

Sports Education in Turkish Higher Education within European Qualifications Framework *

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ABSTRACT

Sports sciences and sports education are applied in various scientific disciplines of Turkish higher education. Sport Sciences are applied in many universities in Europe to sports education students in higher education and to students in other departments for to meet social needs. In this regard, restructuring sports education is a new requirement in Turkey in terms of European sports education cooperation and developments. The aim of this study is to examine European Higher Education Qualities and Turkey’s Higher Education Sports Education Process for to set forth an understanding regarding mission and vision in the forthcoming years. ISCED, EASM, and AEHESIS sports education models and European Union education process are analyzed within the scope of the research. Eventually, Turkey is in a restructuring process in terms of physical education and sports education in higher education, Bologna process and qualities. Within the scope of this regulation, anew sports education and basic field qualifications curricula should be updated by considering determination of basic fields. Turkish Higher Education Qualifications Framework (TYÇÇ) basic field qualifications that are formed based on the ISCED concerning Coaching Education, Sports Management and Recreation Departments should be reclassified.

Keywords: Bologna process, higher education, sports education.

Avrupa Yeterlilikler Çerçevesi Kapsamında Türkiye Yükseköğretiminde Spor Eğitimi

ÖZET

Spor bilimleri ve spor eğitimi, Türk yükseköğretimini çeşitli bilimsel disiplinlerinde uygulanmaktadır. Avrupa’da birçok üniversitede Spor Bilimleri, toplumsal ihtiyaçları karşılamayı yükseköğretimde spor eğitimi öğrencileri ve diğer bölüm öğrencileri için uygulanır. Bu bağlamda, Avrupa spor eğitim işbirliği ve gelişmeler için, spor eğitiminin yeniden yapılanması Türkiye’de yeni bir gerekliliktir. Bu çalışmanın amacı, önümüzdeki yıllarda misyon ve vizyonu hakkında bir anlayış sağlamak üzere Avrupa Yüksek Öğretim Nitelikleri ile Türkiye’nin Yükseköğretim Spor Eğitim sürecini incelemektir. Çalışma içerisinde, ISCED, EASM, AEHESIS spor eğitim modelleri ve Avrupa Birliği eğitim süreci incelenmiştir. Sonuç olarak, Türkiye’de beden eğitimi ve yükseköğretimde spor eğitimi, Bologna süreci ve nitelikler çerçevesinde yeniden yapılanma içindedir. Bu düzenlemede, temel alanların belirlenmesi dikkate alınarak yeniden spor eğitimi, temel alan yeterlilikleri müfredatı güncellenmelidir. Antrenörlük Eğitimi, Spor Yöneticiliği ve Rekreasyon Bölümleri ile ilgili ISCED temel alan olarak yapılmış olan TYÇÇ temel alan yeterlilikleri tekrar sınıflandırılmalıdır.

Anahtar kelimeler: Beden eğitimi ve spor, Bologna süreci, yükseköğretim, spor eğitimi.

INTRODUCTION

Physically training human body for certain purposes is an old idea as history of humanity. Even the most primitive tribes knew how to train their bodies. Sports and physical education were education instruments used in wars in ancient times and they started to progress rapidly by systematically taking place in education works in 1800s and by becoming an international instrument of peace and propaganda in 1900s. Especially after the Second World War, training science was also developed in parallel to the developments in sports science (12).

Physical education concept in Turkey took place in our history as first educational council of Turkey, met after Turkish War of Independence in July 15,

1923. Selim Sırrı Tarcan also took place in this committee met under the chairmanship of the Minister of Education, Mr. Ismail Sefa. Scouting and physical education were recorded as the fifth article in efforts of this committee. Bringing up this situation to the agenda of the assembly in the same year, it was stated that a school for physical education teachers would be opened with the saying “Moral and social skills as well as physical and intellectual skills of individuals will be developed.” It appeared the need for educationalists for giving the scouting and physical education courses in the schools opened in our country after the proclamation of the Republic. Also it appeared the need for finding educationalists that would raise physical education teachers in the schools to be opened. For this purpose, Vildan Aşır Savaşır,

Nizamettin Kırşan and Suat Hayri Ürgüplü were sent abroad. A sports hall was established next to Çapa Teacher's Training School for meeting this need grown in 1926 by means of courses. Foreign teachers were brought for male and female candidates who would attend to the course that would last one year. Selim Sırrı Tarcan was the course manager. The candidates who succeeded in the course were appointed to secondary schools, and the ones who couldn't succeed were sent to their schools. Vildan Aşır Savaşır who was sent abroad for education in the following years and Nizamettin Kırşan also lectured in these courses for three years. These courses were continued until 1930. In 1932-33 academic years, Gazi Training Institute, Department of Physical Education was opened. Sports education was continued in our country sometimes through short-term courses and sometimes advanced courses in the cities where teacher's training schools were opened (13).

The Academies for Youth and Sports were established in 1970s. These academies were opened in essence for training coaches. Departments of Physical Education and Sports Teaching were established within the body of Faculty of Education of universities after 1980. And Physical Education and Sports Teaching, Sports Management, Recreation and Coaching Education departments continued to give sports education within the body of Physical Education and Sports School of universities after 1990s.

Today, physical education and sports offer service in different institutes and departments of higher education. For example, while physical education and sports are associated to health sciences in some universities, they are associated to institutes of social sciences and educational sciences in others. This condition is caused by the lack of academicians in the field, and by rapid and unplanned growth. It's seen that this condition is insufficient for meeting social and sportive needs of students. Physical education and sports schools were rapidly increased in number in an unplanned way with incomplete infrastructures within the last 15 years. Distribution of these schools in terms of universities and the number of the academicians in these schools are as follows (see Table 1-2):

Table 1. Physical Education and Sports School Information

State University – PE and Sport*	45
Private University – PE and Sport	7
Total	52

* PE and Sport: Physical Education and Sports School

As is seen in table 1, there are 52 Physical Education and Sports Schools in total, 45 of them are included within the body of Turkish state schools and 7 of them are included within the body of Turkish private schools.

Table 2. Academic Staff in Physical Education and Sports Schools

Staff Title	n	%
Prof.	61	6,57
Assoc. Prof.	29	3,1
Assistant Prof.	286	30,81
Academician	212	22,84
Research Assistant	159	17,13
Lecturer	181	19,5
Total	928	100

As is seen in table 2, academic staff number of Physical Education and Sports Schools are high in Assistant Professor (30.81%) and Academician (22.84%).

Today, the place of physical education and sports in human life gradually increases with the rapid technological developments and it becomes an important discipline of which purposes can contribute to people because physical education and sports is a science that provides physical, mental, emotional and social development of individuals. For physical education and sports to fulfill this function, qualified, researcher and creative teachers are needed to be taught (14).

The aim of this study is analyzing Physical Education and Sports in Turkish Higher Education in terms of its phases, educational qualifications in Bologna process, and European Union Sports Education Model. The estimates regarding the upcoming mission and vision are set forth in parallel to this analysis.

Bologna Process and European Qualifications Framework

Bologna process aiming to create European Higher Education area requires us to integrate with Europe in the field of physical education and sports. Bologna Process is a reform process aims to create European Higher Education Area until 2010. This is an unusual process created and maintained by 47 member countries with the cooperation of many international organizations. The membership of the process is not based on any agreement between governments or states. The memorandums published within the framework of the Bologna Process have no legal binding. The process is an organization which each country participates with its freewill and these countries have the right of accepting or rejecting the objectives of Bologna Process. The citizens living in

the European Higher Education Area which Bologna Process aim to create will be able to travel easily to have higher education or to work. Europe will be a preferred area by the people from the other regions of the world in terms of higher education and employment opportunities. The most undesirable thing in European Higher Education Area is the one type higher education system which is the combine of education systems of all member countries. The main objective of European Higher Education Area is the establishment of a balance between diversity and unity. The purpose of it is the comparability of higher education systems by saving their unique differences and to bring them to conformity. In this way, smoothing the transition from one country to another or from one higher education system to another and so the mobility of students and academicians and an increase in employment is planned (3).

All studies of Turkey Higher Education Qualifications Framework (TYYC), objectives of Lisbon Strategy published by European Union (EU) in 2000 are shared with all internal and external partners intended for objectives of Bologna Process about the issue of "development of framework of national qualifications in the higher education area" performed at the national level promised to be established until 2010 with the purposes of transparency, recognition and mobility enhancement in higher education systems of member countries in line with the objectives of Bologna Process (16).

Competence in the higher education area means the knowledge, competency and perfections of an individual who completed any of the higher education level successfully (16).

The National Qualifications Framework explains the qualifications in education system at the national level and their inter-relationship. In other words, National Qualifications Framework is a system which is accepted and associated by national and international partners in a specific order. Through this system, all qualifications in higher education and the other learning achievements can be explained and associated to each other consistently (16).

The degree of acquisition of qualifications is measured as "learning outcomes" with appropriate and objective methods during each course / module (16).

It is thought that the harmonization of the amount of courses and credits with the process will not be sufficient within this qualification and accepted that the whole system has to be converted into line with academic qualification beginning from student selection. Only the same level of course credit hours and the same learning outcomes must be evaluated under the trinity of student, teacher and the program. European qualification framework shows the situation

in the Higher Education when the application in Europe are evaluated.

European Qualifications Framework Made Up of Three Main Elements:

1. A number of common reference points based on the learning outcomes are established on an 8-level structure. Each level is determined with some certain key concepts such as format, location, timeline, the focal point of learning content (knowledge, skills, competence), evaluation, quality control, regulations, guidance for students and guidance for qualification users. These levels were determined in the light of agreements about the analysis of obtained results of these studies and Higher Education processes in Bologna.
2. A various range of support equipments for the individual needs of citizens (life-long learning - An integrated European Credit Transfer and Accumulation System for European Education Passport).
3. A number of common principles and methods providing guidelines between partners in different levels - especially a structure focusing on quality assurance, validation, guidance and key skills (15).

This situation can be considered in preparing national qualifications in sports education. The basis of framework of national qualifications in Bologna process is ISCED (International Standard Classification of Education). ISCED was developed by UNESCO (United Nations Educational, Scientific and Cultural Organization) for the collection, compilation and presentation of educational statistics and comparable indicators in both national and international levels. ISCED presents the standard concepts, definitions and classifications. ISCED published in 1976 for the first time, revised in 1997 and have been used for the purposes of determination of education policies and collection of statistical data by many countries until today. UNESCO shared ISCED 2011 document which is prepared as a draft and so it entered into a new consultation process with all partners about education. This document is expected to be published at the beginning of 2011 officially. It is requested for that document to be universal in its structure regardless of the level of development of education systems of countries in ISCED-1997. It is designed to be tool to compile and present education statistics and indicators for both countries separately or from country to county in a comparable way (8,16).

As is seen in Table 3, Sports is included in the Personal Services field of Education and Training fields. While European higher education is analyzed in

terms of sports sciences, the following models are seen.

AEHESIS 6-Step Model (A6SM)

1st Step: Defining Professional Field

A professional field is a series of activities consonant with the production of certain services and goods named as industry in private sector in general. A professional field can be defined as a body of certain tasks and functions and it can be prepared as a "functional map" for each field. The point in here is clearly defining the essence and limits of the "industry" in the best possible way (15).

2nd Step: Standard Professions

A standard profession is defined in terms of the type of job or profession. A profession is the expectation from a person to perform certain tasks and responsibilities. A standard profession can be matched with different standard professions in different countries. There should be a series of profession classification among the professions of which basic tasks and responsibilities share large similarities. Standard professions for different fields are determined as follows.

Table 3. TYÇÇ, ISCED 97, EUROSTAT & CEDEFOP Training and Education Fields (16)

ISCED 97, EUROSTAT & CEDEFOP EDUCATION AND TRAINING FIELDS				
ISCED GENERAL FIELD CODE	GENERAL FIELDS	ISCED GENERAL FIELD CODE	TRAINING AND EDUCATION BASIC FIELDS	EDUCATION AND TRAINING FIELDS
8	Services	81	Personal Services	811- Hotel, Restaurant and Food Supply 812- Journey, Tourism and Holiday (entertainment) <u>813- Sports</u> 814- Home Services 815- Hair and Beauty Services
		84	Transport Services	840- Transport Services
		85	Environmental Protection	851- Environmental Protection Technology 852- Natural Environment and Wild Life 853- Societal Health Services
		86	Security Services	861- Protection of Individuals and Properties 862- Professional Health and Security 863- Military and Defense

Health and Fitness

Advanced Gym Trainer/ Personal Trainer

Health and Exercise Trainer / Specialist

Public Health Advisor

Health and Fitness Manager

Physical Education

It has 3 basic functions in terms of professional standard:

Physical education training, knowledge, skill and comprehension;

Physical education training, healthy life style;

Physical education training, sports activities out of course

Coaching

2 basic standards are determined in this professional field:

A) Participation-oriented (Sports for Everyone) Coaching

Coaching for new beginners to sports (children, youth, adult)

Coaching for the participants who have a sports pat (children, youth, adult)

B) Coaching for Performance-oriented Sportsmen

Talent selection coach

High performance sportsmen coach

Sports Management

Sports manager in local governments

Sports club manager

National sports federation manager

Private sports administration manager

3rd Step: Activities

Activities are defined as tasks and responsibilities correspond to certain standard professions.

4th Step: Qualifications

Qualification can be defined as the ability to reference for information, to become an expert in its field, and to harmonize with the fixed and variable conditions.

5th Step: Learning Outcomes

It's the field in which general and special learning outcomes expected from students are defined.

6th Step: Curriculum Model

Curriculum can be defined as a series of activities followed in an education activity and it comprises of educational purpose, content, method, evaluation, tools, training of teachers, and educators (15).

5-phase transition process from European Union sports education system to 6-step model is as follows:

New Five-Phase System (5pf)

Six step model that is used to obtain data about sports education as a matrix by research groups of four areas created a new curriculum development program in sports education. Six-step model was used as a framework plan in four of all sports education areas.

1st Phase: Curriculum Source Design

If the curriculum planning expected to be compatible with workforce needs, then, it must be identified clearly which needs are targeted and who will target these at the beginning of the curriculum development process. Curriculum structure and issues must be discussed by professionals and parties who are expert in their areas, target groups must be appropriate to demands of curriculum writers, professionals and policy makers etc. and these must be understood easily by the target audience for the systems and applications to be more effective. (11).

2nd Phase: Specifying Curriculum Source

The cooperation between education and employment and professional partners leads much more definitions and explanations about the content which will reach to the target audience. Sports field consists of four main sections. Each field determines its own area, boundaries and connections with the other professional fields. Standard professions are transmitted to target audience clearly and simplistically. The definitions of basic activities and tasks expected from them in a professional manner are transmitted (11).

3rd Phase: Determination of Curriculum Purposes

The curriculum targets were being adapted to the academic education in the past. If it is requested to establish a relation with workforce needs, then, curriculum writers and developers must take professional qualifications into account as the main purpose of the sports education system (11).

4th Step: Determination of Curriculum Content

Curriculum content is prepared in accordance with the differences in national and regional regulations and by adhering to the principles providing flexibility and harmonization for education institutions. Curriculum is traditionally prepared according to learning outcomes related to professional qualifications of students. It is distributed to study fields for to handle the whole learning outcomes in depth (11).

5th Step: Supervision of Curriculum Outcomes

A supervisory controlling feature is designed in curriculum preparation by "regulation" process for the purpose of following the curriculum outcomes. Hence, each education institution prepares a quality control system associated with the parties. This regulation process can be continued with an approval process. This provides opportunity for renewal or for approval of six title definitions by the whole sports education community (11).

DISCUSSION

Europe developed a Physical Education Teaching curriculum which will be valid for the Higher Education institutions in the spirit of Bologna Agreement in general (7).

Turkey must make Physical Education teaching program parallel to the education in universities in Europe during the Bologna Adaptation Period. The European Union mentions about three points in the report of them named "white book about sports"; the first is the social role of sports and the second is economical dimension and the third is the organizational dimension. (6).

Another important issue about sports discussions in the European Union is strengthening the educational and social role of sports (2).

European Union sports policy develops within the framework of education, public health, social and cultural, and recreational activities (1).

Group activities in the fields of Health and Fitness consist of two sub-sections about physical fitness, behaviors, and health or fitness policies (10).

The relevant curriculum planning should be done in this direction. The relevant departments of Physical Education and Sports Schools can be activated in educating the leaders of activities for society especially

in the area of health and fitness during the European Union Process.

European Council works in cooperation with a sub-committee called Sports Sciences Education Employment European Network for the recognition of coaching qualifications. It is founded that there is a close relation between Coaching courses and European Coaching Education nature as a result of the works of this committee. These studies are in collaboration with European Coaching Council (ECC), international federations, European Olympic Committee, the European Sports Education Information Network (ICCE)(5).

There are two types of coaches in Turkey. First type is those who are trained with courses and second type are those who are trained and educated through four-year undergraduate education of higher education institutions. This structure is to be adjusted in parallel with Europe.

The sports management curriculum development activities were performed by the collaboration of the European Association of Sport Management (EASM) and Aligning European Higher Education Structure in Europe (AEHESIS) in Europe (4).

In the process of standardization and determination of qualifications of sports management education in Turkey, sports federations and the other partners must prepare in coordination with each other by taking quality applications into account.

European Sport Education Information Platform (ESEIP), the European Association of Sport Management (EASM) and many organizations became standardized in their researches about the issues of sports education, physical education, coaching, health and fitness and sports management. Coaching Education, Sports Management and Recreation Departments are defined in the personal services coded 81 in the TYÇÇ Basic Area Competencies (see Table 3).

However, when the existing curriculum in these areas and samples from European Union are taken into account, Teacher Training and Education Sciences (Code 14) and Business Management Sciences (Code 34) as well as personal services due to the service content and scope have to be re-classified again according to qualifications of basic area.

The training and education qualifications of Physical Education and Sports Schools accepting students with special talent examination system should not be considered only in terms of student and academic outcomes and Academic Staff structuring should and structures as of the European Union in a systematic way.

CONCLUSION and RECOMMENDATIONS

Physical Education and Sports Training in the Turkish Higher Education is in restructuring within the framework of Bologna process and qualifications. The determination of basic areas in this structuring must be reviewed during the Bologna process by taking sports education curriculum into account.

So, it is useful for physical education and sports schools to carry out the Bologna adoption process in line with quality studies.

This student-focused system within the context of Bologna adoption process should be restructured by also taking academic promotion and career planning processes of academic staff working in physical education and sports schools into account.

Basic domain qualifications of TYÇÇ that is formed by selecting ISCED about Coaching Education, Sports Management and Recreation Departments as the baseline must be re-classified. "Movement Education and Sports Department for Steeplechases" must be added into basic departments of European models in this new classification.

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