational success.
- Why inclusion and excellence are complementary rather than competing objectives.

2. Understanding Inclusive Excellence (15 min)

- Defining inclusion, equity, accessibility and learner success.
- From compensatory approaches to systemic inclusion.
- Inclusive Excellence as a quality framework for educational institutions.
- Diversity as a driver of innovation and educational quality.

3. Understanding learner diversity and participation barriers (30 min)

- Diversity in VET and sport education.
- Barriers to participation, engagement and achievement.
- Understanding learner needs and educational pathways.
- Creating equitable learning opportunities through sport.

4. Sport as a driver of inclusive learning (20 min)

- Why sport is a powerful educational medium.
- Learner-centred pedagogies in sport education.
- Project-based learning, experiential learning and service learning.
- Building teamwork, leadership and civic competences through sport.
- Illustrative examples of inclusive sport-based educational initiatives.

5. Building inclusive educational environments (30 min)

- Institutional culture and shared responsibility for inclusion.
- Educational support services and learner wellbeing.
- Multidisciplinary collaboration.
- Engaging families, employers, sport organisations and community partners.
- Conditions that foster participation, belonging and learner success.

6. Inclusive Excellence as a foundation for the open sport school (10 min)

- Connecting Inclusive Excellence with educational transformation.
- Reflection activity: identifying inclusive design principles.
- Transition to project-based learning and competence recognition

Section 2 – Webinar

From project-based learning to competence recognition

2 hours

General Description

This section introduces participants to the principles of project-based learning and explores how European competence frameworks can support the design, delivery, assessment and recognition of learning within sport-based educational environments. As vocational education increasingly shifts from knowledge transmission towards the development of transferable competences, educators are challenged to design learning experiences that intentionally connect educational activities with clearly defined learning outcomes and meaningful assessment strategies.

The webinar presents European competence frameworks as common reference tools that facilitate the design of learner-centred educational pathways while promoting transparency, comparability and recognition across educational contexts. Participants are introduced to selected European frameworks relevant to vocational education and lifelong learning, including their contribution to the development of transversal, civic, entrepreneurial and employability competences through sport.

Particular attention is given to the collaborative nature of competence-based curriculum design. The webinar explores how educators, learners, employers, sport organisations and community partners can jointly identify priority competences, co-design learning outcomes and ensure that educational activities respond to both learner needs and evolving societal and labour market expectations.

The session also introduces the principles of authentic assessment and learning recognition, demonstrating how evidence of learning can be collected and how micro-credentials may contribute to recognising competences acquired through formal, non-formal and sport-based learning experiences. Participants are finally introduced to the European Training Foundation (ETF) “Scaffold Cards” as a practical tool supporting the translation of sport activities into competence-based learning opportunities.

Learning Outcomes

By the end of the webinar, participants will be able to:

- Explain the principles of competence-based education and their relevance for vocational education and sport.
- Formulate competence-based learning outcomes linked to sport-based educational activities.
- Explain the value of stakeholder consultation and co-design in identifying priority competences and designing meaningful learning experiences.
- Select pedagogical approaches that foster the development of transversal competences through sport.
- Describe the principles of authentic assessment and evidence-based recognition of learning.
- Explain the role of micro-credentials in recognising competences acquired through formal, non-formal and sport-based learning.
- Use ETF’s “Scaffold Cards” to connect sport-based activities with competence development, learning outcomes and assessment.

Content

<u>Why project-based learning through sport? (15 min)</u>

- Why authentic learning matters in VET.

- Open Schooling and project-based learning.
- Sport as a real-life learning environment.
- Reflection activity: *What makes a sport project educational rather than simply sportive?*

2. European Competence Frameworks as common reference tools (10 min)

- Overview of the main EU competence frameworks supporting sport education: LifeComp, EntreComp, DigComp, GreenComp
- Understanding transversal competences and their relevance for employability, citizenship and lifelong learning.

3. Designing project-based learning for Sport (30 min)

- From experience to learning outcomes: linking projects to the curriculum.
- Constructive alignment between learning outcomes, learning activities and assessment.
- Stakeholder consultation and co-design of learning outcomes with learners, educators, employers and community partners.
- The contribution of the STARS Learning Pills (Building Block 5) to upskilling and reskilling sport professionals, based on a training needs analysis.

4. Making learning visible: Assessment, Validation and Recognition (30 min)

- Why competences developed through sport often remain invisible.
- Identifying observable behaviours and competence evidence in sport-based learning environments
- Collecting evidence through observation, portfolios, learner reflection, peer feedback and practical performance.
- Introduction to the principles of Validation of Prior Learning and Validation of Non-formal and Informal Learning.
- The contribution of the STARS Recognition of Prior and Informal Learning methodology (Building Block 6) to making sport-based learning visible, transferable and valued.
- Introduction to micro-credentials as complementary recognition mechanisms supporting inclusion, lifelong learning and employability.

5. Using the ETF Scaffold Cards (20 min)

- Introduction to the ETF “Scaffold Cards”.
- Connecting sport activities with European competence frameworks.
- Translating competences into learning outcomes.
- Identifying assessment opportunities and evidence collection methods.
- Using scaffold cards to support competence mapping, learner reflection and recognition.
- Integrating competence frameworks, assessment and recognition into coherent learning pathways.
- Practical examples illustrating how “Scaffold Cards” support both educational design and the validation of learning.

6. From project design to the Open Sport School (5 min)

- Project-based learning as a foundation of the Open Sport School model.
- Connecting competence development, inclusion and community engagement.

- Reflection activity: identifying opportunities to intentionally design, assess and recognise learning through sport.
- Transition to change management in VET and education

Section 3 – Webinar

Leading the Open Sport School transformation: from innovation culture to institutional change

3 hours

General Description

This webinar introduces participants to the principles of organisational change management within vocational education and training (VET) and presents the Open Sport School as a practical framework for leading sustainable educational transformation. Rather than viewing innovation as the implementation of isolated projects or pedagogical initiatives, the session explores how schools can progressively embed openness, learner-centred education, stakeholder collaboration and continuous improvement into their institutional culture.

Participants first examine the rationale for educational innovation and the emergence of the Open Schooling movement in response to evolving societal, economic and educational challenges. The webinar then explores how organisational change can be planned and facilitated, highlighting the organisational, pedagogical and collaborative dimensions that must evolve to achieve lasting transformation.

Building on these foundations, participants discover the Open Sport School transformation methodology and the practical tools developed by the STARS project. Particular attention is given to collaborative leadership, multidisciplinary transformation teams, stakeholders' engagement and the role of Change Agents in supporting sustainable institutional development.

The webinar concludes with an analysis of the flagship Open Sport School initiatives, illustrating how the transformation framework can be translated into authentic educational experiences responding to different learner and community needs.

Learning Outcomes

By the end of the webinar, participants will be able to:

- Explain why educational innovation has become a strategic priority for VET institutions.
- Describe the principles of Open Schooling and their adaptation to the Open Sport School model.
- Distinguish organisational transformation from isolated educational innovation initiatives.
- Identify the organisational, pedagogical and partnership dimensions involved in institutional change.
- Recognise the key conditions required for sustainable educational transformation.
- Identify common barriers to organisational change and strategies to address them.
- Explain the role of Change Agents and multidisciplinary transformation teams.
- Describe the six-step Open Sport School transformation pathway.
- Identify the purpose and application of the STARS Open Sport School Transformation Package.
- Analyse how flagship Open Sport School initiatives contribute to institutional transformation.

Content

1. Why educational innovation matters: the rationale for the Open Sport School (15 min)

- Why education and VET systems need to evolve.
- European priorities influencing educational development.
- Emerging expectations towards VET providers and sport education institutions.
- From educational innovation to organisational transformation.
- Introduction to the Open Schooling movement.
- Why adapt Open Schooling to the sport ecosystem?
- The Open Sport School as a flexible institutional transformation framework.

2. Understanding organisational change in education (15 min)

- Defining organisational change and institutional transformation.
- Organisational culture and continuous improvement.
- Beyond isolated projects: embedding innovation into school development.
- The multiple dimensions of change:
    - pedagogy;
    - governance;
    - organisational culture;
    - partnerships;
    - learner engagement;
    - competence recognition;
    - community involvement.

3. Conditions for sustainable and lasting transformation (20 min)

- Building a shared vision.
- Aligning innovation with the school development strategy.
- Prioritising expected benefits for learners, staff and the local community.
- Collaborative leadership and distributed responsibility.
- Stakeholder engagement and ecosystem development.
- Continuous improvement as a driver of sustainability.

4. Overcoming barriers: Change Agents and multidisciplinary transformation teams (35 min)

- Common barriers to educational innovation.
- Understanding resistance to change.
- Strategies for mobilising staff.
- Who are Change Agents?
- Change Agents versus school leadership.
- Selecting Change Agents.
- Building multidisciplinary transformation teams.
- Roles and responsibilities throughout the transformation process.
- Collaborative governance principles.

5. The STARS Open Sport School transformation toolkit (40 min)

Introduction to the six-step transformation pathway:

1. Self-Reflection
2. Game Plan and Open Schooling Activities
3. Build Your Team
4. Capacity Building
5. Annual Monitoring Dashboard

6. Community of Practice

For each step:

- objectives;
- practical tools;
- expected outputs;
- contribution to continuous improvement.

6. Open Sport School in Practice: Transformation Case Studies (45 min)

Analysis of the four flagship Open Schooling activities:

- **Talent through Sport**: using sport as a catalyst to identify, develop and make visible learners' transferable competences, creating pathways towards vocational education, apprenticeships and employment across a wide range of economic sectors.
- **Re-engagement through Sport**: using sport-based educational experiences to reconnect disengaged or at-risk learners with education by strengthening motivation, belonging, self-confidence and learner agency.
- **Community sport events**: transforming sport events into authentic learning experiences that mobilise schools, employers, families, local authorities and community organisations while enabling learners to develop transversal competences through meaningful responsibilities.
- **Job dating through Sport**: creating innovative recruitment experiences where learners demonstrate their competences through collaborative sport activities, allowing employers to identify potential beyond traditional interviews while recognising skills developed through formal, non-formal and informal learning.

For each case study, participants analyse:

- the educational challenge;
- learner needs;
- institutional objectives;
- stakeholders involved;
- learning design;
- European competence frameworks;
- recognition through Learning Pills and Micro-Credentials;
- contribution to institutional transformation.

Comparative discussion:

How can different Open Schooling activities contribute to the same transformation strategy?

7. Preparing for the Open Sport School Design Lab (10 min)

- Presentation of the collaborative workshop.
- Expected outputs.
- Team roles.
- Introduction to the transformation scenarios.

Section 4 – Workshop

The Open Sport School design lab

4 hours

General Description

The Open Sport School Design Lab is the capstone activity of the Capacity-Building programme. It provides participants with an opportunity to apply the concepts, methodologies and tools introduced throughout the four webinars in a collaborative, simulation-based learning environment.

Working in multidisciplinary teams, participants assume the role of an Open Sport School transformation team responding to a realistic educational challenge based on one of the four flagship Open Schooling initiatives developed within STARS. Each team receives a detailed project brief, stakeholder profiles and a set of templates drawn from the STARS Transformation Toolkit.

Throughout the workshop, participants analyse learner and community needs, define educational objectives, identify stakeholder roles, design authentic project-based learning experiences, embed competence development and recognition strategies, and develop an implementation roadmap. Facilitators provide guidance at key milestones, encouraging reflection, peer exchange and iterative refinement.

The workshop concludes with project presentations and structured peer review, enabling participants to compare different implementation pathways and collectively reflect on the application of the Open Sport School methodology.

Learning Outcomes

By the end of the Design Lab participants will be able to:

- apply the Open Sport School transformation methodology to an authentic educational challenge;
- analyse learner, institutional and community needs using structured design tools;
- design an Open Schooling activity based on project-based learning principles;
- integrate Inclusive Excellence, competence development and recognition strategies into project design;
- identify the roles of key stakeholders throughout the project lifecycle;
- apply the STARS Transformation Toolkit to support planning and implementation;
- justify pedagogical and organisational design choices;
- collaborate effectively within multidisciplinary transformation teams.

Workshop Agenda (4 hours)

1. Introduction and team formation (15 min)

- Welcome and workshop objectives
- Presentation of the four flagship initiatives
- Allocation of participants to multidisciplinary teams
- Distribution of project briefs, stakeholder profiles and workshop templates
- Presentation of expected deliverables and assessment rubric

2. Understanding the challenge (30 min)

Each team analyses its project brief. Using the brief, they identify:

- educational challenge
- learner profile
- institutional context
- community needs
- expected impact
- opportunities and constraints

Facilitator checkpoint (10 minutes)

Short plenary discussion to clarify assumptions.

3. Designing the Open Sport School project (60 min)

Teams begin designing their flagship initiative.
Using the STARS transformation kit, they define:

- project objectives
- project-based learning experience / Open schooling activity
- learner roles
- stakeholder engagement
- partnerships
- community involvement
- expected learner journey

Facilitators circulate to support discussions.

4. Competence development and recognition (40 min)

Teams enrich their project by integrating:

- European competence frameworks
- intended learning outcomes
- project-based learning tasks
- assessment opportunities
- evidence collection
- validation of informal learning
- micro-credential opportunities where appropriate

Using the Scaffold Cards, teams identify which competences are intentionally developed throughout the learner journey.

5. Implementation planning (30 min)

Teams complete the implementation roadmap.
Including:

- key milestones
- responsibilities
- stakeholder coordination
- required resources
- monitoring indicators
- sustainability considerations

6. Project pitch and peer review (40 min)

Each team presents its flagship initiative.

- Presentation (7 minutes per team)
- Followed by Peer feedback (3 minutes per team)

Facilitators provide structured feedback using the assessment rubric.

7. Collective debrief (15 min)

Facilitated reflection:

- similarities across the four initiatives
- different implementation pathways
- common success factors
- transferability to participants' own institutions
- key lessons learned from the Open Sport School methodology