

2014



Defining the « The Outdoors » ?

www.ec-oe.eu



Zen



Outdoor
Active Leisure



Extrem



Sport



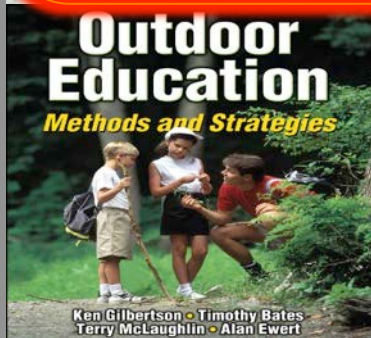


Sports Development



OUTDOOR TRAINING

Development training



Outdoor recreation /

Outdoor Education



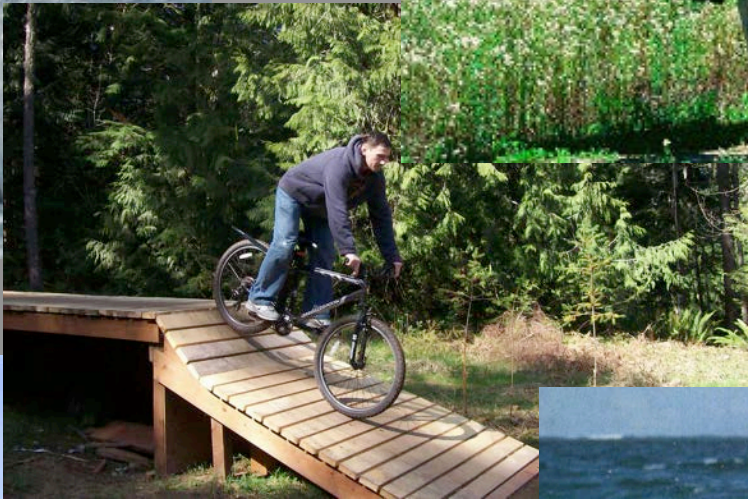
Adventure therapy



Expeditions





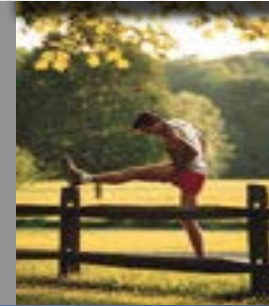


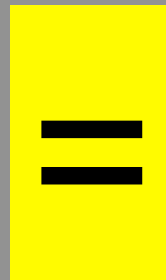
Commercial Outdoor

Safety & reliability

Consistant fun

Return business

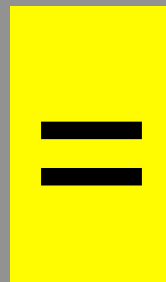


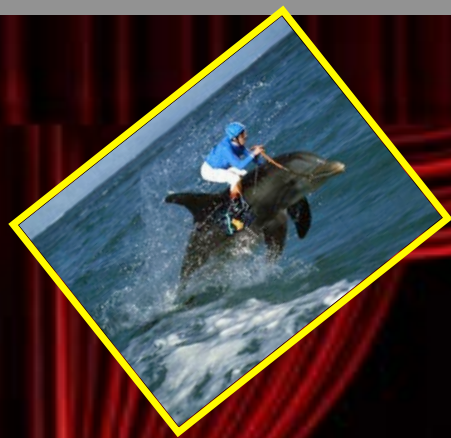


DAILY
Mirror

PARIS
MATCH

DER SPIEGEL





« X Games » !?

« Adventure »!?



« Extreme » !?



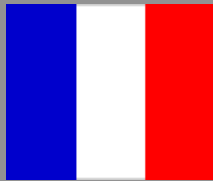
Commercial Outdoors Theater

2014



Internal organisation of EC-OE

www.ec-oe.eu



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Hungary



Malta



Finland

Slovenia



G. Britain



Denmark



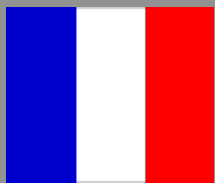
Lithuania



Ireland



Belgium



France



Portugal



Holland



Spain



Estonia



Switzerland

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Treasurer
VEBON - Holland

President
BFNO - Belgium

Secretary
SNELM - France

Full members



BFNO



SNELM



APECATE



Greece



Rumania



Czech Rep.



VEBON



Spain



Swiss

Associated members



Hungary



Ireland

2014



External organisation of EC-OE

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ESCO
European Skills,
Competences,
Qualifications &
Occupations

DIAL
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European Learning
Syllabus for Outdoor
Animators
(EQFOA – CLO2)

European



National



**Safety issues with
DG SANCO**

**Law (FR)
Ski-instructors**

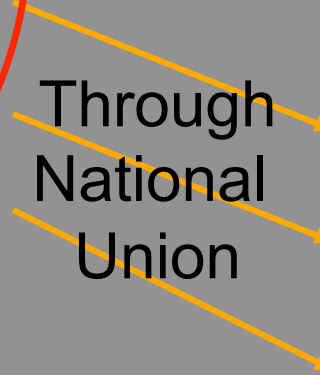
**Insurance
Etc...**

Through
National
Union

Head of State/Kingdom

Governments

Regional Authorities

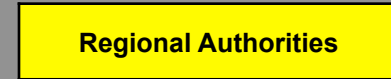
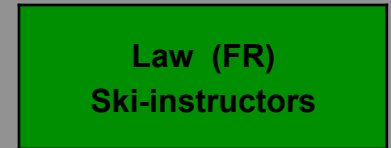
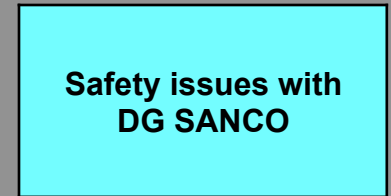
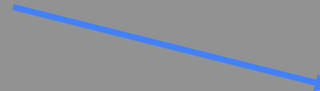
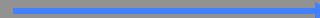
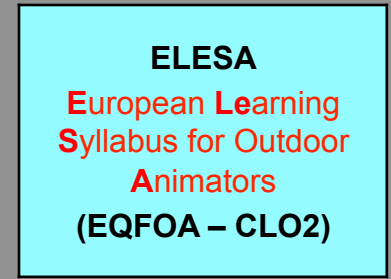




European

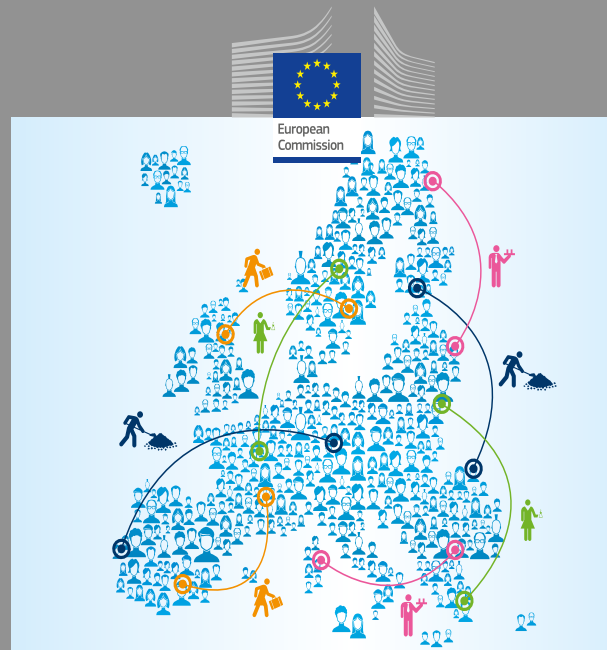


National

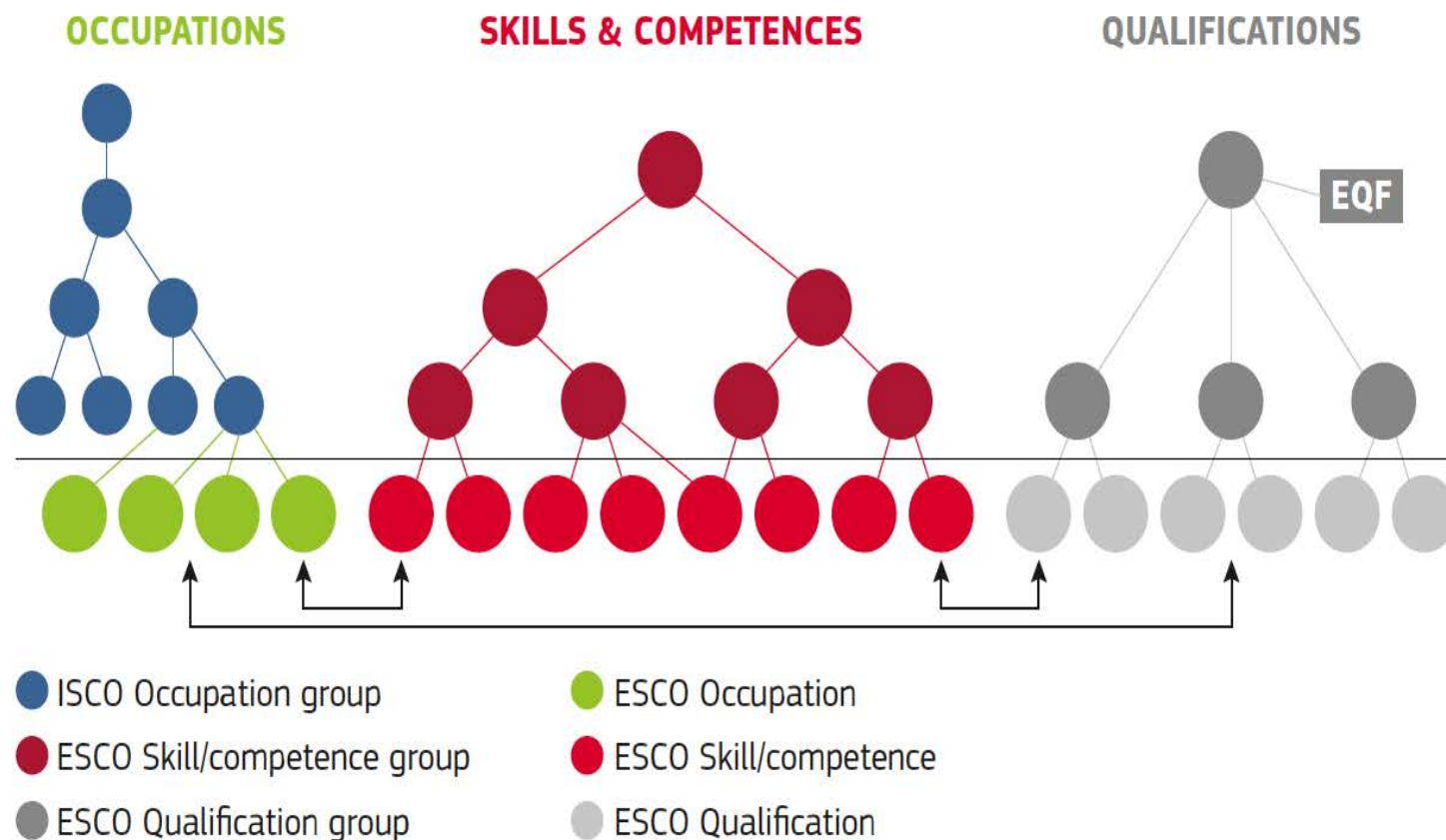


Through
National
Union

European Classification of Skills / Competences, Qualifications and Occupations

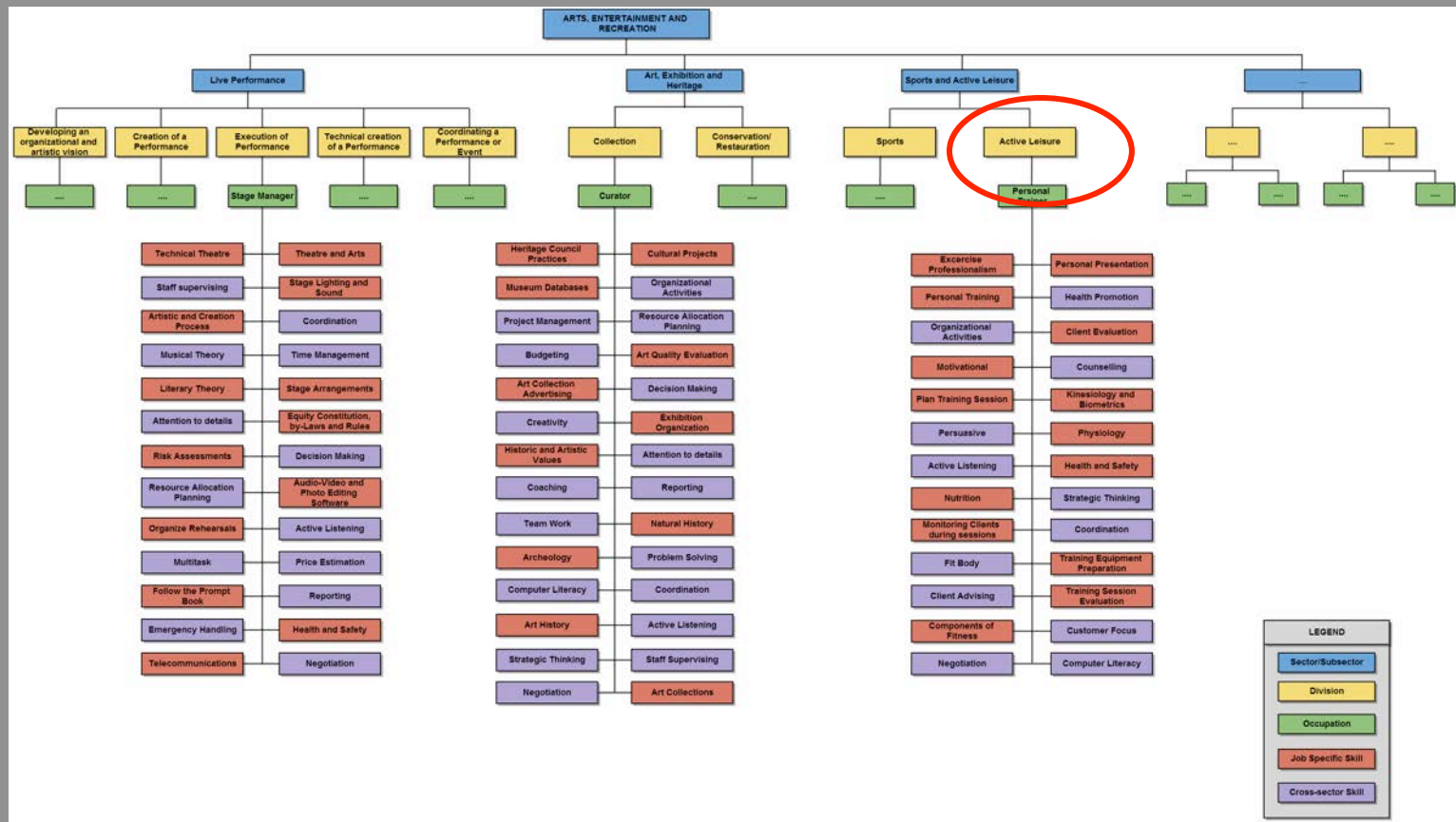


More importantly, the pillars are interlinked to show the relationships between them. Occupational profiles show whether skills and competences are essential or optional and what qualifications are relevant for each ESCO Occupation. Alternatively, the user can identify a specific skill and see which occupation or qualification this skill is relevant to.

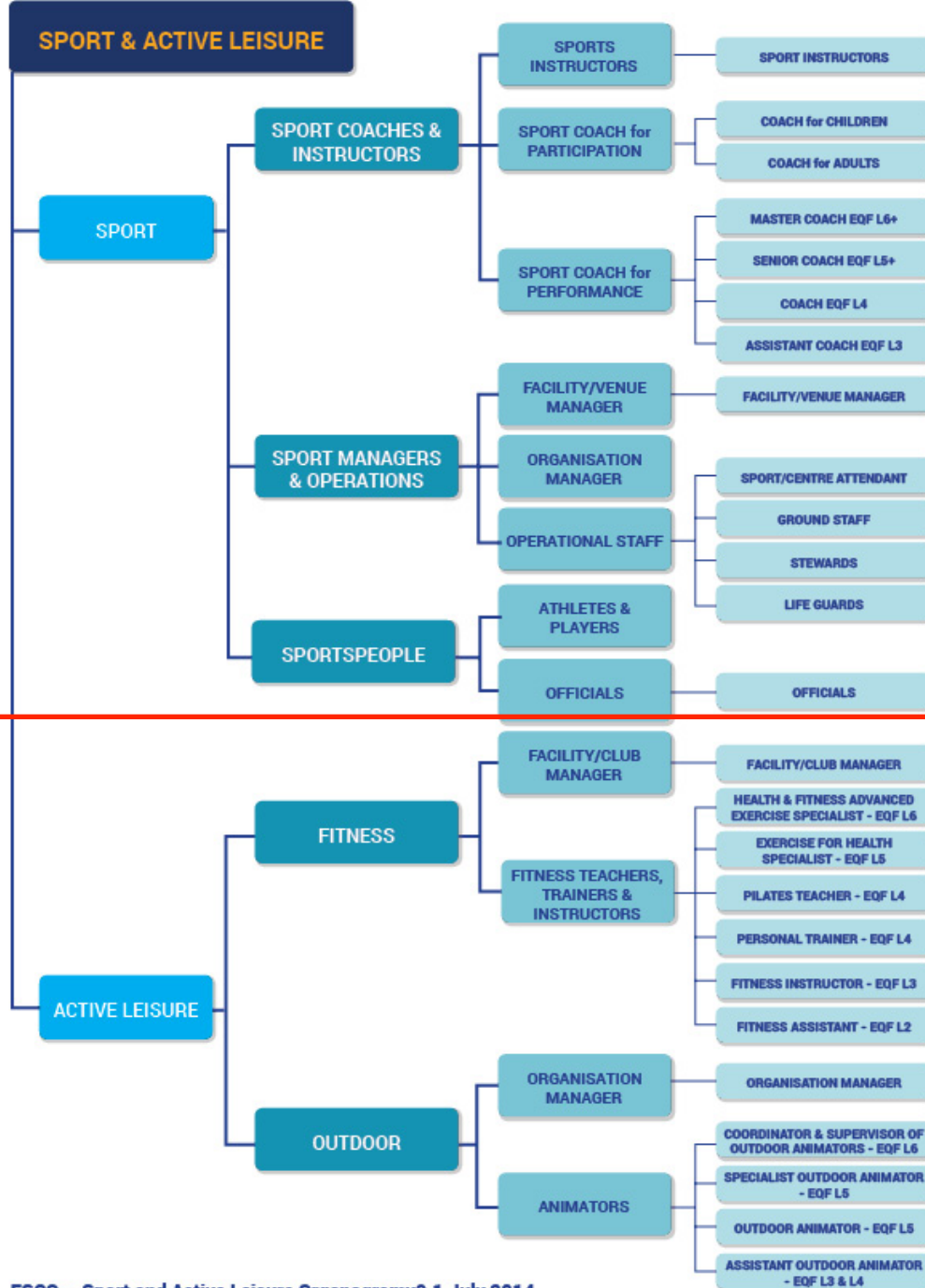


The three pillar approach

SREF: Arts, Entertainment & Recreation (NACE)



SPORT & ACTIVE LEISURE

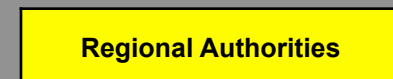
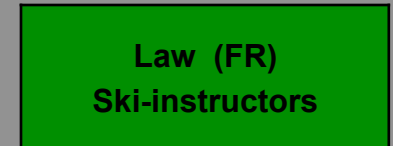
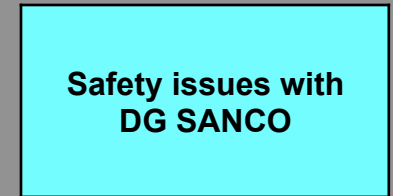
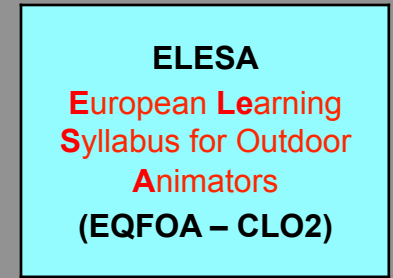




European



National



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The Active Leisure Alliance

Social Dialogue in Active Leisure

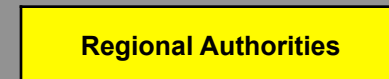
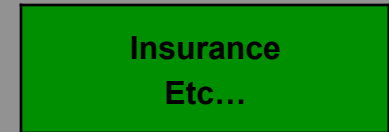
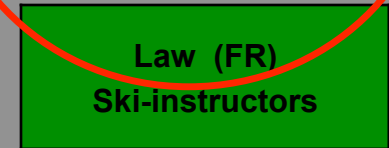
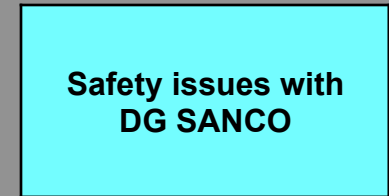
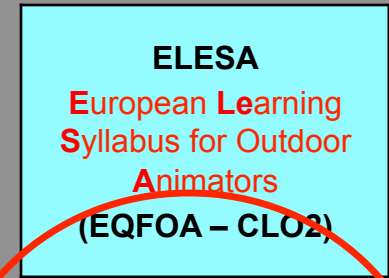
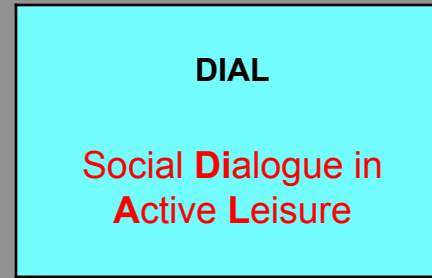
- Parallel work in European Skills Competencies and Occupations (ESCO)
- Updating Directive 2005/36 (2013/55)
- Development of CEN standards
- Possible sector skills agreements and councils
- New Commissioners, Parliament



European

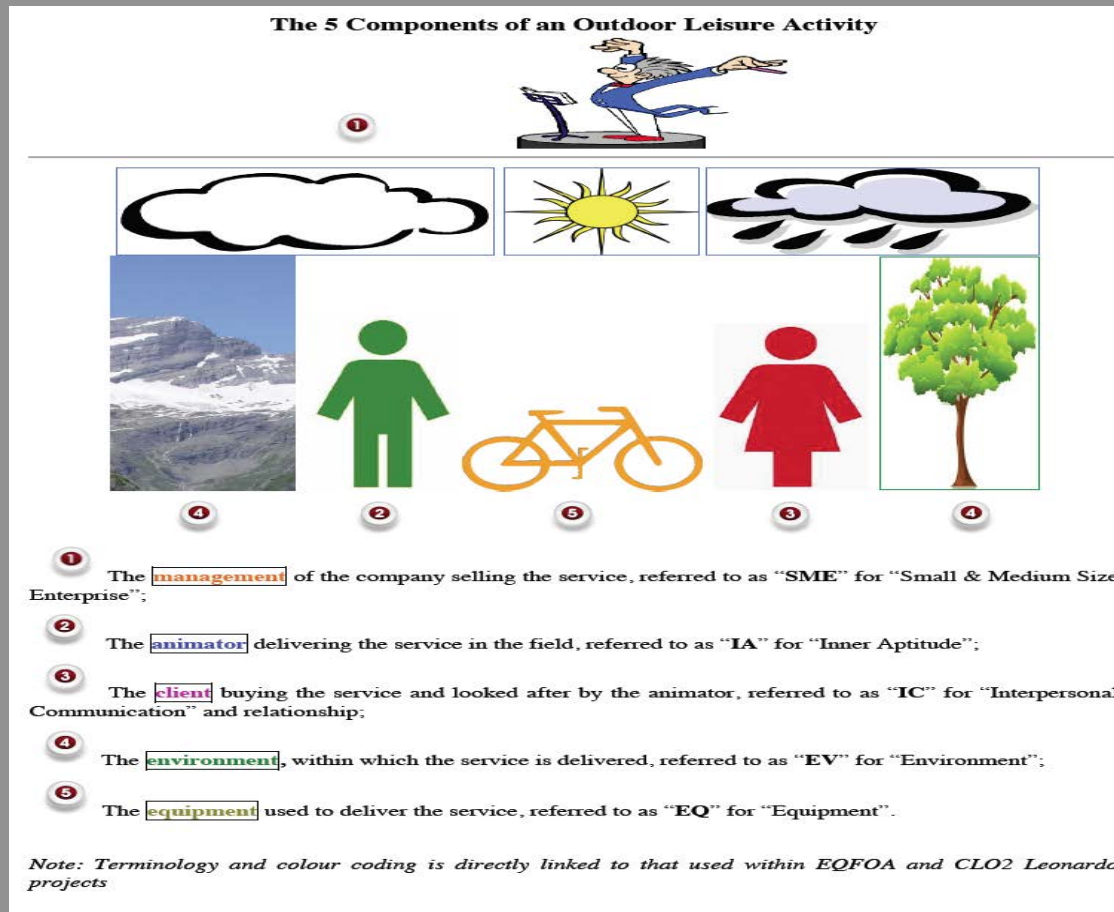


National



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National
Union

5 Components



Taxonomy used for the classification of referenced safety measures

1. Regulatory measures	21		
2. Non- regulatory measures	202		
2.1 Standards		102	
2.1.1 ISO			46
2.1.2 CEN			44
2.1.3 National			12
2.2 Conventions		10	
2.3 Voluntary measures		90	
2.3.1 Certification schemes			41
2.3.2 Codes of conduct			12
2.3.3 Guidelines			26
2.3.4 Best practices			11
SUM	223		

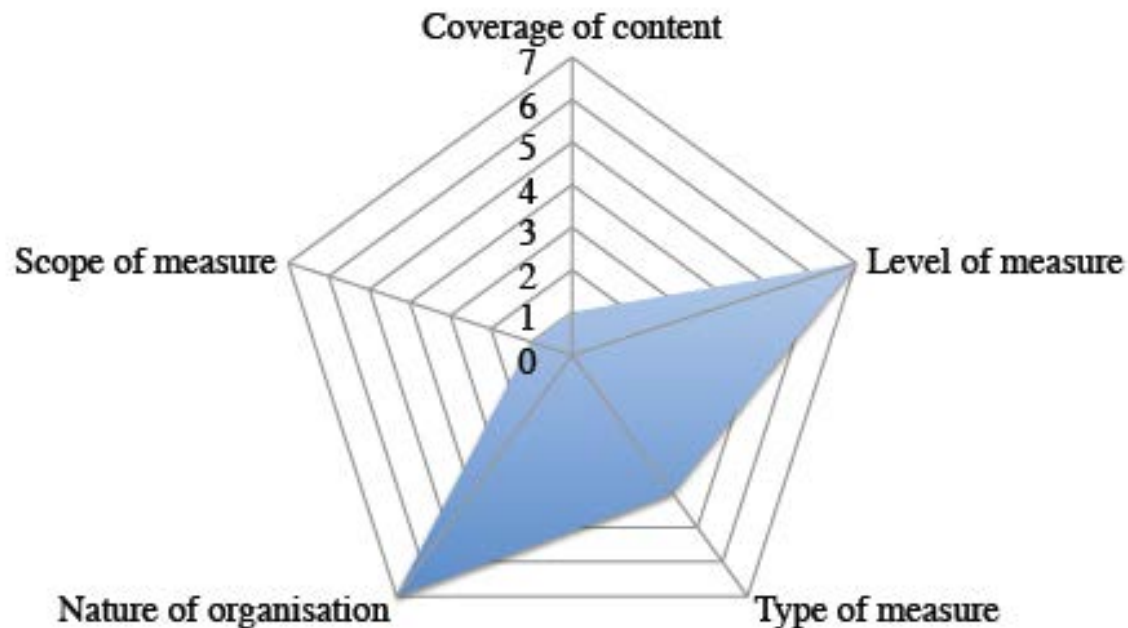
Effectiveness

The 5 key aspects of measure effectiveness

	1	2	3	4	5	6	7
Coverage of content	1 Component	2 Components		3 Components		4 Components	5 Components
Level of Measure	Local			Regional			National
Type of measure	Best practice	Guideline	Code of Conduct	Certification Scheme	Convention	Standard	Regulatory
Nature of Organisation	Local			Regional			National
Scope	Activity		Multiple activities		Sub-sector		Sector

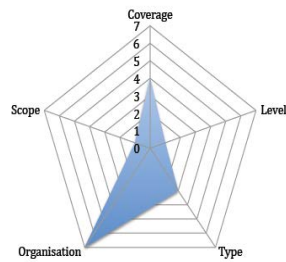
Radar Diagram

DK_F_CS_1_Kayak_Trainingprogramme_IA_NAT

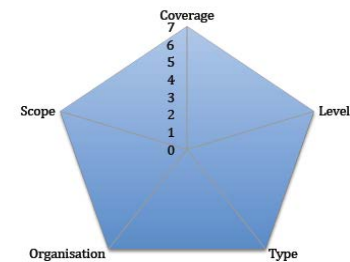


Superposition

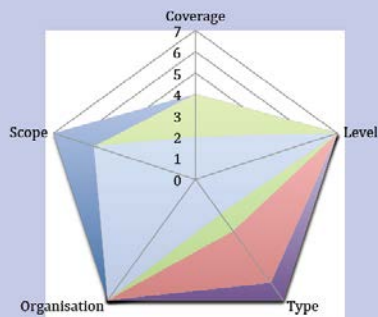
GR_G_CC_1_Rafting_Hattasafetyrules_SME_NAT



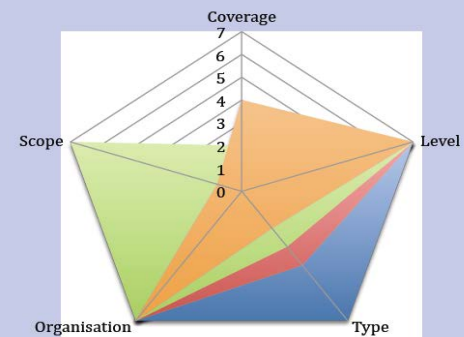
BE_A_RM_1_Sector_Arrêtroyal_SME_NAT



France

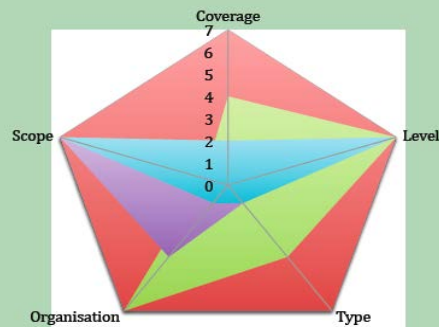


Denmark

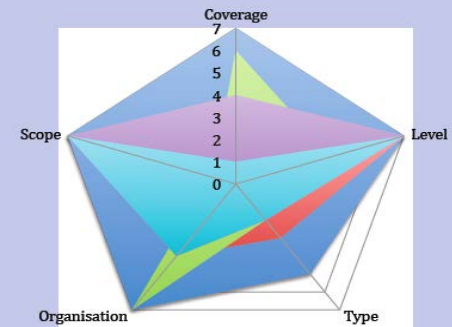


Patterns of effectiveness

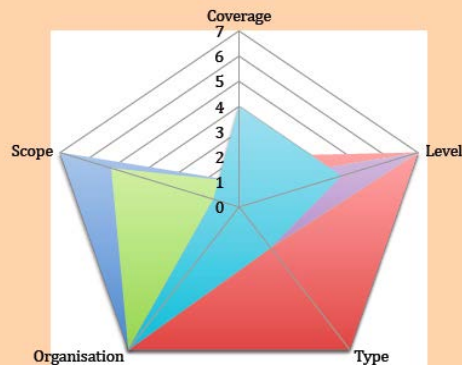
Pattern 1 = Very High Effectiveness



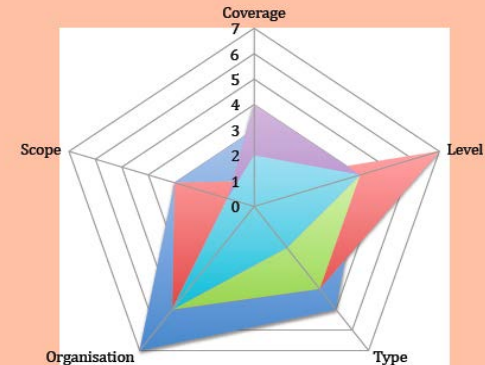
Pattern 2 = High Effectiveness



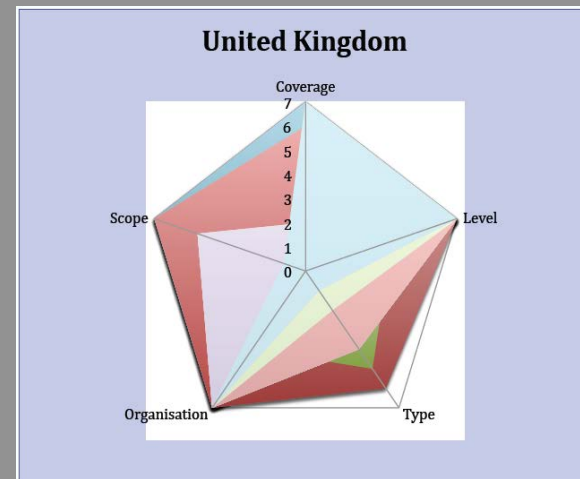
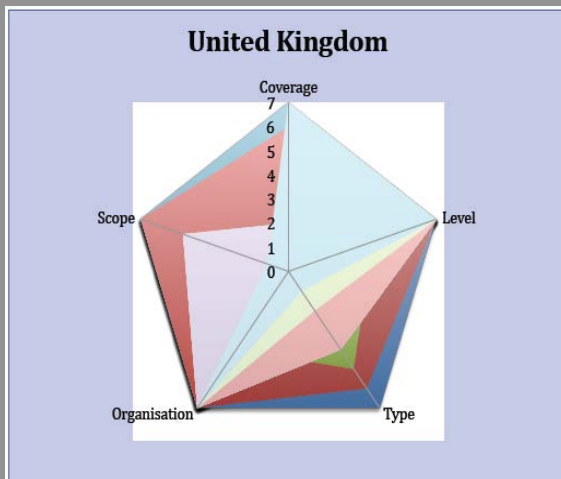
Pattern 3 = Low Effectiveness



Pattern 4 = Very Low Effectiveness



Gaps: e.g. UK





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National



Safety issues with
DG SANCO

Law (FR)
Ski-instructors

Insurance
Etc...

Head of State/Kingdom

Governments

Regional Authorities

Through
National
Union

EC-OE Professional Liability Insurance ©

To be launched as from 01 Dec. 2014



	<u>MAXIMUM LIMITS</u>	<u>DEDUCTIBLE</u>
<u>PUBLIC AND PRODUCTS LIABILITY</u>	€ 8.000.000 per claim	€ 500
Included: Theft from employees	€ 15.000 per claim	€ 500
Goods in care, custody and control	€ 50.000 per claim	€ 500
Accidental partition	€ 600.000 per year	€ 1.500
 <u>PROFESSIONAL LIABILITY</u>	 € 1.500.000 per claim per year *	 € 500

= Coverage for intellectual errors, mistakes, wrong concepts

This coverage avoids discussion in case of a claim

A classical coverage public liability foresees only coverage if you work as a good family man

TARIFICATION

Fix premium + extra premium per employee (employee with less than 280 hours per year = 50%)

Three categories of activities

<u>ACCIDENTAL POLLUTION</u>	€ 600.000 per year	€ 1.500
 <u>JURIDICAL PROTECTION</u>	 € 50.000	 € 650

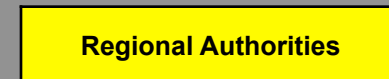
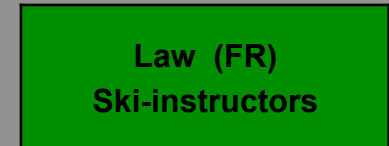
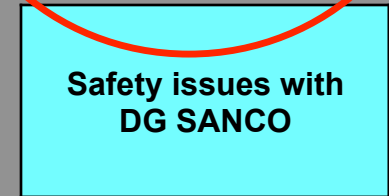
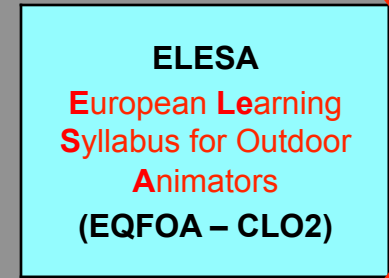
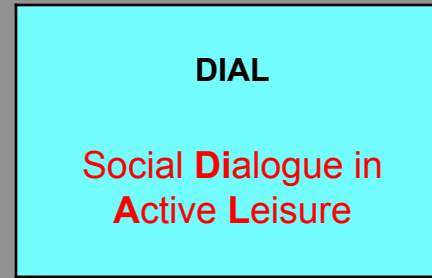
* There is also an option with a limit of € 3.000.000



European



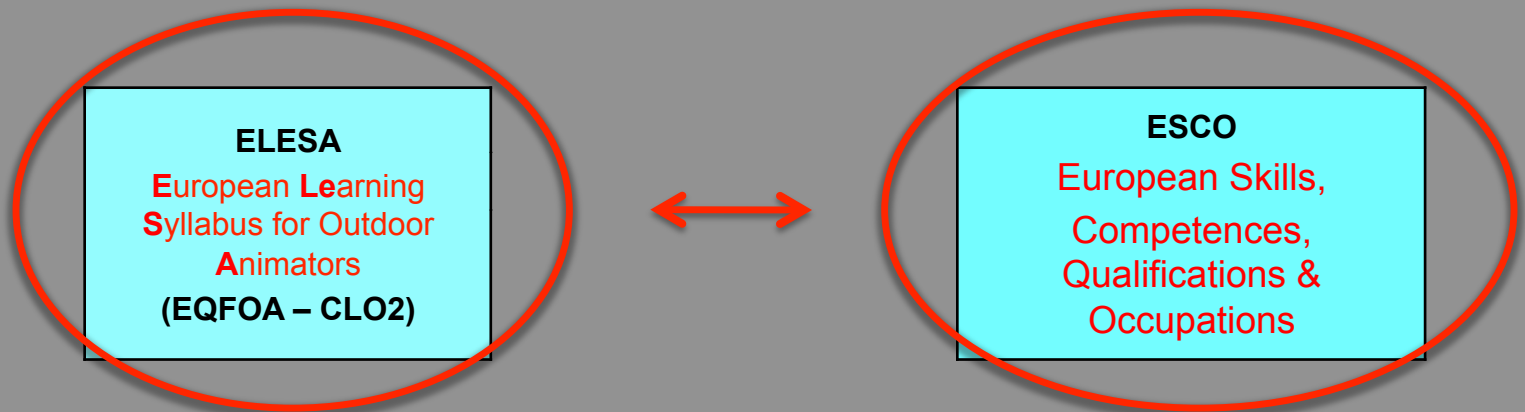
National



Through
National
Union

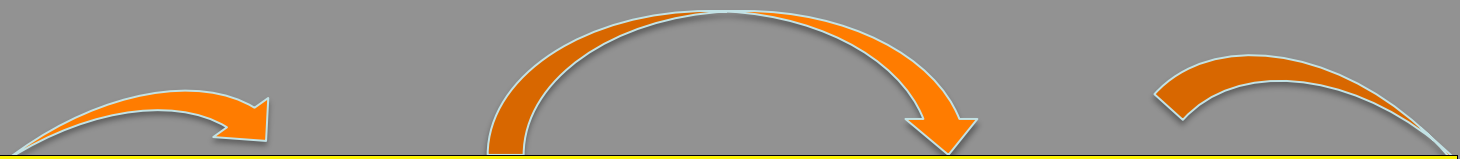
ELESA = work in progress

With strong links to



Based on

- Job description
- Competences
- Learning Outcomes



Key purpose		Key Areas	Key Roles	Key Functions	Performance Indicators	
<div>(S)</div> <div>(I)</div> <div>(IA-B1) Dem real and perc (IA-B2) Che (IA-B3) Pri resources (IA-B4) Foc achieving suc (IA-B5) Com industry regul (IA-B6) Wor qualities and (IA-B7) Sho personal style (IA-B8) Rec (IA-B9) Take (IA-B10) Art commitment (IA-B11) Fin (IA-B12) Pre that promote (IA-B13) She an active inte (IA-B14) En (IA-B15) Mo (IA-B16) Adv (IA-B17) Rec (IA-B18) Res (IA-B19) Fac (IA-B20) Lia statements to (IA-B21) End feedback con (IA-B22) Ref inform future</div> <div>To provide positive opportunities for managed experiences in challenging outdoor activities to enjoy, learn or develop through the provision of effective services and products that meet and/or exceed individual's expectations and potential.</div>		A Management	A1 Developing programmes and products (at the outset) A2 Find funding... A3 Build/rent premises A4 Design/build bases A5 Monitor service delivery... consistency... quality A6 Develop, review, set business goals - short, medium, long A7 Legal/insurance/safety... land/planning A8 Delegation internally and externally A9 Links with wider industry sector/organisations A10 What's our ethos... what kind of organisation A11 Social and Corporate Responsibility		F1 - 1 Prepare the session F1-1-1 Has session plan and relevant information about the session and participants available F1-1-2 Discusses and agrees plans with relevant others F1-1-3 Ensures own competence and readiness to lead the planned session F1-1-4 Prepares self for the session by choosing a leadership style appropriate to participants and session F1-1-5 Collects and checks equipment F1-1-6 Checks weather conditions and other factors relating to the environment of the session F1-1-7 Arrives on time	<div>(F)</div> <div>Air</div> <div>Simple activity</div>
		B Safety	B1 Evaluate risks in all aspects of the organisation B2 Develop, monitor and review safety/accident procedures according to external/internal requirements and legal operation and operate when appropriate		F1 - 2 Introduce the session F1-2-1 Meets the participants and makes them feel welcome F1-2-2 Checks group numbers and names following organisational procedures F1-2-3 Prepares participants with appropriate equipment F1-2-4 Animates the participants' experience F1-2-5 Explains the session aims and objectives F1-2-6 Explains and demonstrates initial safety and technical points F1-2-7 Encourages participants to ask questions F1-2-8 Is aware of participants physical and psychological condition F1-2-9 Constantly reviews session progress against plan	
		C Administration	C1 Running the business - administrate & manage C2 Admin/accountancy... payroll/social security C3 Monitor business performance C4 General awareness of all relevant legislation C5 Review organisation's performance... finance... prices C6 Regulatory procedures... licencing C7 Recording monitored processes C8 Archives/records		F1 - 3 Introduce the activity F1-3-1 Motivates participants appropriately throughout the process F1-3-2 Monitors participants' behaviour and actions and responds appropriately F1-3-3 Gives participants instructions relating to health and safety issues F1-3-4 Explains and demonstrates the use of the equipment, including initial technique and emergency points and procedures F1-3-5 Checks participants' understanding at key points during instruction and demonstration F1-3-6 Encourages participants to engage with the instruction process and ask questions F1-3-7 Carries out final checks of the environment and participants	
		D Staff Related Issues	D1 Recruit and employ staff/working with children check D2 Train and develop staff... ongoing D3 Develop staff programmes/assessment/reviews D4 Staff lodgings/food/equipment/uniform D5 Contracts/Job descriptions	F1-1 Prepare the session F1-2 Introduce the session F1-3 Introduce the activity	F1 - 4 Lead the session F1-4-1 Monitors individual and group progress against the plan F1-4-2 Creates and maintains an atmosphere of mutual trust to engender confidence and success F1-4-3 Provides further instruction to participants as appropriate following the plan F1-4-4 Monitors atmosphere and interactions within the group and participant behaviour and responds appropriately F1-4-5 Deals with incidents following organisational procedures F1-4-6 Provides appropriate constructive feedback to the group and to individuals F1-4-7 Encourages a positive atmosphere and behaviour F1-4-8 Encourages appreciation of the environment as appropriate	
		E Marketing and sales	E1 Study the sector - market research E2 Marketing and sales E3 Monitor competition E4 Booking systems to planning delivery E5 Building relationships with customers E6 Retail opportunities/services/ E7 Advertising/brand development E8 Local links... public relations... structure market and wider...	F1-4 Lead the session F1-5 Conclude and review the session	F1 - 5 Conclude and review the Session F1-5-1 Completes the session with a whole group focus F1-5-2 Gives participants information about future experiences, technical or commercial possibilities F1-5-3 Provides feedback to participants and encourages feedback from them F1-5-4 Concludes the session in a timely, orderly, purposeful manner following the plan F1-5-5 Makes sure the equipment is returned, checked and logged according to organisational procedures F1-5-6 Completes reports and logs as required F1-5-7 Supervises the departure/handover of the participants in a way appropriate to the participants and organisation F1-5-8 Evaluates the session and identifies learning points for future practice	
		F Operations : Service	F1 Deliver the service F2 Co-ordinate delivery of service - general or specific F3 Understand and apply procedures established by management F4 Child protection policies and procedures F5 Equality & Diversity... including disability policies F6 Working with particular and special needs F7 Ongoing reviewing of emergency procedures and act accordingly F8 Environment assessment incl Weather forecasts... F9 Maintain a relationship with participant			
		G Operations : Technical	G1 Buy equipment G2 Maintain equipment and bases G3 Maintain sites and activity locations... environmental issues G4 Equipment storage G5 Equipment monitoring/replacing/lifespans G6 Transport issues - people/equipment G7 Provision of Staff PPE/EPI/PEM/EPI G8 Domestic services - cleaning G9 Communication systems/technologies G10 Catering... service... legal issues... food safety G11 Residential provision			





THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		KNOWLEDGE	SKILLS	COMPETENCE
		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to <u>Level 1</u> are	➔ basic general knowledge	➔ basic skills required to carry out simple tasks	➔ work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to <u>Level 2</u> are	➔ basic factual knowledge of a field of work or study	➔ basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	➔ work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to <u>Level 3</u> are	➔ knowledge of facts, principles, processes and general concepts, in a field of work or study	➔ a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	➔ take responsibility for completion of tasks in work or study ➔ adapt own behaviour to circumstances in solving problems
LEVEL 4	The learning outcomes relevant to <u>Level 4</u> are	➔ factual and theoretical knowledge in broad contexts within a field of work or study	➔ a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	➔ exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change ➔ supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

LEVEL 5*	The learning outcomes relevant to <u>Level 5</u> are	<ul style="list-style-type: none"> comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge 	<ul style="list-style-type: none"> a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems 	<ul style="list-style-type: none"> exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
LEVEL 6**	The learning outcomes relevant to <u>Level 6</u> are	<ul style="list-style-type: none"> advanced knowledge of a field of work or study, involving a critical understanding of theories and principles 	<ul style="list-style-type: none"> advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study 	<ul style="list-style-type: none"> manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
LEVEL 7***	The learning outcomes relevant to <u>Level 7</u> are	<ul style="list-style-type: none"> highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields 	<ul style="list-style-type: none"> specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields 	<ul style="list-style-type: none"> manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8****	The learning outcomes relevant to <u>Level 8</u> are	<ul style="list-style-type: none"> knowledge at the most advanced frontier of a field of work or study and at the interface between fields 	<ul style="list-style-type: none"> the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice 	<ul style="list-style-type: none"> demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

* The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

** The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

*** The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process cor-

responds to the learning outcomes for EQF level 7.

**** The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

Developments within national qualification frameworks (NQF)



PT - mapping of the CLO2 learning outcomes into a qualification on the NQF



NL - mapping of the CLO2 learning outcomes into a qualification on the NQF



IE – acceptance by the NQF authority of the use of CLO2 learning outcomes for award of ECTS through RPL at EQF level 5



Defining the
landscape,
describing the
people:



EQFOA

Developing
Outdoor Animators
in Europe



CLO2



ELESA



ELESA project (2013 – 2015)

www.elesa-project.eu



CONTACT INFORMATION



**European LEarning
Syllabus for outdoor
Animators**

**FINAL CONFERENCE
OF THE ELESA PROJECT**

The project partners invite you to join them at the final conference of the project in Mijoux, (Rhône-Alpes) France on 25th September 2015. The conference will facilitate the dissemination of all the products of the project and will act as a forum for stakeholders from the sector to explore ways of enhancing opportunities and mobility for Outdoor Animators across the European Union.

Conference news and information:
www.elesa-project.eu/upcoming-events

USEFUL LINKS

www.elesa-project.eu
www.ec-eu.eu/projects/efla
www.ec-eu.eu/projects/clo2
ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

IE - Ireland
Institute of Technology, Tralee
Tralee, Ireland
Tomas Aylward
tomas.aylward@ita.ie
www.ittralee.ie

HU - Hungary
University of Physical Education
Budapest, Hungary
Gyöngyvér Lacza
laczag@t.hu
www.t.hu

IE - Ireland
Coaching Ireland, Limerick, Ireland
Fiona Larkin
fiona.larkin@coachingireland.com
www.coachingireland.com

GR - Greece
HATAOA - Hellenic Association of Tourist
Enterprises of Outdoor Activities,
Athens, Greece
Michalis Tsoukias
m.tsoukias@trekking.gr
www.hataoa.gr

PT - Portugal
IDTOUR - Unique Solutions, IEUA,
University of Aveiro, Aveiro, Portugal
Nuno Lopes
nuno.lopes@idtour.pt
www.idtour.pt

EE - Estonia
TLU - Institute of Health Sciences and
Sports, Tallinn University, Tallin, Estonia
Reeta Taula
reeta@tlu.ee
www.tlu.ee/en

ES - Spain
ANETA - Asociación Nacional de Empresas
de Turismo Activo, Madrid, Spain
c/o Teresa Gil 16, 47002, Valladolid, Spain
Lazaro Mediavilla
aneta@aneta.es
www.aneta.es

CH - Switzerland
SOA - Swiss Outdoor Association
Zurich, Switzerland
Karin Blumberg
karin@swissoutdoorventures.ch
www.swissoutdoorassociation.ch

PT - Portugal
APEKATE - Associação Portuguesa
de Empresas de Congressos,
Animação Turística e Eventos
Lisboa, Portugal
Paulo Rocha
apocate@apocate.pt
www.apocate.pt

NL - Netherlands
VeBON - Vereniging Buitensport
Ondernemingen Nederland
Ermelo, Netherlands
Hans Ligtermoet
info@vebon.nl
www.vebon.nl

FR - France
SNEPSALPA - France Plein Air
Mijoux, France
Jean Yves Lapeyere
jylapeyere@francepleinair.fr
www.francepleinair.fr

BE - Belgium
Katholieke Hogeschool Leuven
Leuven, Belgium
Dries De Ruytter
dries.derytter@khleuven.be
www.khleuven.be

EC-OE
European Confederation of Outdoor
Employers, Huldenberg, Belgium
Herman Smulders
herman.smulders@ec-oe.eu
www.ec-oe.eu



The **ELESA** project is an Erasmus
Multi-lateral programme creating initiatives
to promote Life Long Learning.
It is a collaboration by European higher
education institutions (HEI's) and enterprise
representatives (SME's) to develop a
pan-European Syllabus for the training
of Outdoor Animators.



Lifelong
Learning
Programme



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www.elesa-project.eu www.elesa-project.eu

European Confederation of
Outdoor Employers

p/a Wolfshaegen 180
B-3040 Huldenberg
Belgium

www.ec-oe.eu
herman.smulders@ec-oe.eu



**Thank you for your
attention**