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CREPS

Auvergne-Rhône-Alpes
Vallon-Pont-d'Arc • Voiron • Lyon

To develop a European area for higher education in the field of outdoor sports

Erasmus + Statement Policy



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Erasmus+ Programme
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The European strategy of the CREPS Auvergne-Rhône-Alpes / Vallon Pont d'Arc • Voiron • Lyon aims at **promoting the emergence of a European education area in outdoor sports** in order to support the modernisation of education and training systems in the field of qualifications related to the practice of outdoor sports, in particular through the dissemination of good practices, enhanced cooperation and the progressive use of transparency and recognition tools, put in place by the European Union. For the Ministry of Sports and the Olympic and Paralympic Games, this approach represents an opportunity for modernisation that contributes to the achievement of the objectives associated with the establishment of the European Education Area by 2025 and the realisation of the objectives of the European Agenda 2030. **Our CREPS is the first to obtain the Erasmus Charter for Higher Education (ECHE)** and thus confirms its commitment into a process of international opening.

CREPS STRATEGY x ERASMUS : 3 OBJECTIVES



Promote staff and learners' mobility to strengthen employability, intercultural and linguistic skills.



Integrate European dimension into the activities and projects of the CREPS to modernise its functioning.



Strengthen European dimension in the Sports diplomas of levels 4 and 5 delivered by the CREPS.

A CREPS opened to international development.

The international strategy of the CREPS has a single ambition: to maintain the highest level of expertise and training in its field of competence by promoting a sense of public service, innovation and excellence.

The CREPS is involved in the networks of the sports, environment, tourism, education, industry and professional sports management sectors, particularly thanks to the “Pôle ressources national sports de nature” and enjoys strong recognition at national level. The expertise offered in the fields of training in specific environments and territorial development facilitates the involvement of the CREPS on a local, European and international scale. This involvement is a central axis of the establishment's goal and the strengthening of cooperation is a major development issue. In terms of teaching outdoor sports, international cooperations offer sustainable solutions for a Europe and a World in transition.

Value learners and staff

- **To promote learners and staff mobility** and to provide opportunities for students, trainees, trainers, teachers and staff to undertake work experience or apprenticeships in another country in order to be better prepared for the labour market and to develop transversal, interpersonal and intercultural skills
- **To improve language teaching and learning**, promoting broad linguistic diversity and intercultural awareness. Foreign languages are particularly important among the skills in demand and offer increased employability in Europe, especially in the field of outdoor sports
- **To strengthen the institution's capacity for cross-border cooperation** and the ability of learners and teachers to deal with new social and environmental challenges.
- **To promote common European values** of inclusion, diversity, tolerance and non-discrimination.
- **To increase the attractiveness of the institution** through continuous development.

Develop innovation

- **To enrich the institution's capacity for pedagogical innovation** by developing exchanges of practices, field visits, dialogue between peers, co-productions through the European Outdoor Sports Campus and include educational mobility in the pedagogical curricula (internships and studies).
- **To support the development of the institution's international actions** through the promotion of mobility, cooperation with partner countries and targeted capacity building in partner countries.

- **To strengthen the international dimension of education** by accompanying the modernisation of the national regulatory framework through exchanges and sharing between peers and aiming in the long term at the beginnings of an ECTS recognition framework to facilitate the educational and professional mobility of trainees and future qualified sports managers.

Contribute to sports and education policies

- **To participate in the modernisation of public sports policies.**
- **To encourage the implementation of common projects**, the linking of actors and territories because the strategic management of sports, territories, spaces, infrastructures, organisations, practices and participants in outdoor sports requires common solutions to the actors and adapted to the contemporary challenges of European society.
- **To have the importance of responsible development in outdoor sports recognised.** The Erasmus approach of the CREPS is also oriented towards advice and support for the implementation of policies aimed at the sustainable development of access to outdoor sports facilities.
- **To participate in dialogues for the modernisation of education, training, youth and sport policies at national and European level.** The results of participation in Erasmus cooperation and mobility projects provide additional added value for the further development of education systems, particularly in terms of transparency, recognition and quality assurance of trainings.

The CREPS gets involved in the *European Outdoor Sports Campus*

The European Outdoor Sports Campus is an initiative developed by the European Nature Sports Network (ENOS) to promote international cooperation between training organisations and universities in the field of outdoor sports education. The CREPS is the first institution in France to join this project and to help its development in Europe. [For more information on the European Outdoor Sports Campus \(outdoor-sports-network.eu\)](https://outdoor-sports-network.eu)

Calendar

2021 – 2023 Preparatory phase

PHASE 1

Obtaining all necessary certifications and credits for the development of short staff mobility (on-site observation, peer-to-peer exchanges) and monitoring of Key Action 2 cooperation projects (Collaborative Partnerships: SEE, Hike!).

Staff mobility activities around objectives related to the creation of the European outdoor sports campus, strengthening the international dimension and supporting partners.

2023 - 2025 Implementation of pilot actions for learners' mobility

PHASE 2

Development of new cooperation projects and mobility activities, sending and receiving staff (training mobility) and trainees (internship mobility). Facilitation of the European Outdoor Sports Campus, Development of an Erasmus Mundus Outdoor Master's degree in cooperation with the University Claude Bernard Lyon 1.

+2025

Consolidation and further development

PHASE 3

Integration of mobility, cooperation projects and support for the implementation of sports, outdoor sports and education policies within the institution and the Campus. To show the added value of the pedagogical curricula offering mobilities and use of transnational pedagogical tools developed via the Campus and the CREPS European network. To initiate a concrete follow-up of the institution's European and international activities with the aim of measuring the impact and quality of actions in order to prepare the next programme 2027-2033. Develop more technical objectives to modernise and digitalise the operation of international activities. Work with the Campus HEI partners on the development and pedagogical engineering to host and send trainees on long term study mobility and staff on teaching mobility. Design frameworks for teaching staff exchanges and student/trainee sending and hosting.

Beneficiaries

The Erasmus actions that will be developed by the CREPS are mainly aimed at students who will become managers, coaches and teachers in outdoor sports in a specific environment as well as their teachers and staff. At the same time, the CREPS is developing cooperation projects and training mobilities concerning level 4 and lower diplomas. This allows to cover, through the Erasmus actions, a varied public and sufficiently differentiated so that the impacts touch trainees and staff of different types of diplomas, all integrated in the field of education and training in sports and particularly in outdoor sports.

Impacts

Learners

Short term

- Development of technical skills (related to the management of outdoor sports) and transversal, interpersonal and intercultural skills. Better preparation for employment and employability.
- Knowledge of the European Union and integration of common European values of inclusion, diversity, tolerance, non-discrimination and respect for the environment. Promotion of European citizenship.
- Acquisition of civic and citizenship skills.

Medium term

- Building sustainable links between learners and staff in partner institutions
- Development of skills in the use of information and communication technologies - Development of foreign language skills.

Long term

- Evolution of teamwork skills, social skills and soft skills
- Adaptation to new products, markets and customers.

Teaching and training staff, associated experts and teachers, technical and administrative staff

Short term

- Better understanding of the practices, policies and training systems for outdoor sports and leisure activities and for sports managers in Europe
- Increased capacity to contribute to the modernisation and international opening of higher education institutions
- Building lasting links with teachers in partner countries and promoting students' mobility (multiplier effect)

Medium term

- Improvement of professional skills
- Modernisation of teaching methodology, confrontation of own model and integration of other pedagogical models at European level
- Improvement of language skills and evolution of social skills. Strategy for reflection on the recognition and transferability of credits

Long term

- Development of project management skills and skills in the use of information and communication technology
- Personal motivation and satisfaction, motivation to work in a multidisciplinary team, motivation for further training and development of professional skills.
- Introduction to the ECTS system for level 5 sports qualifications.

The CREPS, its network and stakeholders**Short term**

- Development of openness and cooperation with schools in other countries and identification of placements abroad
- Introduction of new teaching methods, new content and new teachers/training teams
- Strengthening the European dimension in the school project and its implementation
- Integration of priorities such as environmental education, social inclusion or employability.
- Increased competences and recognition to operate on the international scene

Medium term

- Increased knowledge of teaching approaches and regulatory frameworks in the European outdoor sports and leisure sector and equivalence systems
- Increased adaptability skills.
- Development of teamwork between teachers, administrative staff and management
- More modern, dynamic and involved professional environment Work around the credit transfer and recognition system.

Long term

- To become the head of the French network to channel European projects in the national territory related to training in outdoor sports. Construction of a network of professionals, with a common policy of professional training in sport, for a later harmonisation of skills and diplomas.
- Financial impact: Creation of funding flows to allow the development of actions related to mobility and cooperation
- Support for the internationalisation strategy of other local actors: training organisations, local authorities, companies, political sector, outdoor industry.
- Modernisation of the youth and sports training sector through feedback from European cooperation

Evaluation

Impacts will be measured with quantitative and qualitative indicators.

Quantitative indicators

1. Number of information sessions for staff and trainees to inform about mobility actions and activities
2. Number of trainees going on mobility
3. Number of teachers going on mobility
4. Number of partner speakers hosted in the CREPS / number of European trainees in the training courses
5. Number of European projects carried out in the school
6. Number of applications from a foreign public for training courses in specific environments offered by the CREPS
7. Number and types of partner organisations
8. Number of training courses including European mobility in the pedagogical ribbons.
9. Number of trainees who get a job after the training (employability rate)

Qualitative indicators

1. Acquisition of transversal competences (entrepreneurship, self-esteem, motivation, openness to other cultures, active participation in society, inclusion, respect for diversity, tolerance and non-discrimination, respect for nature/environment...)
2. Technical knowledge or skills acquired during the training/mobility action. Particular emphasis is placed on digital tools and the use of methods such as distance learning.
3. Awareness of European values and projects. Knowledge of the European Union, the different countries/cultures and integration of common European values.
4. Change of attitude towards professional mobility in Europe (interview during internships - implementation of an interview form)
5. Modernisation of administrative procedures, use of computer applications for the follow-up of mobility actions.
6. Understanding and harmonisation of the regulatory framework for vocational education in outdoor sports and leisure
7. Team coherence and a sense of belonging to the school's project.
8. Synergies created in the exercise of the work and benefits exported to the different departments of the centre.
9. Quality of the relationship with the various local players, companies, political representatives, local authorities and the Sports Directorate of the Ministry of Sport and the Olympic and Paralympic Games.

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