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Improving employment in the field of sport in  
Europe through vocational training



**Vocational education and training in the field of sport in the  
European Union: situation, trends and outlook**

*Warning*

*This report was produced in the context of the VOCASPORT project, supported by the European Commission (DG Education and Culture, Contract no. 2003-4463/001-001.)*

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*This document is the English translation of the original report written in French.*

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## **Members of the Vocasport research group**

### **Management of the project**

Jean CAMY (EOSE – Université Claude Bernard Lyon 1)

Leo CLIJSEN (EOSE)

Alberto MADELLA (EOSE – ENSSEE – CONI)

Allan PILKINGTON (EOSE – ENSSEE – SPRITO)

Assistant : Aurélien FAVRE (EZUS LYON 1 – EOSE)

### **Administration of the projet**

Fabienne JANIN (EZUS LYON 1)

Patricia ODET (EZUS LYON 1)

Assistant : Fabrice FLOTTE (EZUS LYON 1)

### **Advisory board**

**Pr. Jean BERTSCH**, President of ENSSEE

**Bengt SEVELIUS**, President of ENGSO

**Bodil LOVAS ULLESTAD**, Researcher, CEDEFOP

**Jean ROGER**, Representative of Uni-Europa

**François ALAPHILIPPE**, President of EASE

With a special contribution from:

**Tom LENEY**, researcher QCA

**Jens BJORNAVOLD**, VET development Unit– European Commission

## Correspondents and writers of the national reports

<u>Countries</u>	<u>Organisations</u>	<u>Names</u>
<b>Austria</b>	Bundesministerium für Bildung Wissenschaft und Kulture	Martina GERHARTL
<b>Belgium</b>	Vrije Universiteit Brussel	Paul DE KNOP
	Vrije Universiteit Brussel	Paul WYLLEMAN
	Vrije Universiteit Brussel	Sylvie LEBLICQ
<b>Cyprus</b>	Cyprus Sport Organization	Nikos KARTAKOULLIS
	Cyprus Sport Organization	Philippus SOPHOCLEOUS
<b>Czech Republic</b>	Faculty of Physical Education and Sport (Charles U.)	Antonin RYCHTECKY
<b>Denmark</b>	IFO (Research Institute for Sport Culture)	Knud LARSEN
<b>Estonia</b>	Tallin University of Technology	Matt HARUHOJA
<b>Finland</b>	University of Jyväskylä (Social Sciences of Sport)	Matti KONTAS
	University of Jyväskylä (Social Sciences of Sport)	Kari PURONAH
<b>France</b>	RUNOPES	Emmanuel BAYLE
<b>Germany</b>	German Sport University Cologne	Richard KEINER
	German Sport University Cologne	Gregor HOVEMANN
	German Sport University Cologne	Robert KEINER
	German Sport University Cologne	Judith HUFNAGEL
<b>Greece</b>	Democritus University of Thraki	Rodoula TSIOTSOU
<b>Hungary</b>	Institute of Coaching and Sport Education	Ladislav PETROVIC
<b>Ireland</b>	ILAM (Institute of Leisure & Amenity Management)	Kilian FISHER
	ILAM (Institute of Leisure & Amenity Management)	Catherine CARTY
<b>Italy</b>	Scuola Dello Sport of CONI	Corrado BECCARINI
<b>Latvia</b>	Latvian Academy of Sport Education	Biruta LUIKA
	Latvian Academy of Sport Education	Juris GRANTS
	Latvian Academy of Sport Education	Iveta BOGE
<b>Lithuania</b>	Lithuania Academy of Physical Education	Vilma CINGIENE
	Lithuania Academy of Physical Education	Giedre BELECKIENE
	Lithuania Academy of Physical Education	Lina DANIELIUTE
	Lithuania Academy of Physical Education	Lina VAITKUTE
<b>Luxembourg</b>	ENEPS (Ecole Nationale Education Physique et Sport)	Richard ANNER
	EZUS LYON 1 - EOSE	Aurélien FAVRE
	ENEPS (Ecole Nationale Education Physique et Sport)	Marc SAVIC
<b>Malta</b>	Malta Olympic Committee	Joseph CASSAR
<b>Netherlands (The)</b>	Hanze Instituut Sportstudies	J. BOLT
	Hanze Instituut Sportstudies	A. BOONSTOPPEL
	Hanze Instituut Sportstudies	Adri BROEKE
	Hanze Instituut Sportstudies	B. HATTINK
<b>Poland</b>	Academy of Physical Education Warsaw	Jolanta ZYSKO
<b>Portugal</b>	Higher School of Sport of Rio Maior	Abel SANTOS
	Higher School of Sport of Rio Maior	Carla BORREGO
	Higher School of Sport of Rio Maior	Diego CARMO
	Higher School of Sport of Rio Maior	Pedro RAPOSO
<b>Slovakia</b>	Fakulta telesnej výchovy a športu UK	Janka PERACKOVA
<b>Slovenia</b>	Ministry for Education, Science and Sport	Istok RETAR
	Ministry for Education, Science and Sport	Zoran VEROVNIK
<b>Spain</b>	University of Lleida	Andreu CAMPS i POVILLS
	University of Lleida	Lara BELEN
<b>Sweden</b>	Bosön Sports College	Ulf LINDBERG
<b>United Kingdom</b>	Skills Active	Muriel BANKHEAD

## **Experts attending the presentation and evaluation Conference**

<b><u>Countries</u></b>	<b><u>Organisations</u></b>	<b><u>Names</u></b>
Austria	Wirtschaftskammer Österreich	Harald STEINDL
Belgium	Comité Olympique Interfédéral Belge	Thierry ZINTZ
Belgium	BLOSO	Paul ELIAERTS
Belgium	Physical Education Association Flanders	Josse LAMBRIX
Czech Republic	Czech Sports Association (CSA)	Jan BOHAC
Czech Republic	Charles University (Physical Education & Sport)	Eva CASLAVOVA
Czech Republic	Ministry of Education, Youth and Sports	Jan PREROVSKY
Denmark	Danish Elite Sports Players Federation	Jacob WIENECKE
Estonia	Estonian Sports Information Centre	Sven SOMMER
Finland	Faculty of Sport and Health Sciences	Herva HEIKKI
Finland	Suomen Urheiluopisto (Sports Institute of Finland)	Matti KAUPPINEN
France	Ministère de l'Education Nationale - Enseignement sup.	Maria-Edwige RUDOWSKI
France	CPNEF Sport	Pierre MASSIE
France	Ministère de l'Education Nationale - Enseignement sup.	Eric PIOZIN
France	Ministère de la Jeunesse et des Sports	Christine ROTT
Germany	Ministerium für Städtebau und Wohnen, Kultur und Sport	Henning SCHREIBER
Germany	Deutscher Sportstudio Verband	Theodor STEMPEL
Germany	SportsUnion	Holger JACOBSEN
Greece	Charokopeio University of Athens	Maria CHRISTOPOULOU
Hungary	Ministry of Children, Youth and Sport	Laszlo MARKUS
Hungary	National Sport Confederation	Tamas NAGY
Ireland	ASMT LTD	Morgan BUCKLEY
Italy	Comitato Olimpico Nazionale Italiano	Marcello MARCHIONI
Italy	Università degli Studi di Urbino Carlo Bo	Vilberto STOCCHI
Latvia	Latvian Skiing Federation	Juris GRANTS
Latvia	Latvian Academy of Sports Education	Uldis SVINKS
Lithuania	Ministry of Science and Education	Romualdas PUSVASKIS
Lithuania	Lithuanian State Department of Physical Education & Sport	Evaldas SKYRIUS
Malta	University of Malta	Michael AQUILINA
Malta	Malta Olympic Committee	Justice FARRUGIA SACCO
Malta	Ministry of Education, Youth and Employment	Joseph THEUMA
Netherlands	Ministry of Health, Welfare and Sport	Bart OOIJEN
Netherlands	Hanzehogeschool Groningen - Institute of Sport Studies	Gerco VAN DALFSEN
Poland	Ministry of National Education and Sport	Jakub WIDENSKI
Poland	Polish Sport Confederation	Andrzej KRASNICKI
Poland	Central Sport Centre	Hannah WOJNAR
Portugal	Confederação do Desporto de Portugal	José Maria CARVALHO
Portugal	Instituto de Desporto de Portugal	José CORDOVIL
Portugal	Confederação Portuguesa das Associações de Treinadores	José FERREIRA CURADO



Slovakia	Ministry of Education, Youth and Sports	<b>Bozena GERHATOVA</b>
Slovakia	Faculty of Physical Education and Sport	<b>Dusan KUTLIK</b>
Slovakia	Slovensky Futbalovy Zväz	<b>Pavol PERACEK</b>
Spain	INEF - University of Lleida	<b>Antoni COSTES I RODRIGUEZ</b>
Spain	Instituto Nacional de las Cualificaniones	<b>Maria BERENGUER</b>
Spain	Consejo Superior de Deportes	<b>José Luis HERNANDEZ</b>
Sweden	Swedish sport confederation	<b>Lennart KARLBERG</b>
Sweden	Employers Alliance	<b>Kenth NAUCLER</b>
Sweden	Malmö University	<b>Kristina PEKKOLA</b>
United Kingdom	PMP Consult London	<b>Maureen TAYLOR</b>
United Kingdom	Impact Research	<b>Alan GRAVER</b>
United Kingdom	Impact Research	<b>John HARRISON</b>
United Kingdom	Leeds Metropolitan University	<b>Helen WHITRODBROWN</b>
United Kingdom	Department for Education and Skills	<b>Simon PERRYMAN</b>

## **Summary of results of "Vocasport" project**

The sports sector represents a group of varied activities and services ranging from organised competition within clubs as a means of training and education, to the events put on by professional sportspeople, leisure sporting pursuits practiced for pleasure or fitness purposes, and the use of sports to boost social integration of population groups in difficult circumstances. Together, these largely interdependent practices concern over half of European citizens, with nearly a million employees working in the field as their main professional activity (employment has grown by nearly 60% in 10 years) and almost 10 million volunteers throughout the European Union.

Going beyond the differences in "sporting systems" that we observe in member states (i.e. the unequal importance given to the various players, sports association movements, public authorities, private entrepreneurs, social partners, etc. as regards managing sport), we propose, in line with the Lisbon objectives in the field of sport, to make the European sporting systems and their various components the most high-performance systems in the world by 2010.

This sector cannot be developed optimally without improving the qualification of those who coordinate it, whether professionally or voluntarily. At present, there tends to be an opposition within vocational training and education in the field of sport, between the low-level, barely formalised practical training courses and the high-level academic courses which do not always match the needs expressed in the job market.

By applying the principles expressed by the Copenhagen declaration on vocational training in Europe, significant progress could be made in this sector whilst making it easier to share the most successful European experiences. By emphasising lifelong training, the validation of informal learning, the development of sandwich courses and apprenticeships, the assessment of the quality of courses with a view to transparency of qualifications, and credit transfer, the European vocational training and education policy constitutes a real challenge for joint mobilisation and conciliation of the two types of training that we have mentioned.

Although we are dealing with a sector that is young and relatively disparate as regards the characteristics of the organisations/companies comprising it, major constructive work has been carried out at European level. In addition to the national and European public authorities, this concerns the sports association movement, training institutions and social partners, all of which are acting both within their own realms of responsibility and in close collaboration with one another.

In this context, it is not unrealistic to propose to make vocational training in the field of sport a model of European cooperation to boost the cultural, economic and social development of the sector and become a worldwide reference in the field by 2010.

We propose to embark on this process by implementing **three projects** in the short term (by 2005-2006):

- set up a European programme of sectoral action for vocational training and education in the field of sport that would make it possible to achieve the goals set for 2010:

- create a European map of sporting professions and skills related to these professions;
- define a framework for sectoral application of the Copenhagen process in the fields of *lifelong learning, validation of informal learning, development of sandwich courses and apprenticeships, assessment of the quality of courses* with a view to *transparency of qualifications and credit transfer*.

In order to carry out these three projects, we propose to set up **three initiatives**:

- a European steering group for vocational training and education in the field of sport;
- a formalised, coordinated network of national observatories for employment and qualifications in the field of sport;
- six working groups coordinating activities in each field of application of the Copenhagen process.

These actions shall be implemented in close cooperation with the intersectoral initiatives currently in place at European level, and with the support of the competent European institutions in this area (CEDEFOP, in particular).

# 1. Introduction

On the request of the European Commission (sport unit) and in the context of the European year of education through sport, a study has been carried out on "vocational education and training in the field of sport in the European Union member states: situation and outlook".

The aims of this study are to take stock of the employment, vocational education and training situation in the twenty-five European Union member states in the field of sport. This involves:

- identifying the key parameters that determine this situation,
- proposing guidelines and an action plan to boost development of a European policy for vocational education and training in the field of sport.

Vocational education and training are factors for the development of sport, as for all sectors which essentially rely on the mobilisation of human resources. If the objective in the years to come is to make sport in Europe a worldwide model ("the highest-performing sports system in the world by 2010"), it is necessary to promote the emergence of high quality vocational education and training. This involves emulating what has already been observed among member states when confronted by their neighbours, and questioning the effectiveness of their own organisations and practices, by exchanging good practices and respecting the diversity of systems and tendencies implemented.



**Fig. 1: Map of the European Union**

This diversity can be seen at first glance, whether we look at a map or tables showing the situation of the EU member states: widely varying populations and surface areas, extreme contrast of indicators of wealth, diverse languages and cultures, singular histories. This clearly results in the diversity of the sports systems that we have observed.

- Nonetheless, is it possible to construct an analysis table enabling us to test the variables determining these different situations and to try and put forward a few explanations? This is what we shall attempt in chapter 2, which deals with methodology, after identifying the key notions and concepts at play.
- Next, we shall see how to effectively delimit and qualify "sporting activities" and the system they represent (chapter 3). In particular, we shall see what lies behind the diversity of these systems in the twenty-five countries, and the dynamics that affect them.
- Like all activities involving "collective services for people", sporting activities cannot be organised without the support of qualified human resources. Whether salaried or unpaid, these "human resources" are a key factor for the development of sporting and sport-related activities.

Considered from a general viewpoint as employment in sport (employee and self-employed) or more analytically by occupational category (specifically sporting or sport-related), the analysis of the structure and evolutions of these human resources shall form the basis of chapter 4.

- One of the challenges for the quantitative and qualitative development of sporting activities is the existence of qualified human resources. Vocational training, be it initial or continuing, formal or non-formal, is one solution to this challenge. How can we qualify the various national systems for vocational education and training in the field of sport? How can we identify the structure of training institutions? What form do training programmes take? What policy is expressed in this field? These issues shall be covered in Chapter 5.

- In 2002, in Copenhagen, the main lines of a European policy for vocational training were defined within the goals of the Lisbon declaration. Four points were highlighted in particular: Strengthening the European dimension in vocational education and training increasing transparency in vocational education and training, guidance and counselling in Member States; Facilitating recognition of competences and qualifications; Promoting cooperation in quality assurance.

For over 15 years in the field of sport, initiatives have been multiplying within European programmes to help training institutions pool their experiences, jointly define objectives and the means of achieving these, and to make sure that their choices meet the economic and social requirements of the field concerned.

More recently, a "professional branch" in the sports sector is being created, with the support of community funds. Moreover, initiatives within specialised sectors relating to the sports field have multiplied in recent years. In Chapter 6, we present and analyse these initiatives and the opportunities that they lead to.

- Lastly, having looked at the strengths and weaknesses, opportunities and threats affecting the sports sector and the vocational education and training developing in the field, we shall propose recommendations and an action plan to enable vocational education and training in this field to meet the general guidelines of the Lisbon and Copenhagen declarations, and to achieve the goal of excellence that we mentioned above.

## 2. Methodology of the study

Before investigating the situation of employment and vocational training in the field of sport in the 25 European Union member states, with a view to providing decision-support in the area of training, the following two key operations need to be carried out:

- Firstly, it is important to have the means to describe the background of the study, its component aspects and the factors that affect their transformation. Here, it will be important to specify the terms of the study by defining the most important notions and concepts.
- A "frame of action" must also be put forward that makes it possible to collect and analyse the information needed for an overall assessment, and to call on the opinions of experts enabling the main lines of a policy to be defined in this context.

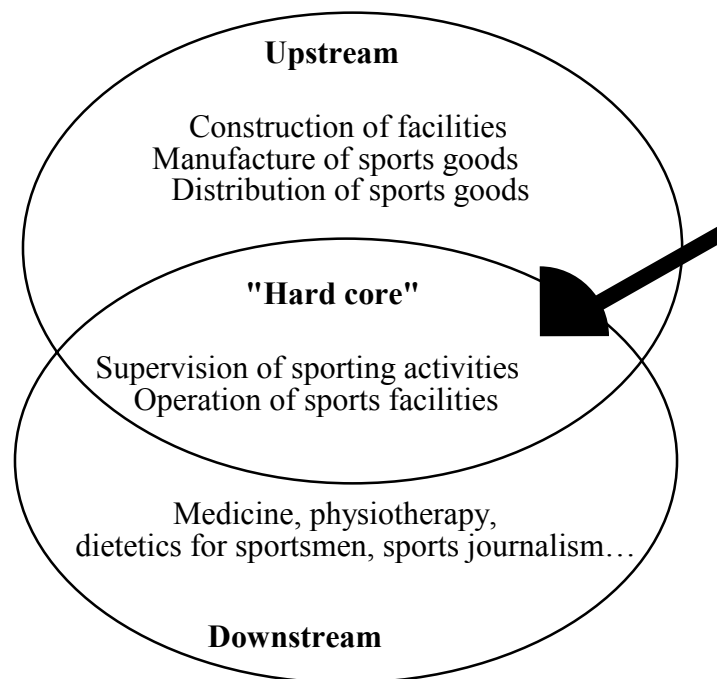
### 2.1. The theoretical framework and concepts of the study.

If we are to discuss vocational education and training in the field of sport, we must first of all provide a clear definition of the notions or concepts used.

#### 2.1.1. The "system of sporting activities".

Sport today is a major social phenomenon that concerns both the fields of leisure and education, and is one of the most "globalised" activities in the service field, i.e. both widely disseminated and strongly uniform in appearance.

When dealing with "sport", we must first differentiate between "sporting activities" per se (sports sector) and "sports-related activities" (which together with sporting activities form the "sports industry"), using the European classification of economic activities (NACE).



**Fig. 2: The sports industry, central activities, peripheral activities**

- **"Sports activity"** ("hard core" also called the **"sports sector"**) is confined to the **services activities** which are related directly to practising sports, i.e. provision of facilities or equipment and supervision of sporting activities (the services of the sports associations are clearly included in this category). This corresponds to NACE group 92.6<sup>1</sup>, the only class where sport is isolated in the official classification systems. The activities under class 92.6 are not homogenous (presence of sports associations, commercial sports service enterprises, self-employed professional sportspeople);
- The "upstream" and "downstream" activities (corresponding to the sports industry) are referred to as **sports-related activities**. For example, physical education clearly appears as an educational activity which may be related to sport depending on the various countries and to differing degrees. These classes are naturally far more diverse than the first, since they group together industry, trade, education, transport, etc.

### **Presentation of the sports sector**

The sports sector is made up of several segments organised around the production of differentiated services:

- Professional sport, whose main focus is to produce events, in which professional football occupies a dominant position in Europe, well ahead of other sports (basketball, motor sports, tennis, golf, etc). Although professional sport only accounts for around 50,000 workers, with about 3,000 businesses (generally small businesses, an increasing number of which have

<sup>1</sup> Statistical classification of economic activities in the European Community



commercial status), professional sport has high visibility because of its media coverage and its high degree of internationalisation.

- Competitive association sport is what forms the original and still dominant fabric of the sports sector. It is made up of associations, which in turn come together in sports federations, and provides its members with training and competitive sporting activities. Essentially run by volunteers, it is nevertheless witnessing the increasing professionalisation of its human resources (coaches, managers, hospitality and maintenance staff). It is sometimes difficult to separate it from the leisure sports sector; we can estimate the number of people pursuing professional activity in this segment at about 250,000, mainly in the twenty-five European Union countries, within more than a million associations, in the company of 10 million volunteers and 85 million members.
- Sporting leisure pursuits occupy a growing place in the sports sector. They are organised either by associations (an increasing number of which are also present in the competitive sports sector), or by businesses, often very small businesses. Each sporting leisure field (fitness, horse riding, sailing, winter sports, racket sports, etc.) has its own particular features and its own identity. Some of them are faced with problems of the mobility of their staff within the European area (skiing, mountain pursuits, etc). There are probably more than 400,000 people working in this segment of the sports sector in more than 30,000 businesses, more than half of which are in the commercial sector.
- "Social sport" constitutes the last segment. It is difficult to scope, as it includes not-for-profit organisations aimed at groups for whom social integration is difficult (the disabled, minorities, etc). We can estimate the number of people working in this sector at anything between 50 and 100,000, often close to local public services and supported financially by them.

However, the sports sector cannot exist without the presence of "complementary activities". Participation in sports requires sports facilities, or at least the possibility of accessing public spaces open to participants, suitable shared equipment made accessible by an effective distribution system. As a rule, this activity must be run or at least assisted by public authorities. It is usually based on initiation provided within the primary and secondary education system, generates medical and paramedical care and mobilises (if not initiated by) various media, newspapers, magazines, radio, television. By drawing up the most comprehensive possible list of sports-related activities in the context of the creation of a European Classification of Sport-related Activities (NEARS), we have managed to highlight their presence in almost all the main sectors of economic activity.

As a first estimation, we can consider that all of these products/services are traded on a market that is structured by a supply from the organisations mentioned above, in relation to a demand from the population in question.

### 2.1.2. The system of employment in sport

Whether sporting activities are organised within associations (characteristic form of modern sporting organisation), commercial companies or by public authorities (for instance, when they make sports facilities available to participants), considerable human resources – unpaid workers or paid staff – must be mobilised for supervision purposes. Within sports associations, unpaid staff constitute by far the greatest workforce. However, in Europe, since the Second World War, there has been a significant increase in the number of salaried and self-employed professionals.

This forms a second system that we shall dub the "employment in sport system", structured around a "supply of employment in sport" from organisations providing sports services, and a "demand for employment in sport" from those with an available unpaid or salaried workforce willing to invest in this market.

Another, more qualitative aspect must be emphasised. The supply of services may be structured differently. It may also involve unpaid workers in the creation, implementation and "consumption" of services proposed, or, more traditionally, fall within a supplier-customer relationship. This situation will largely determine the type of work organisation and content of "professions/jobs" which will provide the foundation for the service proposed.

In compliance with the principles of the International Classification of Occupations (ISCO 88, International Labour Office),<sup>2</sup> the **sport professions** group includes all persons who engage in a sporting activity for remuneration (professional sportsmen) and those who supervise this activity directly. Under this classification, the "unit group" 3475, entitled "Athletes, sportspersons and related associate professionals" belongs to the "major group" of the intermediate professions. Knowledge of the theory and practice of sport and their application is the basic skill of the "sports professions" belonging to this group. It in fact covers five main types of functions:<sup>3</sup>

- ◆ **"professional sportspersons"**, participating in a limited number of sports and in general depending on the sporting events which constitute their livelihood;
- ◆ **"sports officials"**, i.e. all those who, as referees, judges or timekeepers directly supervise the conduct of sporting competitions;
- ◆ **"sports activity leaders"**, who use sport as a means of getting specific groups of the population (elderly people, the disabled, young people, etc.) involved in team activities;
- ◆ **"sports instructors"**, who teach one or more specific sporting activities to groups of the population who learn from scratch or wish to develop their abilities;
- ◆ **"sports coaches"** responsible for preparing and guiding systematic performance in a given sport.

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<sup>2</sup> International Classification of Occupations (ISCO 88, International Labour Office)

<sup>3</sup> According to the proposal of EOSE, see LE ROUX N., CAMY J. (1997), *European Classification of Sport related Activities*, Ed. E.N.S.S.E.E. / O.E.P.S., Barcelona, 90 p.

### **Sport-related professions**

There is also a full range of professions which, although they belong to other large occupational groups, require a high level of specific skills in the field of sport. As for the sport-related activities, the EOSE has tried to give as exhaustive a list as possible of these professionals who, to be identified as involved in a "**sport-related profession**", must show certain characteristics of institutionalisation (professional trade unions, specific training, recognised designations, etc.).

Classified in the order of ISCO 88, are listed:

- ◆ **professional managers** of sports or sports-related organisations;
- ◆ **sports doctors**;
- ◆ **physical education and sports teachers** in the school environment;
- ◆ **sports journalists** and other specialists in communication through or on sport;
- ◆ **physiotherapists specialised** in sport;
- ◆ **agents or promoters of events or professional sportspersons**;
- ◆ **sellers of sports goods**;
- ◆ **caretakers of sports facilities** and other reception staff;
- ◆ **maintenance workers** of sports facilities.

These professions, although they often correspond to actual jobs, relate to "occupational frames of reference" which may be different. The forms of "professionalisation" in operation in the field may bring about a process of "specialisation":

if, for example, there is a growing difference between coaches working at top level (with the appearance of new occupations such as "physical trainers") and those who teach beginners or allow non-competing players to perfect their level, whom we refer to as "instructors" in this context. However, we also see amalgamations are emerging between these professions which, particularly within small structures, may include a "managerial" dimension.

#### 2.1.3. The sports training system

The quality of the services on offer depends greatly on the competence of those participating. This introduces a third system that we shall call the "sports training system". This system, like the preceding ones, is structured around supply and demand for sports training, with demand coming from those wishing to enter the "sports system" in the context of initial training or profession requalification, and people already present in the system but wishing to perfect their skills (continuing education).

In the field of training, we can differentiate between the players involved in running this system: essentially, those that we qualify as political players or **decision-makers**, whether with public status (such as government or regional authority representatives) or private status (such as voluntary and commercial sector employers or social partners); we can also identify **training institutions**, which we tend to refer to as "training providers". These training institutions act in the framework of "training programmes" aimed at people seeking training.

The training courses are themselves categorised under three different types: **general courses** which aim to develop knowledge in a particular field within a framework that could be described as cultural; **pre-vocational courses** aim essentially to introduce participants in the labour sector and prepare them for entrance to vocational programmes. Successful completion of such programmes does give direct access to the job market, although the actual vocational content of these courses is generally considered to represent at least 25% of the total; **vocational courses** are designed to provide the practical skills and knowledge required to carry out a specific profession in a particular field of employment.

Another aspect relevant to supply is the level of training. There is a standard international classification of education (ISCED) which is widely used in the field of education. The European Union has a common framework for defining qualification levels, which overlaps with the international classification in a number of areas. Below, we provide a synopsis of these classifications.

**Table 1: European Union Scale of qualification(1985 revised in 2002)**

<p><u>LEVEL I</u>  <u>Attestation of competence</u>          (corresponding approximately to  <u>ISCED level 2)</u></p>	<ul style="list-style-type: none"> <li>• issued by a competent authority in the home Member State</li> <li>• on the basis of a very short training course,</li> <li>• a specific examination without prior training or</li> <li>• full-time practice of the profession in a Member State for 3 consecutive years or for an equivalent duration on a part-time basis during the previous 10 years,</li> <li>• general primary or secondary education, attesting that the holder has acquired general knowledge.</li> </ul>
<p><u>LEVEL II</u>  <u>Certificate</u>          (corresponding approximately to  <u>ISCED level 3)</u></p>	<ul style="list-style-type: none"> <li>• <u>Training at secondary level, of a professional nature or general in character.</u></li> <li>• <u>Supplemented by a professional course</u></li> </ul>

<p><u>LEVEL III</u>  <u>Diploma</u>  (corresponding approximately to  <u>ISCED Level 4)</u></p>	<ul style="list-style-type: none"> <li>• <u>training at post-secondary level and of a duration of at least one year and less than three years. It could be :</u></li> <li>• <u>a) training courses with a special structure which provide a comparable professional standard and which prepare the trainee for a comparable level of responsibilities and functions.</u></li> <li>• <u>b) regulated training which is specifically directed to the practice of a particular profession and which consists of a course of education</u> <ul style="list-style-type: none"> <li>- <u>supplemented, where appropriate, by professional training, probationary or professional practice,</u></li> <li>- <u>for which the structure and level are laid down in the legislative, regulatory or administrative provisions of the Member State in question,</u></li> <li>- <u>or which are subject to control or approval by the authority designated for that purpose</u></li> </ul> </li> </ul>
<p><u>LEVEL IV</u>  <u>“Bachelor”</u>  (corresponding approximately to  <u>ISCED level 5)</u></p>	<p><u>Course of training at higher or university level and of a duration of at least three years and less than four years.</u></p> <p><u>The following shall be treated as level-4 training:</u></p> <ul style="list-style-type: none"> <li>• <u>Regulated training which is directly aimed at the practice of a particular profession and which consist of a three year programme of post-secondary study or a part-time programme of postsecondary study of equivalent duration, carried out in a university or an institution providing an equivalent level of training, and, possibly, professional training, probationary or professional practice required in addition to the programme of postsecondary study.</u></li> <li>• <u>The structure and level of the professional training, probationary or professional practice shall be laid down in the legislative, regulatory or administrative provisions of the Member State in question</u></li> <li>• <u>or be subject to control or approval by the authority designated for that purpose.</u></li> </ul>

<u>LEVEL V</u> <u>"Master"</u> <u>(corresponding approximately to</u> <u>ISCED Level 6)</u>	<u>Training at higher education level and of a minimum duration of four years.the following shall be treated as level-5 training:</u> <u>* regulated training aimed specifically at the pursuit of a particular profession and which consist of a programme of post-secondary study of at least four years' duration or a programme of part-time post-secondary study of equivalent duration, carried out in a university or an institution providing an equivalent level of training and, possibly, professional training, probationary or professional practice required in addition to a programme of post-secondary study.</u> <ul style="list-style-type: none"> <li><u>The structure and level of the professional training, probationary or professional practice shall be laid down in the legislative, regulatory or administrative provisions of the Member State in question or be subject to supervision or approval by the authority designated for that purpose.</u></li> </ul>
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#### 2.1.4. Relations between the three systems

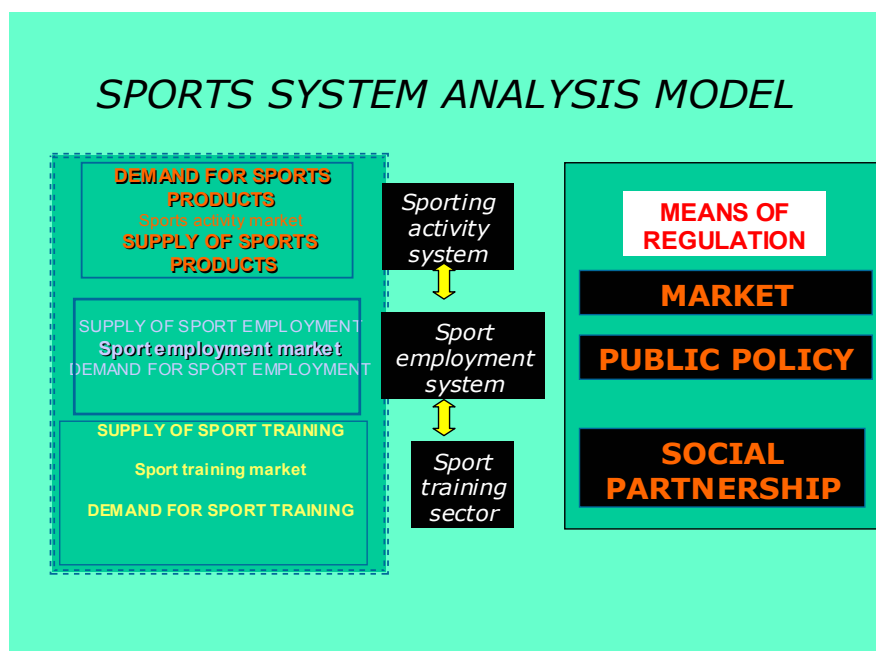
It now remains to be seen how these three systems interact with one another:

- The demand for sports services essentially depend on the tastes of the population, their interest for physical activity (lifestyle) and their ability mobilise financial resources (standard of living) and temporal resources in order to access the market supply. We will be able verify whether there is a strong relationship between living standards and the degree to which sports are practiced in the different EU member states.
- The system of employment in sport is closely linked to the system of sporting activities, firstly through the strong dependency of the "employment in sport system" on the "sporting activities system", in that employment in sport seems to depend greatly on the level of development of the "sporting activity system". The more sporting activities develop, the more jobs are created in the sector. However, although this link can be confirmed overall, we should bear in mind the possible substitutions between salaried and unpaid work.

Conversely, we can also suppose that the development of the "sporting activity system" involves the ability to mobilise qualified human resources. One of the hypotheses behind the study was that the development of sport may be hindered by a lack of trained professionals.

- In this last case, we can see the links existing between the "employment in sport system" and the "sports training system". Indeed, the presence of competent human resources requires an effective and suitable training system. Conversely, the absence or shortage of a real supply of jobs should have an impact on the training system by discouraging applicants from training for professions in the field of sport. However, experience has shown that the training system is, to a certain extent, independent from the employment system. A strong link between the two would require course applicants to be able to access reliable information on the state of the job market in the professional sector of interest to them. This situation does not seem to be the most common scenario in the field today, because data is not always available, and because training institutions are not always keen to disclose this information when they do have it.

We can represent the system as follows:



**Fig 3: Sports system analysis model**

#### 2.1.5. Relations between the three systems and the social system overall

In addition to these three systems and the relations between them, we must also consider the determining factors from the social system overall, if we want to understand the dynamics at play. For example, the dynamics of the "sports activity system" will depend greatly on the standard of living and lifestyle of the population. What resources are available for "sports consumption"? Experience seems to show that "sports consumption" increases in line with the standard of living. It also depends, at an equivalent standard of living, on "lifestyle", i.e. the relative position given to certain types of consumption over others.

The "employment in sport system" is not unrelated to other employment systems. When there is a job shortage (high unemployment), the pressure on the employment in sport market will be greater (more numerous jobseekers) than during periods of low unemployment.

However, the analysis of sports systems in terms of "markets", or the consideration of competition from alternative consumption sources is only one aspect of the "external" influences that affect these systems. Other forms of regulation influence the internal dynamic of these systems. We shall consider two examples here. Firstly, the intervention of public authorities in the regulation of one or more of these systems: defining the legitimate supply of sports activities via specific subsidies, for instance; regulating the access to the job market by imposing qualification requirements; regulating the training supply by introducing schemes for accreditation of these training courses: these are three ways for public authorities to influence the dynamics of sports systems. We can also pinpoint the influence of the social partners in the regulation processes. By recognising certain qualifications and agreeing on means of organising work, they also have an influence on the entire sports system.

To sum up, the "sports system" is not an autonomous entity without links to the society in which it develops. These links constitute a means of regulation for the sports system, which, it would seem, has three main components:

- Firstly, what we could call "market effects", i.e. all the operations in the fields of consumption or production which establish themselves between sport and all other social activities;
- The direct intervention of public authorities, government, regional or local, in the form of laws or regulations maintained by public services;
- Lastly, the intervention of "intermediary bodies", organised corporate bodies, social partners, associations for the defence of various interests.

Each social system for a particular country favours one or other of these regulation schemes, which will have a strong influence on the sports system in the country.

All these components of the sports system and the links that are built up between them or with external forces will make it possible to analyse situations in different countries and attempt to measure the effects. The method chosen for this study will be to gain an understanding of the mechanisms at work or, at least, attempt to test their relative importance for employment and vocational training in a comparative light. Despite the high number of countries studied, the number of parameters concerned mean that it will not be possible to illustrate all the potential situations.

To make it easier to compare and understand these complex systems, we have considered each of them to constitute a coherent whole, taking a particular form in each national situation. The specific histories of each of the twenty-five member states lead, as we have implied, to systems which all differ from one another. However, we can also identify similar situations and trends between certain countries, which we have called "configurations", after Norbert Elias (1970) and Henri Mintzberg (1979).



We shall try to identify the main configurations and shall take care to specify the characteristics and dynamics running through these. Similar to the Weberian method of "ideal types", the configuration approach tries both to take stock of the logical relationships which establish themselves within or between systems, and the particular history that affects these.

Lastly, we note that the choice of indicators which may express the level or form of a particular variable depends as much on the possibility of documenting it, i.e. finding data relating to it, as on its absolute relevance.

This is why we feel that the diagnosis made for each country remains somewhat hypothetical, and therefore debatable. However, it is not because some necessary information is lacking that we cannot embark on a process to assist decision-making.

## 2.2. Study organisation and procedures

In the following section, we describe the organisation and procedures implemented to conduct our study.

### 2.2.1. Organisation of work teams.

The study was conducted by a consortium of three partners:

- the company Ezus-Lyon 1, a subsidiary of the Université Claude Bernard Lyon, whose aim is to promote technology transfer and the enhancement of academic research findings and which is responsible for the administrative and financial side of the project;
- The European Network of Sport Science, Education and Employment (ENSSEE), a network which brings together over 200 training institutions specialised in the field of sport and physical education in Europe;
- The European Observatoire of Employment in sport (EOSE) which brings together the national or regional observatoires specialised in sports analysis and training-employment relations in the field of sport. EOSE also has a network of correspondents in all 25 European Union member states.

The operational organisation of the project is based on the contribution of various groups:

- An "advisory board" made up of representatives of organisations which play a key role in Europe in the field of sport, employment or vocational training. This board has the role of assisting the proceedings of the study and giving opinions and suggestions during the different stages of progress. The composition of the Board features in the first pages of the report.
- A "management group" consisting of researchers or research officers from the ENSSEE and the EOSE, whose task consists of:
  - . Devising and organising a general framework for the study

- . Producing a "methodological guide" aimed at those who will conduct the field study within the different countries,
- . Monitoring the proceedings of the work conducted in the different countries,
- . Maintaining connections with the consultative board and the commissioner of the study ("Sport unit" of the Directorate General for Education et Culture of the European Commission)
- . Planning and organising the meetings required for the study and the conference of experts,
- . Drafting an intermediary report which may serve as a basis for discussion by experts during the conference mentioned above,
- . Drafting the summary report of the study in the prescribed formats and times.

The composition of this management group is presented at the beginning of the report.

- A group of correspondents and writers of national reports made up of members and correspondents of the EOSE in the different European Union member states with the support of the ENSSEE members. Their task involves:

- . Contributing to the definition of the project methodology;
- . Adapting this methodology to the national context in which it is to be conducted;
- . Collecting and analysing the data within the defined framework.
- . Identifying experts to be interviewed and inviting them to the conference organised on their behalf;
- . Drafting a national report.

The list of national report writers and correspondents can be found at the start of the report.

- A group of national experts in the area of vocational training and employment in the field of sport, which play an important role in their countries in defining and conducting a vocational training policy in the field of sport.

The role of these experts is to contribute to the analysis of the situation of vocational training and education in the relations with employment in the field of sport in their countries, and to identify the main lines of a European policy in this subject. The list of experts is presented at the start of the report.

### 2.2.2. Study procedure

Six fields of investigation have been focused on in the national studies:

- The organisation of sports activities and sport-related activities
- Sport and sport-related employment
- Vocational education and training systems in the field of sport
- Vocational education and training policies in the field of sport
- Vocational education training institutions in the field of sport
- Vocational training programmes in the field of sport

The details of the information gathered are provided in appendix 1.

As the contract with the European Union has a term of seven months, information has been collected and processed according to the precise timeframe presented in the table below:

**Table 2: Planning of the research**

<b>Actions</b>	<b>Date/Location</b>	<b>Issue</b>
Management Group meeting 1 (with Commission)	8-9 <sup>th</sup> January Brussels	- validation of the project priorities for the Commission - discussion on organisation methodology and tools
Correspondents meeting 1	16-17 <sup>th</sup> January / Lyon (France)	- presentation of the project -decisions on organisation, methodology, tools
Management group members visits	February/March	- contacts with national correspondents (if needed)
Management group meeting 2	1 <sup>st</sup> April Loughborough	- balance of the project
Correspondents meeting 2	23 <sup>rd</sup> -24 <sup>th</sup> April/Paris	- national reports delivery
Management group Meeting 3	25 <sup>th</sup> -26 <sup>th</sup> April/Paris	- balance of the project - preparation of the interim report
Interim report	18 <sup>th</sup> May	- sending the interim report
Conference	28/29th May/Paris	- presentation of results and recommendations - discussion of results
Management group meeting 4 (with Commission)	June/Brussels (Week 25)	- preparation of the final report
Management group meeting 5	7 <sup>th</sup> -8 <sup>th</sup> July Lyon	-discussion on final report draft
Final report delivery	31 <sup>st</sup> August	- delivery of the final report

### **3. Sports systems in the twenty-five European Union member states**

As we pointed out in the previous chapter, we shall start from the premise that sporting and sport-related activities constitute, within each EU country, a "system", i.e. a set of interacting components forming a "dynamic whole" with identifiable limits. Naturally, this system is open to the entire social system in which it operates. Sport, at least within the European context, is neither a world closed in on itself, nor an insignificant, fragmented group of autonomous parts.

Our analysis shows that this premise is generally acceptable, even though the content of each national system is variable (see the notion of configurations) and centralising forces sometimes exert strong pressure.

Every system is characterised by a "culture", i.e. a set of knowledge, know-how, values, symbols and rituals shared by all its members and built through a singular history. It is also defined by institutional forms (structures) which have been set up during this history, and by the power relationships which give this structure its dynamics.

In this chapter, we shall examine all these dimensions, starting with the political, economic, social and cultural contexts surrounding the sports systems of the twenty-five member states of the European Union and the international environment peculiar to sport (the international sports system).

Then, we shall look at the major players in these sports systems and the activities that they develop. We distinguish here between that which relates to the sports sector per se, and that which, outside this sector, has a strong influence on these developments. For reasons that can be easily understood, we shall only take into account five sectors that traditionally play a key role in sports development: firstly, state, regional or local public authorities for sport; secondly, physical education at school; third, the sports media industry; fourth, construction of sports facilities; and fifth, the manufacture and distribution of sports equipment. We also point out that the nature of data available means that these sectors may be analysed in a shortened or incomplete manner.

### 3.1. National contexts of sports systems in the European Union member states

#### 3.1.1. The European Union as a socio-political and socio-economic unit

The European Union forms a socio-economic and socio-political unit built around treaties signed by the member states since the signature of the treaty of Rome in 1957.

In the context of the enlargement process underway since 1989, the European Council defined membership criteria (often referred to as the "Copenhagen criteria") which specify the "essence" of this Union:

- Stable institutions that guarantee democracy, the rule of law, human rights, respect and protection of minorities;
- A viable market economy and the ability to cope with competitive pressure and market forces within the Union;
- The ability to assume the obligations membership, particularly to subscribe to the objectives of political, economic and monetary union.

The European Constitution, undergoing ratification in the member states, represents a new phase which significantly deepens and specifies the framework of the Union. It provides, on a certain number of points that concern us, whether in terms of sport or vocational training, common elements which are likely to have an impact on the development of the situation in these fields in the years to come. In particular, article III- 182 specifies that "The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and complementing their action. It shall fully respect the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.

The Union shall contribute to the promotion of European sporting issues, given the social and educational function of sport.

Union action shall be aimed at: developing the European dimension in sport, by promoting fairness in competitions and cooperation between sporting bodies and by protecting the physical and moral integrity of sportsmen and sportswomen, especially young sportsmen and sportswomen."

### 3.1.2. Geographical, economic and cultural characteristics of the member states

The European Union, although it endeavours to remain founded upon common values and principles, does not aim to wipe out the cultural, social and institutional particularities of member states. We can even say that, through the translation of official documents and interpreting in meetings, it devotes a considerable share of its budget in order to take these into account.

- There are certain characteristics that cannot be erased without touching the very foundations of the Union, such as the size of the territory and populations of countries composing it. Bearing in mind that classification work is necessarily arbitrary, and given the thresholds and discontinuities between members of the same category, we can group the EU member states into four categories:

- **Micro states**, whose population is under 1 million inhabitants, a category consisting of three countries presented here in alphabetical order:

- Cyprus
- Luxembourg
- Malta

- **Small states** whose population is between 1.3 and 5.5 million inhabitants (eight countries):

- Denmark
- Estonia
- Finland
- Ireland
- Latvia
- Lithuania
- Slovakia
- Slovenia

- **Medium-sized states** with a population of between 8 and 17 million inhabitants (eight countries):

- Austria
- Belgium
- Greece
- Hungary
- Netherlands
- Portugal
- Czech Republic
- Sweden

- **"Large" states** whose population is between 38 and 82 million inhabitants (six countries):

- Germany
- Spain
- France
- Italy
- Poland
- United Kingdom.

**Table 3: Geographical and demographic characteristics of EU member states (source: Eurostat)**

	Surface area (Km <sup>2</sup> )	Population	Active population (Number and %)	Unemployment (%)
<b>Austria</b>	83 855	8 032 926	3 926 900 (48.8)	<b>4.5</b>
<b>Belgium</b>	30 258	10 355 844	4 379 051 (42.3)	<b>8.5</b>
<b>Cyprus</b>	9250	934 000	373 000 (39.9)	<b>4.4</b>
<b>Czech Republic</b>	78 866	10 203 269	4 852 000 (47.6)	<b>8.4</b>
<b>Denmark</b>	43 000	5 400 000	2 820 000 (52.2)	<b>5.9</b>
<b>Estonia</b>	45 227	1 351 000	664 200 (49.2)	<b>9.2</b>
<b>Finland</b>	338 458	5 181 115	2 546 661 (49.2)	<b>9.1</b>
<b>France</b>	550 000	61 740 000	27 100 000 (43.9)	<b>9.4</b>
<b>Germany</b>	356 973	82 000 000	35 500 000 (43.3)	<b>9.8</b>
<b>Greece</b>	131 957	10 939 605	4 300 000 (48.7)	<b>9.3</b>
<b>Hungary</b>	93 030	10 045 407	4 200 000 (41.8)	<b>5.9</b>
<b>Ireland</b>	70 000	3 924 140	1 641 787 (41.8)	<b>4.5</b>
<b>Italy</b>	301 328	56 650 000	26 965 400 (47.6)	<b>8.5</b>
<b>Latvia</b>	64 589	2 604 000	1 087 000 (41.7)	<b>10.7</b>
<b>Lithuania</b>	65 300	3 462 500	1 517 900 (51.2)	<b>11.5</b>
<b>Luxembourg</b>	2586	448 300	197 000 (43.9)	<b>4.2</b>
<b>Malta</b>	316	400 420	136 602 (65)	<b>9</b>
<b>Netherlands</b>	41 526	16 268 156	7 500 000 (46.2)	<b>4.7</b>
<b>Poland</b>	322 577	38 288 000	16 800 000 (43.8)	<b>18.9</b>
<b>Portugal</b>	92 391	10 800 000	5 349 000 (49.5)	<b>6.8</b>
<b>Slovakia</b>	49 034	5 379 161	2 665 837 (49.6)	<b>16.6</b>
<b>Slovenia</b>	20 273	2 000 000	1 007 000 (50.3)	<b>6.4</b>
<b>Spain</b>	505 990	41 837 894	18 242 000 (43.6)	<b>11.2</b>
<b>Sweden</b>	450 000	9 000 000	4 200 000 (46)	<b>6.3</b>
<b>United Kingdom</b>	242 514	59 232 000	28 705 000 (48.5)	<b>4.7</b>

Population size is clearly only one indicator among many that can characterise a country. We shall see that this has a particular influence on the number and complexity of vocational training schemes but, even in this area, it is not a decisive criterion to reflect on the diversity of situations that we observe.

- Indeed, as well as population size, standard of living can also have a major influence on the development of sports activities. Calculated according to gross domestic product per inhabitant, the differences between the European Union member states are considerable (Table 4) but display an almost linear continuum (Fig. 4)

**Table 4: Gross domestic product/inhabitant (SPA EU-25=100 ; EU-25=10 035 E) source:**

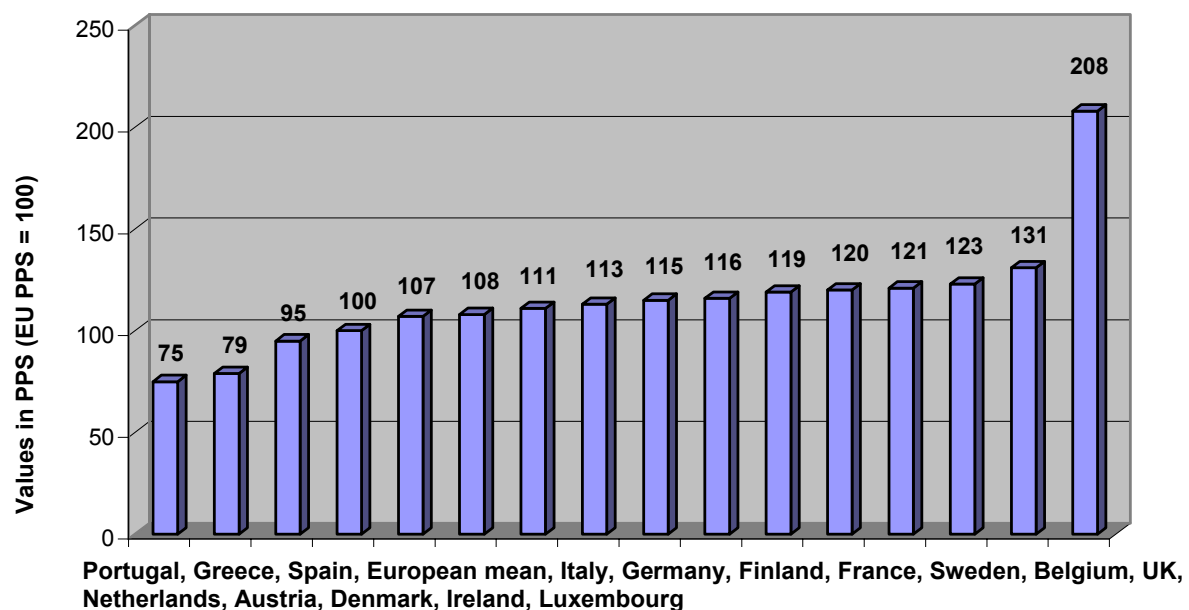
**Eurostat**

<b>Country</b>	<b>Gross domestic product / inhabitant (SPA EU-25=100) EU-25 = 10 035€</b>
<b>Austria</b>	121
<b>Belgium</b>	116
<b>Cyprus</b>	83
<b>Czech Republic</b>	69
<b>Denmark</b>	123
<b>Estonia</b>	48
<b>Finland</b>	111
<b>France</b>	113
<b>Germany</b>	108
<b>Greece</b>	79
<b>Hungary</b>	69
<b>Ireland</b>	131
<b>Italy</b>	107
<b>Latvia</b>	42
<b>Lithuania</b>	46
<b>Luxembourg</b>	208
<b>Malta</b>	73
<b>Netherlands</b>	120
<b>Poland</b>	46
<b>Portugal</b>	75
<b>Slovakia</b>	51
<b>Slovenia</b>	77
<b>Spain</b>	95
<b>Sweden</b>	115
<b>United Kingdom</b>	119



**Fig 4: GDP per inhabitant in the EU member states**

Gross domestic product per inhabitant (GDP)



- It is also important to look at the issue of the political structure in the different countries. In this field, the dimension that will play an essential role in the organisation of sport is the degree of "federalism" present in these countries: here we can contrast highly federalised countries such as Belgium, Spain, the UK and Germany, and highly centralised countries like France or Poland. Although the field of sport – particularly championship sport – is one of those fields that resists federalisation most strongly, as the international sports regulations impose a state-based representation, a high number of questions directly concerning or indirectly affecting sport management (such as the construction of sports facilities or regulations affecting vocational training in the field of sport), will relate to texts drawn up at the level of each "community". The very existence of a national sports system can be challenged in some countries, such as Belgium. However, to the issue of federalism we must add the wider issue of political and administrative decentralisation. Some states give local authorities a strong capacity for initiative and extensive management autonomy, while others exert strong centralised power. This is also noticeable in the way that relations are built between public authorities and other players in the sport sector.

This initial, very general approach to the different European Union member states, in terms of surface area, population or even standard of living, aims more to facilitate comparisons between countries with similar characteristics than to provide an explanatory framework. Even though these dimensions should be taken into account, we believe that other aspects play a more important role in building national particularities.

## 3.2. The historical foundations of modern sport in Europe

### 3.2.1. The original components of modern sport

- What is modern sport? Most historians agree that modern sport was born in the United Kingdom in the mid 19th century (P. MacIntosh, 1963).

By and large, we can consider that it is the product of "pedagogical treatment" of traditional, popular games, i.e. their transformation into an instrument of education within English schools. The dissemination of sports outside the United Kingdom was due both to the country's economic influence – it was the biggest industrial power at the time – and its political influence, particularly within the Commonwealth.

In fact, the transformation of traditional popular games into sports, a process which is sometimes known as "sportisation", applied throughout the 19th and 20th centuries to other traditional physical activities. It involved the formalisation of structures organising competitions according to written, universal rules and according to a specific calendar. The dissemination of "English sports" and the "sportisation" of physical activities affected all the European countries by the end of the 19th century and throughout the first half of the 20th century, at speeds and in ways specific to each particular country. However, the success of the voluntary sports movement, sustained in particular by major international sporting events, gradually attracted a variety of physical activities that were originally disparate, such as gymnastics, for example. Today, "sport" has become a generic term designating almost the entire range of contemporary physical culture. We have even seen choreographers and dancers defending the sporting aspects of their art!

What are the main components at the origin of this polymorphic entity?

- The first component, which we have already mentioned, consists of traditional popular games. These constitute the "raw material" at the origin of modern sports, which were constructed by applying a specific temporal, organisational and spatial format to some of these games. Traditional popular games, present in all western societies, constitute the secular form of ancient religious rituals, like the famous Greek Olympic Games.

They are generally associated with festivities and the celebration of local communities' identities. They operate as "institutional rituals" for young men, pitting "single men" against "married men", or the youths from two different neighbourhoods.

These games, which take place in public places – village squares, common land, river, etc. – are not governed by written rules and are subject to innumerable variants from one place to the next. The games, removed from their context and imported by the children of the gentry into English schools, will be transformed in their form and function to become a means of education, and the forerunners of modern sport.

However, the games also underwent other transformations, particularly with the gradual emergence in the 19th century of "professionalised" forms of some of these games, i.e. their development to serve a "craft" of entertainment relying largely on a gambling economy. A similar movement also appeared among the first sports created in English schools. This gave rise to professional sport, which was from the outset confronted by opposition of amateur sport supporters. The spectacular reconciliation between these forms of sport that we have witnessed over the last twenty years, and the voluntary sports movement's attempt to exert its control over the lot, might be symbolised by the presence of professional American basketball players (the "Dream Team") at the Barcelona Olympics in 1992.

- A second component of modern sport results from what we call "academic arts", particularly the activities that were practiced by young aristocrats in preparation for war. Fencing and riding are emblematic of these "academic arts", which also underwent gradual "sportisation" throughout the 20<sup>th</sup> century.

- However, if we analyse the development of contemporary sport, the most significant components are probably "gymnastics". Here, we refer in particular to two currents which have played a structural role in the physical culture of all the European Union member states: "German gymnastics" as devised in the early 19th century and formalised by certain key figures such as L. Jahn, and "Swedish gymnastics", also formalised in the early 19<sup>th</sup> century by Ling. We find national versions of these movements in almost all European countries. These forms of gymnastics, whether citizen or health-oriented, also underwent a gradual process of integration in the 20<sup>th</sup> (the "Sokols" movement in the Czech Republic, for instance). They also lie at the root of the modern forms of physical activity that are particularly developed in the commercial sector today, namely "fitness" activities.

- We should also note all the movements that have promoted outdoor activities. The gymnastics that we have just mentioned have a strong link with nature and the outdoors.

Many of the activities from this movement are important components in the field of physical and sporting activity today, regardless of whether they have undergone a significant "sportisation" process. The end of the 19th century also saw the emergence of more individual, nature-oriented forms, of which mountaineering is a key example. Other outdoor activities also gradually emerged in the leisure and sporting fields, increasingly oriented towards technology, such as sailing or cycling.

### 3.2.2. National "physical cultures"

All of these components and their original components form particular national "physical cultures" that we can organise loosely into the four following areas:

- A "Nordic physical culture" with a strong health and voluntary aspect, expressed by a strong relationship with nature, found predominantly in Scandinavian countries;
- A "British physical culture" essentially based on sports and competition in the context of associations, present throughout Europe, but particularly predominant in the British Isles and the Netherlands;
- A "Germanic physical culture", descending from the "Turnen" tradition, anchored strongly within the community (local communities) and sometimes having links with national affirmation, found in almost all central European countries.
- A "Mediterranean physical culture" which conserves collective ceremonies celebrating the physical body, represented in contemporary events where sport serves as entertainment, and particularly found around the Mediterranean.

This schema is fairly rough and therefore debatable as such; however, it is designed to encourage reflection from those who think that sporting universalism has wiped out all types of national physical culture in Europe. The aim is not to minimise the fundamental role and dominant place occupied by the federated voluntary sports movement within the contemporary organisation of sport.

### 3.2.3. The birth and development of the international sporting movement

One of the essential characteristics of modern sport is that it gave rise to a high number of international non-governmental organisations (NGOs), highly inter-coordinated, with an emblematic representation held by the International Olympic Committee (IOC) responsible for the organisation of the modern Olympic Games. This "worldwide sports system" creates a general network of sporting activities throughout the world, and exerts very strong protection over it.

- Firstly, it covers the organisation of each sporting discipline in a "vertical" manner. This is the role of international sports federations that draw up the regulations for each discipline, with the support of their continental and national representatives, and ensure they are enforced for all sportspeople. In addition to the regulation of activities per se, there is a whole network of relations between the sportspeople themselves, between sportspeople and their managers, between the managers and the different levels that have been established. There are also rules of conduct that affect the behaviour of each sportsperson. This is how "sports law" grew up, which is imposed on all those who want to participate, at local or international level, in the "great celebration of sport".

- However, in addition to the global unification of the disciplines that make up sport, the greatest success of the federated voluntary sports movement is without doubt the coordination of the activity of all the federations. The organisation of the Olympic Games, like that of the Continental Games, is thus a considerable feat, the result of the vision of a handful of Utopians under the leadership of Baron Pierre de Coubertin. The existence of national Olympic Committees, National Sports Confederations or regional keystone sports organisations able to represent the entire sporting movement to the public authorities, hint at the efforts that had to be deployed to coordinate sporting activities, from the local to international levels.

- There is another, significant side to these successful coordination activities: dependent on specialised, standardised and increasingly sophisticated facilities, sports federations have managed to oblige local public authorities (who are generally responsible for funding, designing, building and maintaining these facilities) to comply with standards drawn up internationally and subject to regular revisions. The federated voluntary sports movement has also imposed itself as a key liaison for national public authorities and has got them to recognise their mission as a matter of general interest.

Nonetheless, like any non-governmental organisation that depends heavily on public funding, the federated voluntary sports movement can be subject to pressure from the public authorities. In the recent history of Europe in the 20th century, this pressure has gone as far as the actual instrumentalisation of sport by States in order to serve causes that were totally foreign to them.

#### 3.2.4. Political uses of sport in 20th century Europe

- The totalitarian movements that spread across Europe in the first half of the 20th Century and were expressed in different ways almost until the end, saw sport as an excellent means of mobilising the youth in each country and promoting their regimes to the outside world.

This was the case for fascism in Italy and Nazism in Germany (less for the Salazarist regime in Portugal and even for Francoism in Spain) which created a veritable State Sport to serve their regimes. It was also the case in all the central and eastern European countries that were under the control of the Soviet Union. In these countries, sport became a real showcase for socialist society, and the sportspeople's results were a means to demonstrate the superiority of these regimes.

In a democratic context, authorities have also chosen to invest in sport, acting out of national interest. The example of France under De Gaulle, developing sport in the 60s with considerable contribution from public, financial and human resources, has led certain European analysts of the sporting movement to consider that its sports system was a hybrid of the western European and central and eastern European systems (Pescante 1990).

- After the changes that led to the abrupt or more gradual disappearance of the totalitarian regimes mentioned above, the national sports systems that were rebuilt generally bear the marks of this painful history. The case of reunified Germany is particularly instructive. For those in charge of German sport today, the sporting movement's autonomy from the State is an intangible, fundamental principle, even when the State is democratic. The experience of Nazi Germany, just like that of the Democratic Republic of Germany, are examples of the catastrophes that State instrumentalisation of sport can lead to. The central and eastern European countries are today still rebuilding their national sports systems; the process is accompanied by a deep crisis when it becomes necessary to reactivate a network of associations denied the public backing that they used to receive.

- To conclude, in addition to the history of "national physical cultures" that grew up from the end of the 19th century onwards, it is also important to consider the impact of Europe's political history on the countries composing it, in order to understand the dynamics at play in their national sports systems. Before looking more closely at the effects of this dynamic on the configuration offered by these systems today, we must identify the key characteristics of the national sports systems in Europe.

### 3.3. The key characteristics of national sports systems in Europe

#### 3.3.1. The economic impact of sport

Sport is an activity which, as we have just seen, is both sustained by one particular sector and fuelled by many others. Since the mid 80's, economists have attempted to assess the "economic impact" of sport in all our economies. This assessment is often difficult to carry out, and the bases for calculation are not always comparable. The most systematic work was conducted by Wladimir Andreff in the early 90's. Since then, other work has been carried out a national scale. Despite the considerable differences between countries, and some surprising figures, we can estimate that sport represents an average of 1.6% of gross domestic product in the European Union member states, and probably over 2.5% in some of them.

**Table 5: Percentage of GDP devoted to sport in the EU member states**

Country	Percentage of GDP devoted to sport	Sources
Austria	2.7%	Gerhartl (2003)
Belgium	1.4% (Flanders only)	Jones (1989)
Finland	0.57%	Andreff (1992)
France	1.7%	YSM (2001)
Germany	1.4%	Meyer and Ahlert (1998)
Greece	1.7%	Economic Impact of Sport in Greece (2002)
Hungary	0.32%	Nagy (2002)
Italy	2.5%	NOMISMA (2001)
Netherlands	1.8%	Jones (1989)
Poland	0.6%	Zysko (2002)
Slovenia	2.41%	Institute of Republic of Slovenia (SPIC, 2003)
United Kingdom	1.5%	Sport England / Cambridge Econometrics (2001)

### 3.3.2. Sports participation

One of the clearest reflections of sporting activity is the participation in sports by the European population. This participation, in all its forms, developed greatly in the last third of the 20th century, involving an increasing wide cross-section of participants.

The comparison of levels of sporting participation between EU member states and their development is clearly an important factor for evaluating the effects of sporting policies. A European network of sports statisticians, COMPASS, works to produce tools to enable international comparability of data on this subject. Furthermore, a recent study carried out in the context of the "Eurobarometer" by market research institutes gives us the widest basis for comparison currently available. Overall, it confirms the data from the COMPASS surveys. Unfortunately, these studies are restricted to the "Europe of fifteen", plus the Czech Republic which is involved in the COMPASS scheme.

The available data shows a three-speed Europe: a very sporty Scandinavian Europe, an un-sporty Mediterranean Europe, and a median Europe with median levels of participation (Table 6 and Fig. 5).

**TABLE 6: Level of regular participation in sport among adults over 16  
(At least once a week)**

Country	Regular participation in sport at least once a week (percentage of people)	Country	Regular participation in sport at least once a week (percentage of people)
Finland	70%	Austria*	34%*
Sweden	70%	Belgium	33%
Denmark	53%	Germany	32%
Ireland	47%	France	32%
Netherlands	43%	Spain	32%
United Kingdom	42%	Italy	31%
Luxembourg	39%	Portugal	22%
European average	35%	Greece	19%

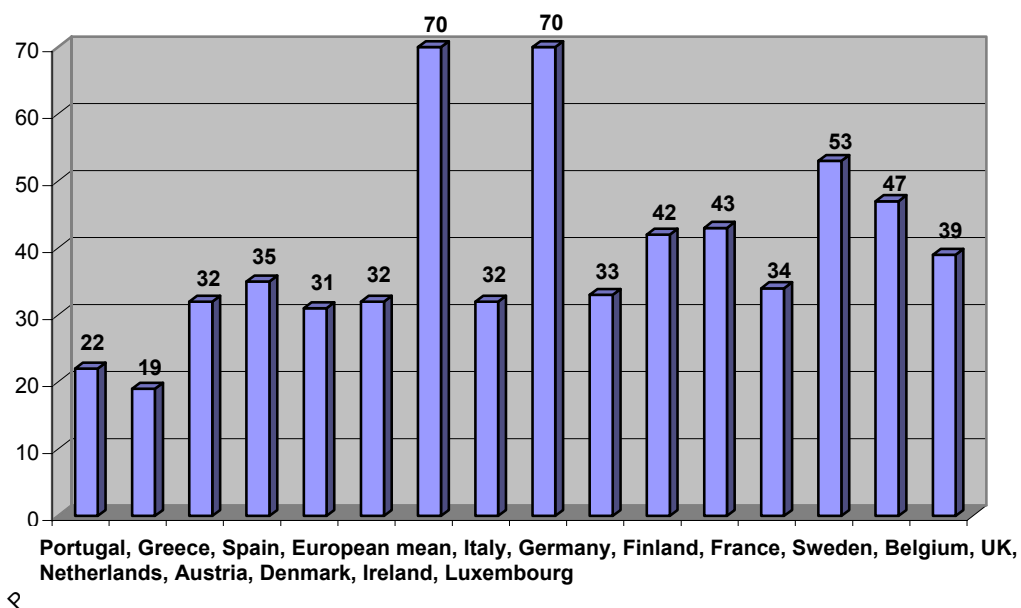
Source: Eurobarometer November 2003

\* The Austrian Institute of Statistics (1998) announces a figure of 49.15%

When we compare these participation levels with the GDP per inhabitant (Fig 5) to test the oft-cited hypothesis of a strong correlation between living standards and level of participation, we can see that the participation level in Scandinavian countries does not fit this parallel, which is fairly well established elsewhere in the data. It is therefore likely that there is a "Scandinavian sports model" maintained by a significant cultural component.

Conversely, in Mediterranean countries whose populations are much less sporty, sport as entertainment seems to occupy a far greater position than in northern countries. We do not however support the idea of an opposition between sports participation and sport as entertainment.

**Fig 5: Level of regular participation in 15 EU member states classified by GDP in ascending order**



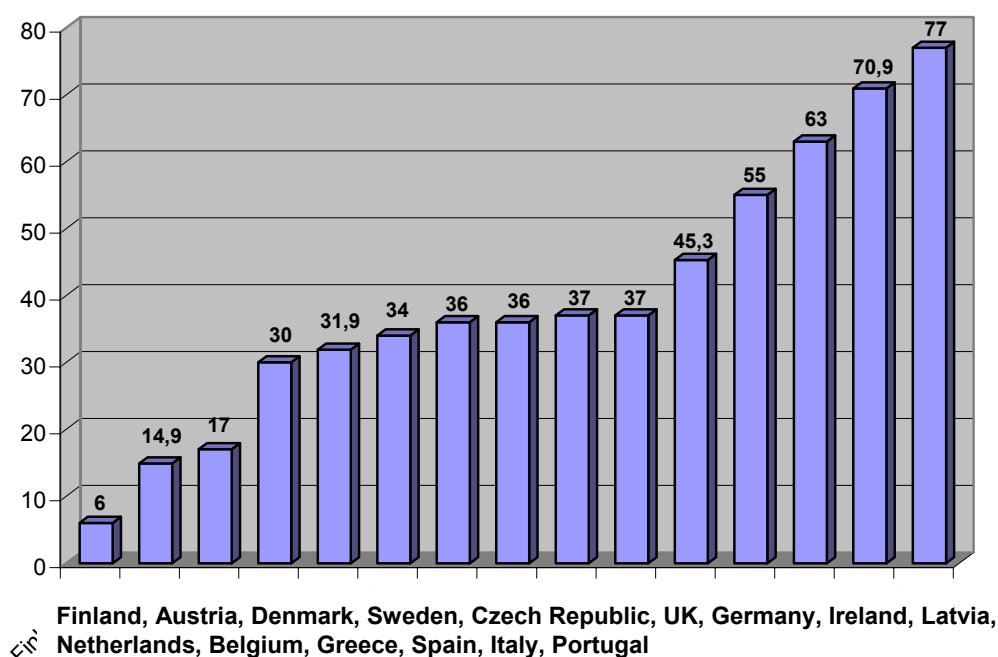


Another way to measure participation is to measure the level of "non-participants". The sources and methods vary, and the results obtained can be somewhat approximative, but they do confirm the previous conclusions overall.

**Table 7: Percentage of population not participating in any sport**

	NO PARTICIPATION IN SPORT (%)	SOURCES
Austria	14,9	Austrian Institute of Statistics (1998)
Belgium	45.3	APS Survey (2003)
Czech Republic	31.9	Medekova (1998)
Denmark	17	Larsen (2003)
Finland	6	National Sport Survey (2001)
France	17	INSEP and MJS survey (2000)
Germany	36	Allensbacher Institute (2000)
Greece	55	Eurobarometer (2000)
Ireland	36	Compass (2000)
Italy	38.4	ISTAT (2000)
Latvia	37	Central Department of Statistics (2002)
Netherlands	37	Compass (2000)
Poland	46.9	GUS (2000)
Portugal	77	Compass (2000)
Slovakia	22.4	Medekova (1998)
Spain	69	Compass (2000)
Sweden	30	Compass (2000)
United Kingdom	34	Compass (2000)

**Fig. 6: Percentage of population not participating in any sport**



Given the European Union's concern for gender equality, it was important to measure the effects of gender on the level of participation in sport. We obtain a geographical breakdown similar to that observed previously: Scandinavian Europe where women's participation is higher than men's, southern countries where women's participation is significantly lower than men's.

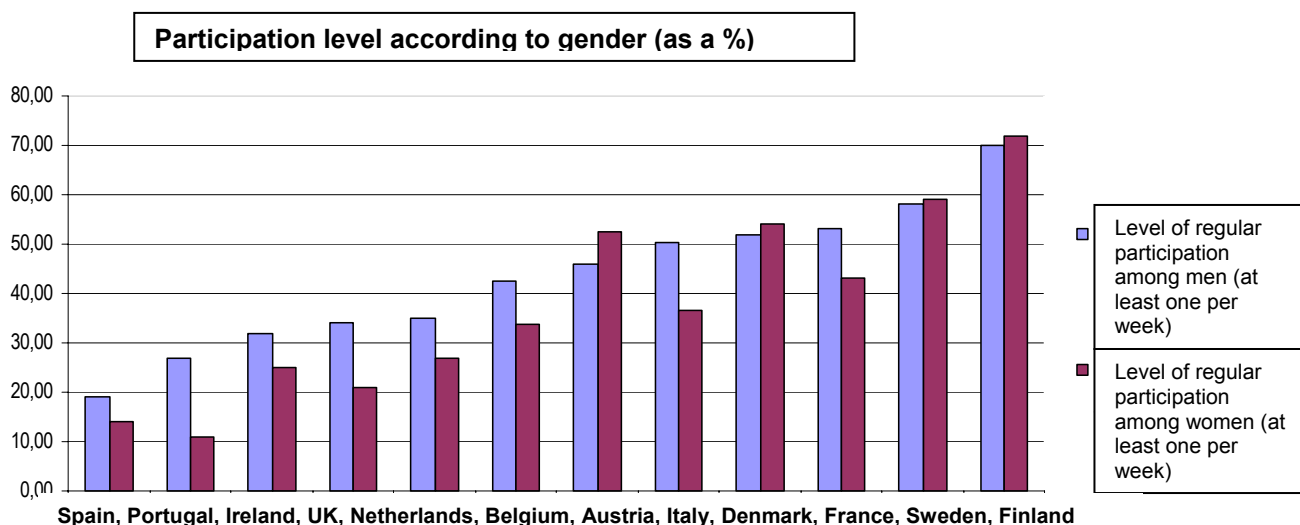
**Table 8: Level of participation in sport according to gender (as a%)**

	Level of regular participation for men (at least once a week)	Level of regular participation for women (at least once a week)	SOURCES
Austria	45.9	52.6	Austrian Institute of Statistics (1998)
Belgium	42.4	33.9	APS Survey (2003)
Czech Republic	66.7*	58.6*	Compass (2000)
Denmark	52	54	Larsen (2003)
Finland	70	72	Compass (2000)
France	53	43	INSEP and MJS survey (2000)
Ireland	32	25	Department Education and Health
Italy	37.8	22.7	ISTAT (2000)
Netherlands	35	27	Compass (2000)
Portugal	27	11	IHDPP (1998)
Spain	19	14	Compass (2000)
Sweden	58	59	Institute Statistics Sweden
United Kingdom	34	21	General Household Survey

*The results show differences with the Eurobarometer. We used these results in order to show the differences in regular sports participation between men and women.*

*\* Children under the age of 9 are not included in the data.*

*Data not available: Germany, Cyprus, Estonia, Greece, Hungary, Latvia, Lithuania, Luxembourg, Malta, Poland, Slovenia, Slovakia.*



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### 3.3.3. Components of the sports sector in Europe

Having examined the sports sector overall, we now look at the components of the system.

The sports sector is made up of several segments organised around the production of differentiated services:

- **professional sport or sport as entertainment** is a form of activity which has developed a great deal over the past twenty years. The media are undoubtedly largely responsible for this development. Sport for them has become a "loss leader" which has now become indispensable to them. The importance of this activity can be measured by observing the number of spectators or television viewers it draws in the various European Union Member States. The surveys converge to show that over 70% of the population attended a sports event live or watched it on television in the last quarter<sup>4</sup>. The scale of broadcasting rights is a second interesting indicator. These double in volume every 5 years<sup>5</sup>. These transformations are reflected in changes in the organisations which run or arrange sports events for entertainment. The sports entertainment enterprises are becoming increasingly commercial and appear less and less in associative form. The trend is more towards their integration in international financial groups.
- **"Championship sport"** corresponds to the tradition of the associative sports movement. The diversification of the forms of sport makes it difficult to measure. It is based mainly on the activities of over 700 000 sports clubs.

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<sup>4</sup> Data for the Netherlands, France, Italy, Austria

<sup>5</sup> Andreff W. (1997), Economie du sport, P.U.F.

**Table 9: Number of voluntary sports clubs in EU member states**

COUNTRY	Number of federated sports club associations	SOURCES
Austria	12 300	Austrian Institute of Statistics (1998)
Belgium	30 000	APS Survey (2003)
Czech Republic	20 000	Compass (2000)
Denmark	1 5000	Larsen (2003)
Estonia	1 900	
Finland	7 800	Compass (2000)
France	170 000	Ministry of Sport (2003)
Germany	87 000	Veltins Study (2001)
Greece	12 320	Economic Impact of Sport in Greece (2002)
Hungary	5 385	National Sport Information System (2004)
Ireland	3 000	Compass (2000)
Italy	90 000 (CONI 73 050)	Compass (2000)
Latvia	1 332	Latvian Sport Federations Council (2002)
Lithuania	1 375	Statistics Department Lithuania
Luxembourg	1 541	Ministry of Sport
Malta	405	National Statistics Office (2004)
Netherlands	28 900	Compass (2000)
Poland	14 330 (4 336 competitive)	Statistical Office (2004)
Portugal	9 722	Compass (2000)
Slovakia	4 504	
Slovenia	4 779	Institute Republic Slovenia Sport (2002)
Spain	57 528	Compass (2000)
Sweden	22 000	National Statistics Office (2000)
United Kingdom	106 400	General Household Survey ONS (2000)
<b>TOTAL</b>	<b><u>694 021</u></b>	

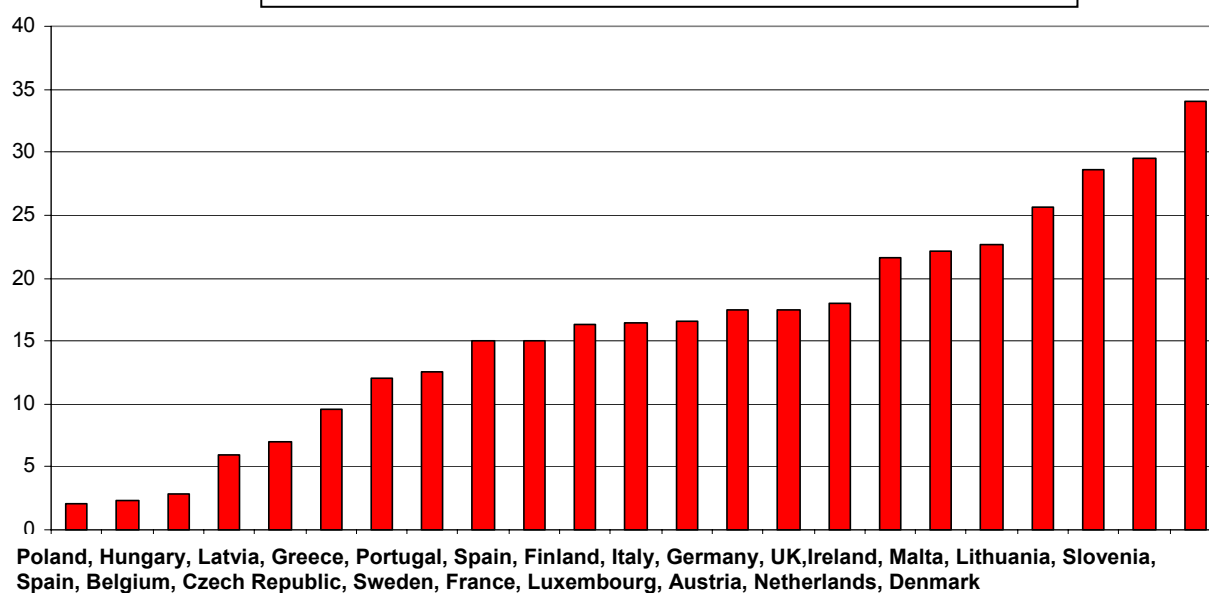
We note major differences between countries, and the number of clubs should also be compared with the size of these sports clubs, with all other aspects equal.

These clubs involve around 15 to 20% of the population with some major variations between countries. (Table 10 and Fig 8)

**Table 10: Percentage of the population participating in a sport in a voluntary sports club**

Country	Sports participation in clubs (% of population)	SOURCES
Austria	28.6	Austrian Institute of Statistics (1998)
Belgium	18	APS Survey (2003)
Czech Republic	21.6	Compass (2000)
Denmark	34	Larsen (2003)
Estonia	N/d	
Finland	12	Compass (2000)
France	22.6	Ministry of Sport (2003)
Germany	15	Veltins Study (2001)
Greece	5.9	Economic Impact of Sport in Greece (2002)
Hungary	2.27	National Sport Information System (2004)
Ireland	16.3	Compass (2000)
Italy	12.5	Compass (2000)
Latvia	2.84	Latvian Sport Federations Council (2002)
Lithuania	16.6	Statistics Department Lithuania
Luxembourg	25.6	Ministry of Sport
Malta	16.5	National Statistics Office (2004)
Netherlands	29.5	Compass (2000)
Poland	2.04	Statistical Office (2004)
Portugal	7	Compass (2000)
Slovakia	N/d	
Slovenia	17.5	Institute Republic Slovenia Sport (2002)
Spain	17.5	Compass (2000)
Sweden	22.2	National Statistics Office (2000)
United Kingdom	15	General Household Survey ONS (2000)

**ORGANISED SPORTS PARTICIPATION IN CLUBS (as a %)**



- However, the current Compass project provides us with some indication of the proportion of **competitive participation** within this overall participation in sports clubs. In the countries for which data is available, the average is around 8% (table 11) with substantial differences between countries (4% in Spain and Italy and nearly 17% in the Netherlands). Insofar as it is possible to draw conclusions regarding the developments of this type of participation from the data on sports federation licence holders, it seems that since 1990 there has been stagnation in numbers, or even a reduction in some countries. In the entire European Union, football is the activity most commonly played at competitive level with nearly 20% of the total.

**Table 11: Competitive sportspeople**

Pays	Intensive and competitive, organised (>120 h per year)	Source	Regular, competitive and/or organised (60-120 h per year)	Source
Spain	2.7%	Compass 2000	0.9	Compass 2000
Finland	5.0	Compass 2001	2.0	Compass 2001
Italy	2.6	Compass 2000	4.3	Compass 2000
Netherlands	11.0	Compass 2000	15.0	Compass 2000
Portugal	3.0	Compass 1998	3.0	Compass 1998
Czech Republic	8.4	Compass 1999	5.2	Compass 1999
United Kingdom	5.0	Compass 1996	4.0	Compass 1996
Sweden	12.0	Compass 1998	5.0	Compass 1998
Denmark	Overall competitive participation 14% (Larsen 1998)			
France	Organised competitive participation 12% (MJS 2000)			
Poland	2.0% of total population			
Slovenia	3.9% of total population			

*Percentage of population aged 15- 74 participating in competitive sport intensively (over 120 h per year)*

*Countries for which no data was available: Germany, Austria, Belgium, Cyprus, Estonia, Greece, Hungary, Latvia, Lithuania, Luxembourg, Malta, Ireland, Slovakia.*

-“**Leisure sports** is a group of activities which take place partly in associations or commercial companies but also without any supervision outdoors or in facilities open to the general public. Intensive, regular and occasional forms of practice combined, nearly one European in two participates in this activity. The most popular sports disciplines are swimming, rambling, cycling, gymnastics or fitness and jogging. Here too, the effects are to be seen of cultural differences and the environment of the different countries on this choice of disciplines, although there are a certain number of constants. The moderate growth observed in all the countries of the European Union is accompanied by the same fundamental trends: a marked tendency towards individualisation or personalisation of the activities and the way people engage in them; a tendency towards relocating traditional urban sporting practices ("ecologisation"); a tendency towards using state-of-the-art sports equipment; a tendency towards combining different activities according to a hybridisation process<sup>6</sup>.

<sup>6</sup> J.P. Clement, J. Defrance, C. Pociello (1994), Sport et pouvoirs au XXème siècle, P.U.G.

Nevertheless, it appears that there are several models: a Scandinavian model with a very high number of regular participants (2/3 of the population); an Anglo-Saxon model, with which France must be associated, with about 1/3 regular participants; a Mediterranean model with a relatively low participation rate (less than a third of the population) and barely 15% regular participants <sup>7</sup>.

However, we do seem to be confronted by several models: a Scandinavian model with a very high number of regular participants (2/3 of the population); a British model to which we can add France with around 1/3 of the population participating regularly; a Mediterranean model with a relatively low level of participation (less than a third of the population) and barely 15% participating regularly.

**Table 12: Participation in leisure sports (%) Compass 1998**

	Portugal	Spain	Finland	Ireland	Italy	Netherlands	United Kingdom
<b>Intensive</b>	8	7	32.3	10.8	3.1	7.9	12.6
<b>Regular</b>	3	4	27.7	3.3	3.4	5.7	5.7
<b>Irregular</b>	4	10	6	15.2	7.9	24.7	18.6
<b>Occasional</b>	1	6	2.4	20.9	4.9	6.2	20.4
<b>Total</b>	16	27	68.4	50.2	19.3	44.5	57.3

Sources: Compass project 1998

- ♦ **"Social sport"** corresponds to the use of sport by populations with special difficulties: the elderly, disabled, socially excluded, ethnic minorities. This category, which has both social integration and health-related goals, is better identified within the British and Scandinavian context, where there is no reluctance to deal specifically with particular target populations, than in the rest of Europe. The role given to sport for social integration purposes could help to boost these activities. On the European scale, we have very little information on this area of sport, which borders on social work and therapy.

#### 3.3.4. Sport-related activities in Europe

While it is difficult to assess the activities coming under the "sports sector" proper, assessing the volume and form of the activities in relation to sport (sports-related sectors) is even more problematic. In fact, the systematic inventory of the activities concerned carried out in the context of a satellite European classification system by the OEEs<sup>8</sup> shows that sport affects nearly all the main sectors of the official classification system (NACE) without it being possible to isolate them in the context of the statistical information available.

<sup>7</sup> J.P. Clement, J. Defrance, C. Pociello (1994), *Sport et pouvoirs au Xxème siècle*, P.U.G.

<sup>8</sup> For EUROSTAT

We shall confine ourselves here to presenting the most significant groups by the volume of activity they represent (or by the prospects they offer in this field).

- ◆ A first group comprises **the enterprises specialised in the construction of sports facilities, stadiums, gymnasiums, swimming pools, golf links**, etc.<sup>9</sup> The specialised enterprises only corner a small proportion of the market even though, increasingly, the large building and public works firms, which have the lion's share, incorporate specialised teams (including consultancy bureaux and architects). This market, which developed considerably in the 1960s along with the growth in the practice of sporting activities, was essentially dependent at this time on public procurement. Even though this still remains dominant in the majority of the European Union Member States (table 4), it is increasingly giving way to private operators. The standardisation of equipment meeting the norms of the sports federations is being replaced by a movement of diversification of this equipment integrating the expectations of leisure sports and sports entertainment. In so far as almost all forms of sporting activities presuppose premises which have been constructed or adapted for this purpose,<sup>10</sup> the renovation and creation of sports facilities and areas is one of the keys to the development of sport.
- ◆ A second group brings together **the manufacturers of sports equipment and goods and the distribution firms** associated with them.<sup>11</sup> Even though it includes few large enterprises, this market is extremely competitive and totally internationalised (at least as regards manufacture). It is also going through a traditional concentration process in all the markets which have reached maturity. It often calls on the latest technology and its development, increasingly in terms of quality, depends on the development of "self-service" behaviour among sportsmen,<sup>12</sup> i.e. the use of equipment which partly replaces human supervision. The data available on certain specific products (sports footwear, skis, etc.) show a moderate growth in this economic sector with a decline in the industries subject to competition from Asia.
- ◆ A third group of activities is that of **the specialised media** (audio-visual -92- and written press -22-). This is a field which is expanding rapidly, as regards both television and the production of specialised magazines which support the activity of sportsmen (over a thousand titles). If this is combined with the entire sector of publishing and production of audio-visual educational material, this group too should experience strong growth in the coming years.

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<sup>9</sup> NACE code 45

<sup>10</sup> Even where these are merely waymarks or rudimentary adaptations

<sup>11</sup> This is a very varied group ranging from the manufacture of means of transport for sporting activities (boats, cycles, cars, etc.) to clothing and footwear via the sports goods proper (skis, balls, etc.) and sports equipment (body-building equipment). These activities are divided between NACE codes 18, 19, 34, 35, 36, 50, 51, 52.

<sup>12</sup> In the growing process of "instrumentation" of sporting activities, instruments for control of activity are developing which are being paid increasing attention by the general public (e.g.: sporttester)



- ◆ We must also present the **education and training sector**, which includes physical education at school, at all levels of training and in all types of establishments, and the training of future professionals in the universities or public or private institutes. As regards training, it can be estimated that the number of institutes and universities exceeds 500 within the European Union (employing over 15 000 people) and that they receive over 200 000 people annually as students or professionals receiving ongoing training.
- ◆ Mention must also be made of **the activities of the public sports authorities**. Whether these come under the central government or local or regional authorities, they represent a group which has developed to very varying extents in the different European Union Member States. It is hardly surprising to see that, depending on whether the national traditions are “interventionist” or “liberal”, the public services provided by central government are developing to a greater or lesser extent. France is the country with by far the largest number of government officials within its Ministry of Youth and Sports (table 5). On the other hand, at local or regional authority level, the differences in situation are not so marked. However, it is a sector which is tending to decline almost everywhere.

**Table 13: Civil service in relation to sport in Europe.**

Country	Number of staff at ministries of sport or public agencies responsible for sport	Local authority staff
France	5668	48 815
Germany	110	12 000
Greece	501	
Hungary	297	400
Italy	2500	30 000
Lithuania	637 (overall total)	
Luxembourg	57	208
Poland	961	9612
United Kingdom	750	40000

Sources: national data

- ◆ To conclude, mention is made of the **health sector** and its “enterprises” specialised in sport, whether these are hospitals or sports medical services, physiotherapy practices, rehabilitation centres, etc.

### 3.4. The configurations of national sports systems in Europe

We have already considered both the aspects shared by all European societies as regards sport, and the cultural and political specifics that give each country its own identity. Here, we would like to pursue the analysis of the "configurations" taken by national sports systems today. As we mentioned in the previous chapter, these configurations refer to a set of interacting elements in a relatively sustainable format. Identifying configurations means pinpointing entities with a comparable overall consistency. It also means pinpointing changeable units, affected both by an internal dynamic and undergoing influences from the environment in which they evolve.

A first insight into the configuration of national sports systems is given by the inclusion of sport in the governmental system. This involves identifying its visibility (Ministry with the word sport in its title, or more discreet presence) and its "areas of attachment". Without placing too great an emphasis on situations that can change very quickly, it does seem worth positioning the governmental background:

**Table 14: Ministries in charge of sport in the 25 European Union member states (2003-2004)**

<b>COUNTRIES</b>	<b>Ministries in charge of sport</b>
<b>Austria</b>	Federal chancellory - (Secretariat for Sport) ( <i>Bundeskanzleramt – Staatsekretariat fuer Sport</i> )
<b>Belgium</b>	Ministry of Sports (Flemish, Walloon and for the German community) ( <i>Vlaams minister van Cultuur, Jeugd, Sport ;Ministère de la Fonction publique et des Sports, Minister für Kultur und Medien, Denkmalschutz, Jugend und Sport</i> )
<b>Cyprus</b>	Ministry of Culture and Education ( <b>Υπουργείο Παιδείας και Πολιτισμού</b> )
<b>Czech Republic</b>	Ministry of Education, Youth and Sport ( <i>Ministryně školství, mládeže a tělovýchovy</i> )
<b>Denmark</b>	Ministry of Culture ( <i>Kulturminister</i> )
<b>Estonia</b>	Ministry of Culture ( <i>Kultuuriminister</i> )
<b>Finland</b>	Ministry of Education ( <i>Opetusministerjo</i> )
<b>France</b>	Ministry of Youth, Sport and Associations ( <i>Ministère de la Jeunesse, des Sports et de la Vie associative</i> )
<b>Germany</b>	Ministry of the Interior ( <i>Bundesministerium des Innern</i> )
<b>Greece</b>	Ministry of Culture ( <b>Υπουργείο Πολιτισμού</b> )
<b>Hungary</b>	Ministry of Childhood, Youth and Sport ( <i>Gyermek, Ifjúsági és sportminiszterium</i> )
<b>Ireland</b>	Department of Art, Sport and Tourism
<b>Italy</b>	Ministry of Culture ( <i>Ministero dei Beni e delle Attività Culturali</i> )
<b>Latvia</b>	Ministry of Education and Science ( <i>Izglītības un zinātnes ministrs</i> )
<b>Lithuania</b>	Ministry of Culture (Department of Physical Education and Sport) – ( <b>Kultūros ministerija</b> )
<b>Luxembourg</b>	Ministry of Education
<b>Malta</b>	Ministry of Education, Youth and Employment
<b>Netherlands</b>	Ministry of Health, Wellbeing and Sport ( <b>Minister van Volksgezondheid, Welzijn en Sport</b> )
<b>Poland</b>	Ministry of National Education and Sport ( <b>Ministerstwo Edukacji Narodowej i Sportu</b> )
<b>Portugal</b>	Presidence of the Council of Ministers (Under-secretary of state for Sport) <b>Presidência do Conselho de Ministros (Secretário de Estado do Desporto)</b>
<b>Slovakia</b>	Ministry of Sport and National Education ( <i>Ministerstvo školstva</i> )
<b>Slovenia</b>	Ministry of Education, Science and Sport ( <b>Ministrstvo za šolstvo, znanost in šport</b> )
<b>Spain</b>	Ministry of Education and Sciences ( <i>Ministerio de Educacion y ciencia</i> )
<b>Sweden</b>	Ministry of Justice ( <i>Justitiedepartementet</i> )
<b>United Kingdom</b>	Department for Culture, Media and Sport

**Table 15: Areas of ministerial attachment for sport in the EU member states**

<b>Areas of attachment</b>	<b>Number of E.U. countries</b>
<b>Education</b>	10
<b>Culture</b>	8
<b>Other</b>	7

### 3.4.1. Variables contributing to sporting configurations

In addition to the cultural or institutional elements mentioned above, sports systems can be characterised by four key parameters:

- Firstly, the role played by the public authorities in the regulation of the system, particularly the State as represented by the Ministry in charge.

This may involve intervention in actually defining the role of sport in the country, intervention in the structuring of the national sporting framework (i.e. defining the respective roles played by the various participants and their responsibilities), deciding on the conditions for funding the activity, providing and maintaining sports facilities and the necessary staff, etc. It may also involve monitoring the implementation conditions for the activity, including the definition of the conditions that must be met to enable it to be supervised.

- The second parameter that we can consider is the degree and form of coordination of those involved in the national system. We may see very loosely structured systems, where each party has complete autonomy, without any organised coordination. Conversely, some countries extensively coordinate the contributions of those involved in the sports system. As well as the level, we must also mention the form that this coordination takes. It can depend on the authority in charge, be formalised by written laws and other texts in its every detail. It may also result from the initiative of a party with a "de facto" dominant position, who orders the entire system and sets the limits for intervention from the other parties involved. This function can be based on the model of "governance", i.e. the attempt to reach a form of consensus through prior debates between all the parties concerned.

- The third parameter to consider would be the distribution between the three types of providers: public, voluntary or commercial. Local public or para-public players involved the supervision of voluntary participation; voluntary contributors within the federated sports system or independent; commercial companies, whether professional sports entertainment companies or companies that manage commercial leisure sports activities. It is above all the role occupied by these public, voluntary and commercial players that will characterise the configuration.

- The fourth parameter is the suitability of the supply to the changes in demand. What degree of inertia is observed with regard to the appearance of new demands? What mechanisms enable the system to respond quickly and efficiently?

### 3.4.2 The four basic configurations of sports systems in Europe

Based on these parameters, we have identified four main configurations that national sports systems can take in Europe:

- The "bureaucratic configuration" is characterised by the very active role that the public authorities take in regulating the system. There is almost always a legislative framework specific to the field (law on sport). This is a system characterised by rules from a public authority which, with its political/democratic legitimacy, does not necessarily negotiate to any great extent with other players. The voluntary sports movement acts by "delegation", social partners are often non-existent, and users/consumers and private entrepreneurs have a low impact on the implementation of a sports policy.
- The "missionary configuration" is characterised by the dominant presence of a voluntary sports movement with great autonomy to make decisions. The state or regional authorities delegate it much responsibility for orienting the sports policy, even though they may become gradually involved in a contractual logic with it. The social partners have little presence; legitimacy belongs more to the voluntary managers than to employees; users rarely have the chance to adopt the position of consumer, and private entrepreneurs act on the fringes of the dominant system (with a variable role).
- The "entrepreneurial configuration" is characterised by the regulation of the system arising from the social or economic "demand" for sport. There is little to prevent the supply/demand relationship being directly regulated by the market. The public authorities' role consists essentially in setting a framework to enable this market logic to express itself. The voluntary sports movement must adapt to its requirements which correspond to the tendencies of private entrepreneurs and to attempt to maintain its positions, in this context.
- The "social configuration" is characterised by the presence of the social partners within a multi-faceted system. This type of system is not univocally dominated by one player, but instead is subject to cohabitation/collaboration between public, voluntary and commercial players. The employee and employer representatives called upon to provide "governance" of the system are mostly concerned with the "common good" that sport brings, even though real tensions may appear.

### 3.4.3 The configurations of the sports systems in the 25 European Union member states

From the available data, we have tried to classify the systems present in the twenty-five European Union member states in the four configurations that we have just defined. Naturally, as we pointed out above, no country displays all the criteria that would allow it to be assigned to a particular configuration. We have therefore proceeded somewhat approximatively, particularly since in some cases there was some hesitation as to which configuration to assign, as the system presents a certain degree of diversity with regard to the criteria in use. This is also linked to the fact that the current situation is undergoing real change, even nearing revolution in some countries (Central and Eastern Europe in particular, but not solely). The transformations that we observe might change the allocation of certain countries to a given configuration in the short term.

**Table 16: Presence of law on sport**

COUNTRY	Law on sport
Austria	No
Belgium	Yes
Cyprus	Yes
Czech Republic	Yes
Denmark	No
Estonia	Yes
Finland	Yes
France	Yes
Germany	No
Greece	Yes
Hungary	Yes
Ireland	No
Italy	Yes
Latvia	Yes
Lithuania	Yes
Luxembourg	No
Malta	Yes
Netherlands	No
Poland	Yes
Portugal	Yes
Slovakia	Yes
Slovenia	Yes
Spain	Yes
Sweden	No
United Kingdom	No

**Table 17: Contribution to governance of sport**

COUNTRY	Ministry in charge of sport	Public agencies	Sports confederations	Communities or regions	Social partners or corporate bodies
Austria	++	0	++++	++	++
Belgium	0	0	++	++++	++
Cyprus	+	++++	++	0	0
Czech Republic	++++	0	+++	+	0
Denmark	+	++	++++	0	0
Estonia	+++	0	++	0	0
Finland	+++	++	+++	+	+
France	++++	0	++	++	++
Germany	+	0	++++	+++	+
Greece	+++	0	++	+	0
Hungary	++++	0	++	++	0
Ireland	++	+++	++	++	+
Italy	+	++++	++++	++	+
Latvia	++++	0	++	0	0
Lithuania	++++	0	++	0	0
Luxembourg	+++	0	++++	0	0
Malta	+++	++++	+++	0	0
Netherlands	+++	0	+++	0	+++
Poland	++++	0	+++	+	0
Portugal	++++	0	+++	+	+
Slovakia	++++	0	+++	+	0
Slovenia	++++	0	+++	0	0
Spain	+	+++	+++	+++	+
Sweden	+	0	++++	++	++
United Kingdom	+	++	+++	+++	++

++++ dominant contribution

+++ very significant contribution

++ fairly significant contribution

+

low contribution

0 no contribution (or no information)

On the scale of the twenty-five European Union member states, we see (Table 18) that the "bureaucratic configuration" is largely dominant (16 out of 25 states) – i.e. the systems in which the State (or a public agency strongly dependent on the state) plays a key role. The arrival of ten new member states in the European Union, all with a bureaucratic configuration, makes this domination particularly evident today. It was not the case when the EU had 15 members, when the missionary configuration (six countries) was most well represented, ahead of the "entrepreneurial configuration" (two countries) and the "social configuration" (only one country).

However, a dynamic approach to the current trends could have a slight influence on this diagnosis. Firstly, we must remember that a few years ago all the central and eastern European countries displayed a pure "bureaucratic configuration", meaning that the State was the high-exclusive player in sport in all of these countries. It still plays an important role, and we shall see that after major reduction of its role and the near dismantling of the sports system, it retains a high level of intervention as regards vocational training, for example. Even if the nations see the development/revolution that they are undergoing as a real "entrepreneurisation" of their systems, the transition gives new autonomy to the sporting movement, despite a context of "relative pauperisation" of voluntary sports organisations and the fast rise of the commercial sector which still remains marginal at present.

The severe weakening of trade unions and the low degree of organisation among voluntary, commercial or private entrepreneurs leaves few short-term opportunities for the development of these countries towards a "social configuration".

In the western European countries, we see more complex movements. In all the countries, whatever the configuration assigned to them, commercial players occupy a growing position. In some countries with a missionary configuration and strongly anchored in their sports culture, such as Denmark, Sweden or even Germany, we note a very strong resistance from the federated voluntary sports movement, and even forms of "absorption" of commercial initiatives by the voluntary sports movement. Moreover, the resistance to the "commercialisation of sport" and even the "professionalisation of sport" remains very strong in these countries. The voluntary sports movement has such a strong hold on the country that the threat of seeing it lose its position is slight, if not far removed.

For Western countries with a "bureaucratic configuration", different movements can be identified:



- Some, like France in particular, are swiftly progressing towards a "social configuration". The introduction of the social partners in the decision-making process and the deliberate wish of the Ministry of Sport to give them a pivotal role in the organisation of sport, particularly as regards the field of vocational training, is changing the general balance of the system.
- For others, like Spain, Greece or Belgium, the growing scale of the commercial sector is not without impact on the way that traditional players perceive their situation, as a "fortress under siege." However, we cannot really talk about a drift towards an entrepreneurial configuration – quite the opposite, in fact. The State or autonomous communities in federal countries seem to be consolidating their positions and streamlining the operation of a sector which, through lack of resources, had been administrated "minimally". Economic and social progress therefore seems to benefit public control and intervention structures. The arrival of the social partners is very limited at present, even though this is becoming more marked through the signing of collective agreements in professional sport and the commercial leisure sector, in particular. It is likely that this field will see some medium-term moves towards the "standardisation" of the sector, i.e. its reconciliation with situations observed in established sectors.
- In countries with entrepreneurial configurations, we also see the rise of the social partners. Despite their particular situation in the United Kingdom, they are becoming increasingly present, particularly in the field of vocational training. We can foresee a potential medium-term development towards a social configuration.
- We have kept certain particular cases for the end. Firstly, Italy, which we have assigned to the missionary configuration, even though it has some similarities with a "bureaucratic" system. It is found within a context where the key organisation of the federated voluntary sports movement, the Italian national Olympic committee (CONI) had, until recently, held the status of public agency. At present, nobody can predict what direction the system will evolve in over the coming years. Indeed, unlike the situations in other countries with missionary configurations (such as Germany and the Scandinavian countries), the Italian voluntary network is less organised, less powerful and less autonomous. What is more, the commercial and "para-commercial" structures have become extremely developed and continue to progress. The State and the regions, in a tradition that we could call "Mediterranean", retain an essential presence.

**Table 18: Configuration of sports systems in the EU member states**

Country	Configuration	Comments
<b>Austria</b>	Missionary	Strong presence of State, regional authorities and social partners
<b>Belgium</b>	Bureaucratic	Strong presence of sports movement and growth of social partners
<b>Cyprus</b>	Bureaucratic	Fairly stable system, but commercial players are on the increase (tourism)
<b>Czech Republic</b>	Bureaucratic	Public authorities very present but old, strong voluntary tradition
<b>Denmark</b>	Missionary	Typical, standard missionary configuration
<b>Estonia</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Finland</b>	Bureaucratic	Very strong "missionary" component
<b>France</b>	Bureaucratic	Rise of regional authorities, commercial players and social partners
<b>Germany</b>	Missionary	Strong presence of regional authorities and rise in commercial players
<b>Greece</b>	Bureaucratic	Strengthening of public systems and commercial players
<b>Hungary</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Ireland</b>	Entrepreneurial	Strong presence of sports movement and public authorities
<b>Italy</b>	Missionary	System undergoing change with activation of all players
<b>Latvia</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Lithuania</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Luxembourg</b>	Missionary	Equally strong presence of the State
<b>Malta</b>	Bureaucratic	Stable system but increase in commercial players (tourism)
<b>Netherlands</b>	Social	"Multi-partner"-oriented system, stabilised in this form
<b>Poland</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Portugal</b>	Bureaucratic	Relatively stable system but commercial players on the increase
<b>Slovakia</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Slovenia</b>	Bureaucratic	Stabilising around highly present public authorities
<b>Spain</b>	Bureaucratic	Rise in commercial players
<b>Sweden</b>	Missionary	Solidly established in its configuration
<b>United Kingdom</b>	Entrepreneurial	Restructured public presence (nations) and increase in social partners

To sum up, the clarification that such a classification can bring should not cause us to lose sight of the essential dynamic at work in these configurations. The movements observed are not univocal, although it does seem that we are witnessing a general strengthening of "entrepreneurial" and "social" positions in many countries. If we consider that the missionary configuration was the first format taken historically by sports systems, under the control of the federated voluntary sports movement, then the bureaucratic configuration was the second to appear in the history of Europe, maintained by nationalist movements.

The appearance of an "entrepreneurial configuration" requires either a deliberate political commitment, as was the case of the United Kingdom with the policy led by Margaret Thatcher's government, or the gradual emergence of private entrepreneurs, linked to the development of the "sports service market". It is probably only in the USA that this process has been able to take place, resulting in a flourishing professional sector and weak federated voluntary sports movement (less than 2 million licence holders in the USA, i.e. less than 1% of the population compared to an average of 20% in Europe!).

As we have seen in most European countries, the trend towards the "entrepreneurisation" of sport has only really been expressed effectively in the British Isles.

Lastly, the social configuration appears as a very recent form, as it requires social partners which are strong enough to impose their presence even in the field of sport, or the public authorities' desire to give them a key place beside the sports movement. We can consider that the "social configuration" is less characterised by the "domination" of the social partners than by their presence alongside other players, federated voluntary sports movements, public sports administrations, professional and commercial sport representatives, etc. It also illustrates a noticeable trend among all the other configurations, although to a lesser degree: the gradual move from a "principle of government" to a "principle of governance" within sports systems.

### 3.5 Conclusion

By analysing the sports sector within the context of the coordinated management of its development, a certain number of strengths and weaknesses can be emphasised:

- Sport is an activity whose social significance and means of government have varied widely in Europe in recent times. Autonomous activity of associated citizens, means of promoting a national identity under the auspices of the State, economic activity depending on the leisure industry, subject to a para-public policy linked to health or social integration of "marginal" populations: sport is, or has been, all of these things. It seems self-evident to state that in most States today there is an implicit or explicit political tendency to give each of these aspects the chance to express itself within a system that for the most part retains a historically established dominant force. Although the formula has been contested, and on condition that its standardising aspects be removed, the construction of a "European sports model" is definitely at work and can be juxtaposed with both the "liberal model" of North America (at least that proposed by the USA, characterised by the presence of mainly autonomous components), and the State model still present in Cuba and dominant in China. This "composite" dimension, which makes the model such a comprehensive one, does not make it easier to "guide" its development, for two main reasons:

- the multiplicity of players with varying degrees of legitimacy, but which must all be taken into consideration:

- . States, of course, although position in the sports system varies widely from country to country. In some cases, there is a near-absence of competencies relating to the various forms of sport within the central State (as is the case in Germany, Denmark or Sweden, for instance), except sometimes as regards high-level sport. This can result in formal responsibility for sport being allocated to varying ministerial departments. Conversely, we also find situations in which a single ministry, often a separate Ministry of Sport, controls all the aspects of the sports system, including training, as is the case in most central and eastern European countries and in France, for instance.

- . Regional and local public authorities are generally key players in the field of sport. The construction and provision of infrastructures and funding of organisations rely largely on their contribution. Their political intervention, in the field of training for instance, is very variable, however. It depends greatly on the way in which the role of public authorities is conceived in the different countries.

. The federated voluntary sports movement is a third area. Its role and presence, still considerable, are characteristic of the "European sports model" which we mentioned earlier. Even when the protection of public authorities over this sports movement is strong (generally in systems with a "bureaucratic configuration") their influence on the organisation of sport, as representative of a group of associate members, participants or managers, bringing together almost a quarter of the European population, is substantial everywhere. Let us add that the influence of certain international federations such as that for football, for example, turns them into essential centres of power at both national and European levels.

Lastly, let us turn to those considered to be the legitimate representatives of the sectors in the European area, the social partners. Their presence in the different national contexts is extremely variable, ranging from near-absence to a central role in vocational training (as is the case in the Netherlands). The absence of very large companies from the sports sector and the resulting dominant presence of very small structures is shown here, as in other sectors, by a very low rate of union membership for employees and employer movement lacking in organisation and power. However, swift changes in this situation are taking place in a growing number of member states.

- Within this relative multiplicity of decision-making bodies in the field of sport, there is also an obstacle to the coordinated guidance of the sector: the unequal ability of these different bodies to "share power", or to move from a "logic of government" (implemented by public authorities or non-governmental organisations) to a "logic of governance". Some national habits are very far removed from the joint practices of consultation and consensual project-drafting that would be required for such a sector to be managed. European cooperation nonetheless constitutes a veritable "foundation" for learning governance, as none of the national players in the sports system is sufficiently powerful to impose its point of view on all the others. This is no doubt a strong stimulus for the development of national sports systems.

## 4 Employment and sports professions in Europe

This chapter recapitulates, supplements and updates the part of the report conducted by the EOSE on employment in sport in Europe in 1999 for the European Commission (Sport Unit).

It is feasible to draw up a rigorous, exhaustive comparison of employment associated with sports activities and sports-related activities in the various EU member states provided that comparable national data is available. In fact, for the time being, the European official statistics (and especially the EUROSTAT employment survey) are not sufficiently precise to tackle the question of employment in sport. We have therefore had recourse to two types of information:

- that coming from national statistics institutes (employment surveys, micro-census, etc.) which allows the pool of employment in the economic sector (NACE group: 92.6) to be identified. The data collection which we carried out in a harmonised fashion, allows the foundations to be laid for serious comparison of the sports sector. However, it does seem that certain differences can be put down to different data gathering methods (consideration only of paid employment in companies or ten or more employees in some central and eastern European countries, for example).
- that coming from surveys or studies carried out, often at different levels (regional or national) and sometimes concerning certain sub-sectors (for example, employment in the fitness or mountain sports sectors) or some of the sports-related sectors (for example, sports goods industry, trade in sports goods). This second type of information is derived from different methods and definitions in each country and institute engaging in such surveys and studies, which does not always allow international comparison. However their degree of accuracy is often of great interest and enables the excessively aggregated data of the official statistics to be supplemented (even though this is not always possible for all the 25 European Union member states).

In this section, we shall give an overview of the state of employment in the sports sector in Europe, (4-1), before analysing the characteristics of this employment (4-2). We shall then present the data on the sports industry (sport-related sectors (4-3). The sectoral approach is supplemented with an occupational approach (4-4). Then (4-5) we shall give an overview of employment policies in the field of sport and shall conclude (4-6) with a synopsis of the structure and dynamics at work ("configurations") in the systems of employment in sport in Europe.

## 4.1 Employment Situation in the sports sector in Europe

### 4.1.1 Total volume of employment in the sports sector

Given the reservations expressed above, the sports sector (**NACE group 92.6**) accounts for a total of some **800 000** jobs in the 25 European Union member states (fig. 2). These jobs are main occupations but are not always full-time. All categories of occupation exercised in the sports sector are also considered here. The United Kingdom alone accounts for 33% of aggregate employment in the sector; it is followed by Germany (13%) and France with (12.5%).

**TABLE 19: Total number of persons whose main occupation is in the sports sector (NACE 92.6)**

COUNTRY	SOURCES	NUMBER	% OF ACTIVE POP.
Austria	Austrian Statistics Office (1998)	16 396	0.42
Belgium	NIS Beroepsenquête (1998)	14 524	0.33
Cyprus	Department of Research and Stat.	1867	0.50
Czech Republic	Czech Statistics Office	15 400	0.32
Denmark	LFS Denmark	13 000	0.46
Estonia	National Statistics office (2000)	573/1461*	0.09/0.23
Finland		11 290	0.44
France	RGP (1999)	100 205	0.37
Germany	Statistisches Bundesamt (2003)	105 000	0.30
Greece	National Statistics Department	9218	0.21
Hungary	Petrovic (2003)	5774**	0.14
Ireland	Government Statistics Department	10 421	0.63
Italy	National Institute of Statistics (2003)	48 802	0.18
Latvia	State Statistics Survey (2002)	1941/2617***	0.18 / 0.24
Lithuania	Yearbook of Labour Statistics (2003)	3851	0.25
Luxembourg	Labour Force Survey (2004)	458	0.23
Malta	NSO	716	0.52
Netherlands	SCP (2003)	38700	0.52
Poland	Main Statistical Office (2003)	13369/17825****	0.08 / 0.11
Portugal	Censos (2001)	13 105	0.24
Slovakia	Slovak Statistical Office	4400	0.17
Spain	NSI (2003)	64 726	0.35
Sweden	"Employment in sport in Europe"	25 500	0.61
United Kingdom	ABI, GB Figures	269 872	0.94

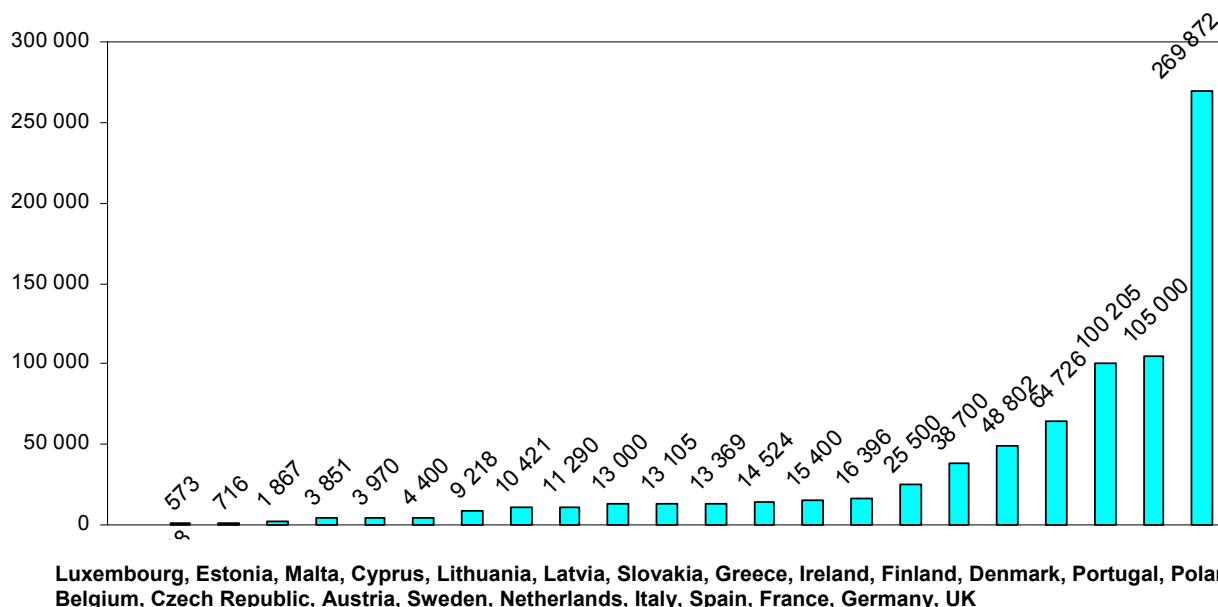
\* The first calculation excludes self-employed workers, whose occupation rate is not specified. The second calculation considers that a third of them are carrying out their main occupation.

\*\* Combination of different sources: entrepreneurs (Nagy 2002)

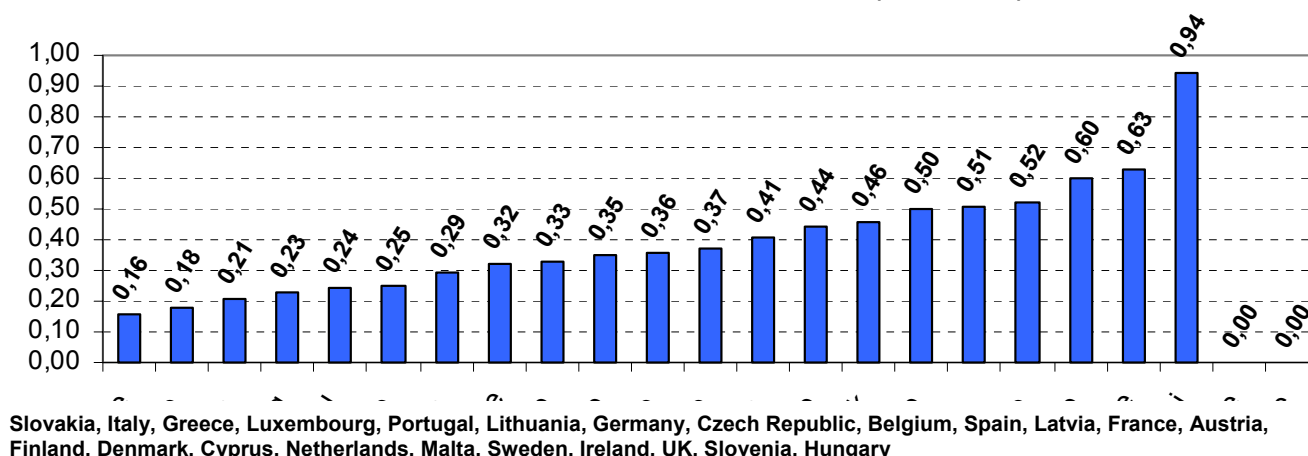
\*\*\* Statistics for Latvia were subject to the same calculation as Estonia

\*\*\*\* Statistics for Poland were only provided for organisations with more than 9 employees. The employees in organisations with fewer than 10 employees, representing around 33% of the total, are therefore not counted (first figure). We carried out the second calculation by adding the numbers corresponding to the estimation.

### TOTAL NUMBER OF PERSONS WHOSE MAIN PROFESSIONAL OCCUPATION IS IN THE SPORTS SECTOR (NACE 92.6)



### PROPORTION OF THE ACTIVE POPULATION WHOSE MAIN PROFESSIONAL OCCUPATION IS IN THE SPORTS SECTOR (NACE 92.6)



There are obviously **very significant differences in volume to be found according to the countries** considered. However, related to their relative size (fig. 3 + table in Appendix), it can also be seen that employment in the sector accounts for between 0.08% (Estonia and Poland) and 0.94% (United Kingdom) of the total population. . Three main groups can be defined:

- the countries with a high rate of employment (United Kingdom, Ireland, Netherlands, Malta, Sweden)
- the countries with a “medium” rate (Germany, Austria, Denmark, France, Finland, Spain, Belgium)
- the countries with a “low” rate (less than 0.30% of the active population): (Estonia, Greece, Hungary, Italy, Latvia, Lithuania, Luxembourg, Poland, Portugal, Slovakia)



We have also tried to compare the number of professionals and the number of regular participants from the "Eurobarometer" survey. Below, we show the ratio of professions for every 1000 regular participants. This ratio varies from 10.8 per 1000 in the UK to less than 3 per 1000 in Luxembourg and Italy. This therefore enables us to measure the apparent impact of professionals on participation and, to an extent, measure their "productivity". However, it is also important to bear in mind the contribution from unpaid workers. In systems with "missionary configurations", this ratio should be reduced due to the presence of a high number of unpaid workers.

This may explain the situation evident in Sweden and other Scandinavian countries.

**Table 20: Degree of professionalisation of sports systems**

COUNTRY	Ratio of professionals / regular participants
Austria	6/1000
Belgium	4.2/1000
Denmark	4.5/1000
Finland	3.1/1000
France	5/1000
Germany	4/1000
Greece	4.4/1000
Ireland	5.5/1000
Italy	2.7/1000
Luxembourg	2.6/1000
Netherlands	5.5/1000
Portugal	5.5/1000
Spain	4.8/1000
Sweden	4/1000
United Kingdom	10.8/1000

#### 4.1.2 Trend in the total volume

It is hard to estimate the aggregate growth of the sector in view of the different national trends in the methods used to classify statistical information. However, it can be seen that in the past ten years, the aggregate volume of employment has grown by about 60%, again with very distinct differences depending on the country (Table 6). For example, whilst numbers doubled in Spain and the United Kingdom, they remained stable and even fell slightly in Austria, Finland and Sweden.

**Table 21 : Growth in employment in the sports sector (1990-1998)**

<i>Country</i>	<i>Job numbers 1990</i>	<i>Job numbers 1998</i>	<i>Growth 90-98</i>
<b>Austria</b>	9378	7790	-17%**
<b>Finland</b>	7516	6967	-7%**
<b>Sweden</b>	25414	25469	0%**
<b>Italy</b>	48742	54978	13%
<b>Denmark</b>	10796	12582	17%
<b>Luxembourg</b>	190	241	27%
<b>Netherlands</b>	18000	24000	33%
<b>Portugal</b>	9600	14300	49%
<b>France</b>	61854	94747	53%
<b>Belgium</b>	9210	14524	58%
<b>Spain</b>	28200	56300	100%
<b>United Kingdom</b>	110748	221449	100%
<b>Germany</b>	/	95000	/
<b>TOTAL</b>	339648	628347	57%*

\* excluding Germany.

**\*\* NB:** Austria, Finland and Sweden appear in this table to be declining slightly. This is partly attributable to methodological problems (changes in classification of activities during the period examined). In Austria, for example, the same analysis carried out between 1981 and 1991 (strictly comparable classification systems) shows 57% growth in employment, which is entirely comparable to the European mean.

## 4.2 Characteristics of employment in the sports sector in Europe

With the current state of the statistics available on the sports sector, it is still very difficult to analyse all the 25 European Union member states in a harmonised manner. The range of data below is at times incomplete, but it does provide information on the main characteristics of and the trend in employment.

### 4.2.1 Part-time employment in the sports sector

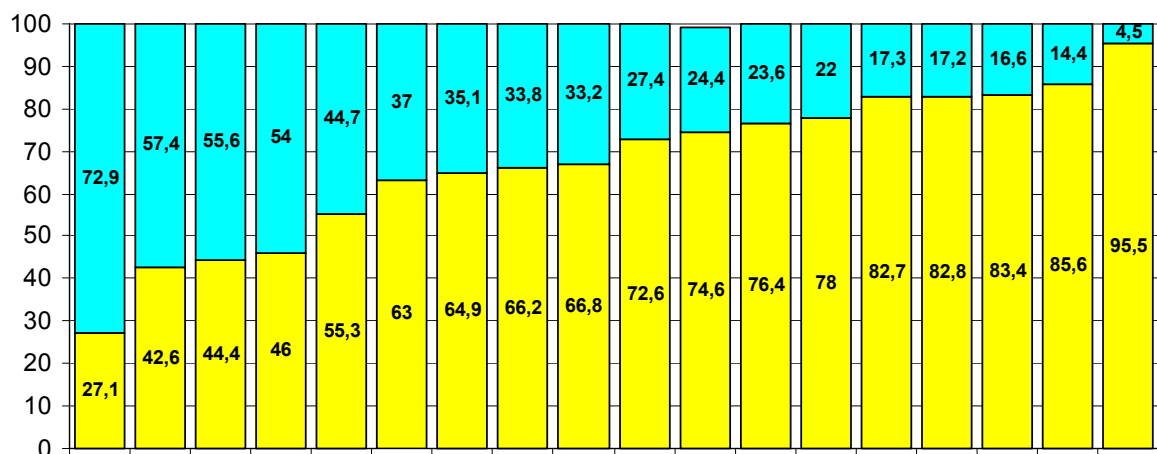
Even though we do not have data available for all the countries, it can be seen that in the majority, the percentage of part-time work is distinctly higher in the sports sector than in aggregate employment. However, we can also see clear differences between countries, without being able to identify the reasons for these. Part-time work can be seen as an indicator of "insecurity" of employment and, therefore, the low degree of "professionalisation" of employment.

**TABLE 22: Percentage of part-time employment and full-time employment**

COUNTRY	SOURCES	STATUS (%)	
		Full-time	Part-time
Austria	Austrian Statistics Offices (1998)	74.6	24.4
Belgium	NIS Beroepsenquête (1998)	78	22
Czech Republic	Czech Statistics Office	83.4	16.6
Estonia	National Statistics office (2000)	64.9	35.1
Finland	"Employment in sport in Europe" (1999)	82.8	17.2
France	RGP (1999)	72.6	27.4
Germany	"Employment in sport in Europe" (1999)	55.3	44.7
Italy	National Institute of Statistics	82.7	17.3
Latvia	State Statistics Survey (2002)	42.6	57.4
Lithuania	Yearbook of Labour Statistics (2003)	85.6	14.4
Luxembourg	Labour Force Survey	66.8	33.2
Malta	NSO	27.1	72.9
Netherlands	SCP (2003)	44.4	55.6
Portugal	CANSOS (2001)	66.2	33.8
Slovakia	Slovak Statistical Office	95.5	4.5
Spain	"Employment in sport in Europe" (1999)	76.4	23.6
Sweden	"Employment in sport in Europe" (1999)	63	37
United Kingdom	ABI. GB Figures	46	54

**Percentage of people working part-time and full-time**

■ Full-time ■ Part-time



Malta, Latvia, The Netherlands, Germany, Sweden, Estonia, Portugal, Luxembourg, France, Austria, Spain, Belgium, Italy, Finland, Czech Republic, Lithuania, Slovakia

This situation derives from structural characteristics of the job supply (small structures with limited activity or concentrated over certain hours of the day) and the job-seekers (specialists with narrow skills).

#### 4.2.2 Young people and employment in the sports sector in Europe

The proportion of young people of under 25 years of age in the sports sector in Europe is relatively low (around 20%) (table 8) and is tending to fall. This may reflect the strategy adopted in the countries of southern Europe to combat youth unemployment, which consists in prolonging their training. It is here that comparative analysis is of interest as, although young people are not in a better position than adults with regard to employment in any European country, the divergences found between the countries suggest that the various institutional strategies adopted have a direct impact on the distribution of the working population by age group. In France, it was shown that the main cause of the decline in youth employment was training (Galland, 1998).

In fact, in France, as in Belgium and the Mediterranean countries, an internal employment market prevails from which young people remain excluded for a long time (or hold insecure jobs). The strategies of the young people, but also the public authorities, consequently are to promote a detour towards training. Whereas in the United Kingdom (and the Netherlands) young people end their studies very early without for all that benefiting from schemes combining training and work (as is the case in Germany), they are penalised less as regards access to employment than in France. On the other hand, they are undoubtedly penalised more as regards their working conditions, which seems to be confirmed in the analysis of the percentage of part-time work (in the United Kingdom and the Netherlands, the percentage of part-time work exceeds 40%).

**Table 23: Under 25 year-olds in the sports sector in the European Union member states .**

Country	< 25	%	25-49	%	+ de 49	%
Austria (1998)	2 243	13.7	11 293	68.9	2 800	
Belgium (1998)	1 727	12.0	10 649	74.0	2 015	
Czech Republic	2 700	17.3	8 800	57.0	4 000	
Finland (2000)	2 996	26.5	6 202	54.9	2 092	
France (1998)	9 600	10.1	N/A		N/A	
Germany (1998)*	7 500	7.9	N/A		N/A	
Italy (2003)	5 471	11.2	39 362	80.7	3 969	
Luxembourg (2002)	16	3.5	442	96.5		
Netherlands	5 000	20.8	N/A		N/A	
Portugal (2000)	3 035	20.0	8 130	65	1 940	
Slovakia	600	13.6	3 000	68.2	800	
Sweden (1998)	4 300	16.8	N/A		N/A	
United Kingdom (1998)	74 600	34.0	N/A		N/A	

\* West Germany only

Countries for which data not available:

Cyprus. Denmark. Estonia. Greece. Latvia. Malta. Slovenia. Spain. Hungary. Ireland. Lithuania. Poland.

#### 4.2.3 Women and employment in the sports sector in Europe

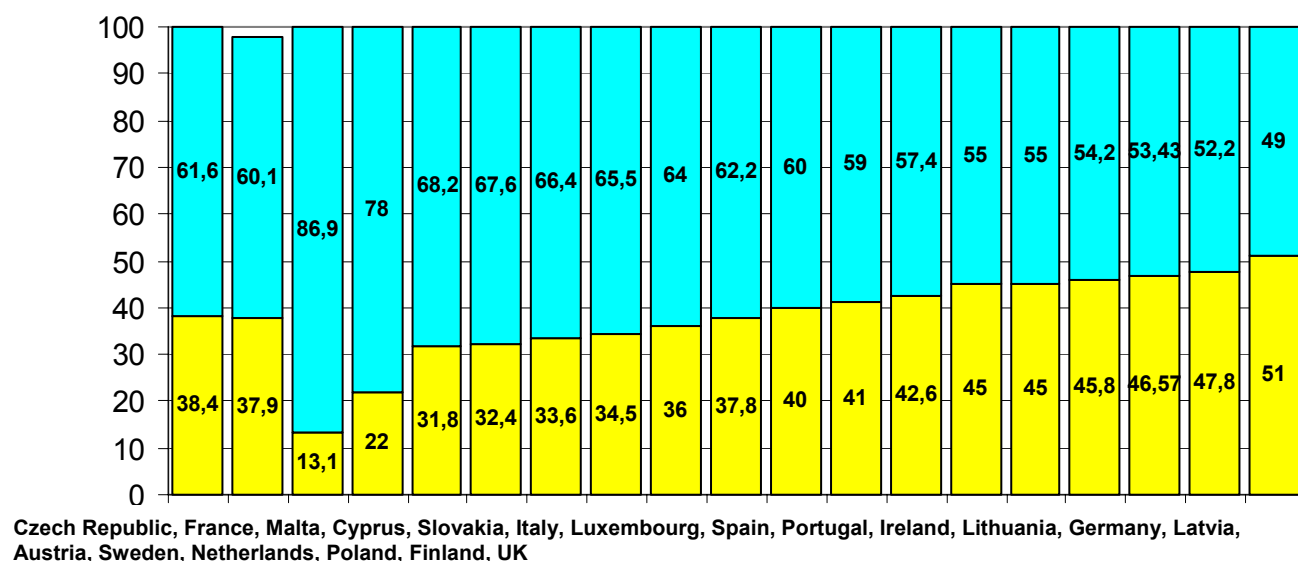
Contrary to the preconceived ideas on the sector (which claim that it is more male-dominated than the others), the sports sector does not seem to show any strong particularity with regard to the presence of women (table 24). However, a more rapid aggregate trend can be seen towards increasing the proportion of women than in aggregate employment. Here too, there are significant national disparities between the countries of the north and those of the south of the European Union.

**Table 24: Compared employment of men and women in the sports sector in the EU member states**

COUNTRY	SOURCES	Women	Men
Austria	Austrian Statistics Offices (1998)	45	55
Cyprus	Department of Research and Stat.	22	78
Czech Republic	Czech Statistics Office	38.4	61.6
Finland	"Employment in sport in Europe" (1999)	47.8	52.2
France	RGP (1999)	37.9	60.1
Germany	Statistisches Bundesamt (2003)	41	59
Ireland	Government Statistics Department	37.8	62.2
Italy	National Institute of Statistics (2003)	32.4	67.6
Latvia	State Statistics Survey (2002)	42.6	57.4
Lithuania	Yearbook of Labour Statistics (2003)	36	64
Luxembourg	Labour Force Survey	33.6	66.4
Malta	NSO	13.1	86.9
Netherlands	"Employment in sport in Europe" (1999)	45.8	54.2
Poland	Main Statistical Office (2003)	46.6	53.4
Portugal	Censos (2001)	36	64
Slovakia	Slovak Statistical Office	31.8	68.2
Spain	"Employment in sport in Europe" (1999)	34.5	65.5
Sweden	Statistics Sweden	45	55
United Kingdom	ABI, GB Figures	51	49

### Men and women whose main professional occupation is in the sports sector (as a %)

Full-time Part-time



#### 4.2.4 Qualification level

This variable is essential for the definition of a vocational training policy.

Half of those working in the sports sector have a level II or III qualification. One third have a level I qualification, and 15% have a level IV or V qualification. This overall average hides some significant differences, however. The central and eastern European countries in particular seem to have kept in their sports organisations the qualified managerial staff that had been posted to the sports movement by the State.

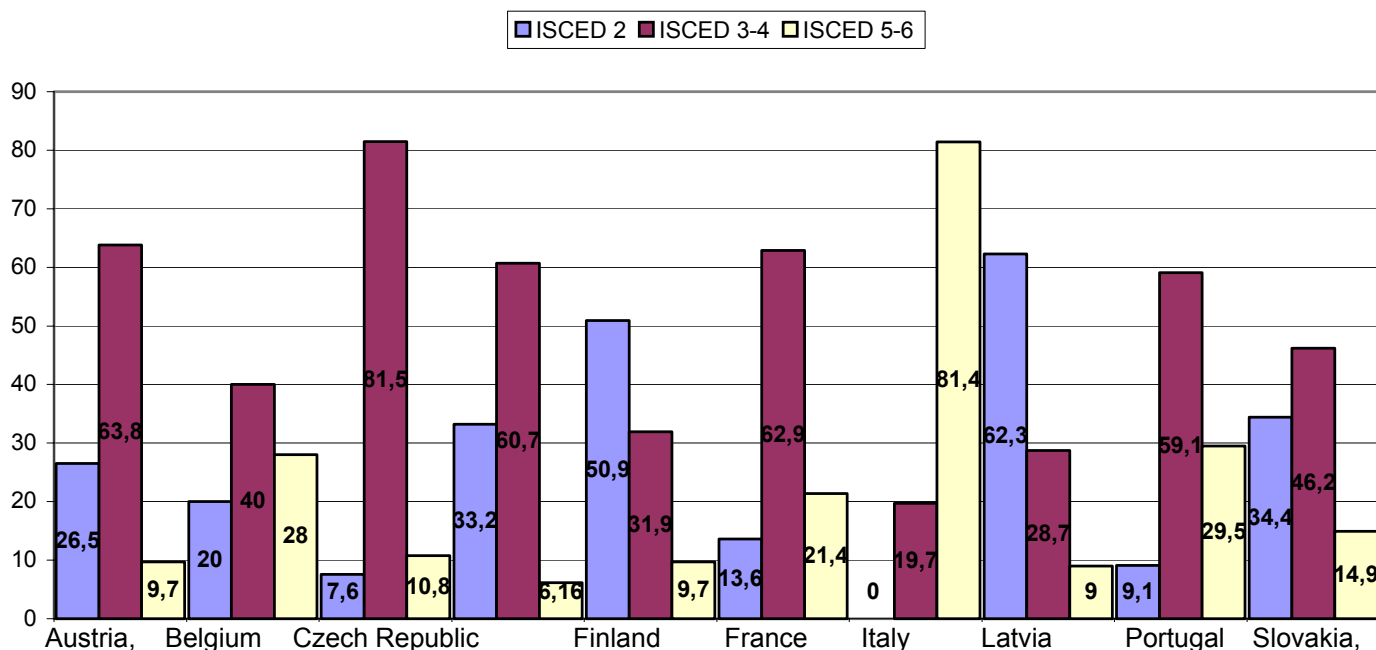
**Table 25: Qualification level of persons whose professional occupation is in the sports sector (92.6)**

COUNTRY	LEVEL I (ISCED 2)	LEVEL II-III (ISCED 3-4)	LEVEL IV-V (ISCED 5-6)
Austria	26.5	63.8	9.7
Belgium	20.0	40.0	28.0
Czech Republic	7.6	81.5	10.8
Finland	33.2	60.7	6.2
France	50.9	31.9	9.7
Italy	13.6	62.9	21.4
Latvia	0.0	19.7	81.4
Lithuania		43.0 (level I,II and III)	57.0
Portugal	62.3	28.7	9.0
Slovakia	9.1	59.1	29.5
EU average	34.4	46.2	14.9

Countries for which data not available:

Germany, Cyprus, Denmark, Estonia, Greece, Luxembourg, Malta, Spain, Hungary, Ireland, Netherlands, Poland, United Kingdom, Slovenia, Sweden

**Qualification level of persons whose main professional occupation is in the sports sector (92.6)**



#### 4.2.5 Self-employed work in the sports sector in Europe

The proportion of self-employed workers in the sports sector (table 10), which is slightly higher than the mean for employment in Europe in 1990, is tending to fall. The situation in Belgium, the Netherlands, Italy and Sweden seems to differ from that in the other countries.

**Table 26: Self-employed workers in the sports sector in the European Union member states**

Country	Self-employed workers 1990		Self-employed workers 1998		Self-employed workers 2001	
<i>Austria</i>	1 500	16.0	1 200	15.4	3562	18.7%
<i>Belgium</i>	1 566	17.0	3 617	24.9	N/a	N/a
<i>Czech Republic</i>					3600	23.5
<i>Finland*</i>	800	10.6	1 200	17.2	320	2.8%
<i>France</i>	/	/	13200	14.0	N/a	N/a
<i>Germany**</i>	/	/	18 700	19.7	17000	16.3% (2002)
<i>Italy</i>	15 400	31.6	12875 (3)	54.7%	23465	48.1%
<i>Lithuania</i>					775	20.2%
<i>Luxembourg</i>					16	3.5%
<i>Netherlands</i>	4000	22.2	4 000	16.7	N/a	N/a
<i>Portugal</i>	700	7.3	900	6.3	1317	10.0
<i>Slovakia</i>			300 (94)	4.3	400	9.1%
<i>Spain</i>	2 400	8.5	9 700	17.2	N/a	N/a
<i>Sweden*</i>	/	/	4 500	17.7	N/D	N/D
<i>United Kingdom</i>	/	/	27 000	12.2	N/a	N/a
<i>European mean sport</i>	26 192 / 130646	20.0 %	84 017 / 560 546	15.0		
<b>EUROPEAN MEAN (% of total employment)</b>	<b>15.3</b>		<b>15.0</b>			

\* % of employment in recreational, cultural and sporting activities

\*\* West Germany only

Self-employed work seems to have been particularly well developed in the sports sector in the early 1990s, although it is now declining towards the European mean for all sectors together. However, there is a need for caution as we do not have data for the United Kingdom, France and Germany in 1990.



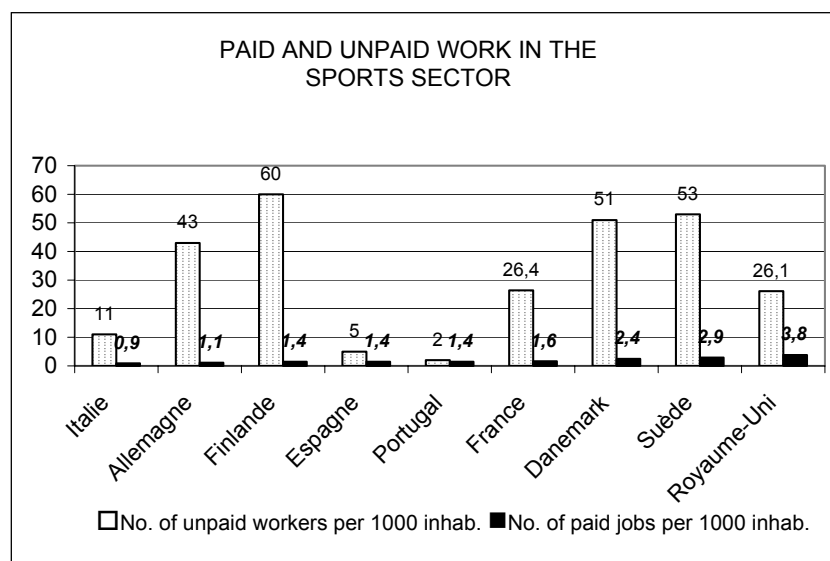
#### 4.2.6 Unpaid workers and professionals

The relationship between unpaid work and remunerated work in the sports sector is often problematic. The real difficulty in measuring the contribution of unpaid work makes it tricky to carry out analyses to assess the potential number of jobs it represents. This type of analyses could in any case prove dangerous for the associative sector which has developed and survives thanks to unpaid work. A few interesting ideas can be taken from the large number of studies conducted on this subject. As regards unpaid work, a distinction can be drawn between 3 main groups of countries (Halba, Le Net, 1997):

- the countries with a substantial amount of unpaid work in sport (Scandinavian countries)
- the countries with an intermediate amount of unpaid work in sport (Germany, Belgium, France and Italy)
- the countries with a low amount of unpaid work in sport (Spain, United Kingdom, Portugal).

Comparing the existing data on unpaid work and that we gathered on employment, the question arises as to whether it is possible to observe competition or complementarity between unpaid work in sport and employment. Figure 4 shows that it does not seem possible to derive any precise rule:

- the countries with a substantial amount of unpaid work in sport are also among those where employment is the most highly developed (Sweden, Denmark);
- this is not always true (Finland, Germany);
- conversely, countries with little unpaid work are not necessarily particularly well supplied with jobs (Spain, Portugal).



#### 4.2.7 Other characteristics of employment in sport

- ♦ **The seasonal nature of the activities** is also a very important dimension in the structure of employment in sport, especially where it is linked to tourist activities. We do not have data available to analyse this dimension.
- ♦ Certain professions in sport correspond to a **short career** (this is the case in particular for 30 000 to 40 000 professional sportsmen). Here too, no data is available to measure the length of careers in sports.

#### 4.2.8 Additional information on the sector

On the basis of supplementary information available in each of the countries, it is possible to estimate the structure of employment within the sports sector more precisely.

- ♦ **Professional sport or sport for entertainment**

The strong growth in this sector does not imply an increase in the number of comparable jobs. It corresponds more to an increase in pay, especially in the part reserved to top players. Football occupies a special place among professional sports. It alone accounts for nearly half the jobs in professional sport, players and supervisors, which can be estimated at **50 000** people, of whom 15 000 to 20 000 are professional sportsmen.

- ♦ **Championship sport**

Even though it is difficult to evaluate the exact share of championship sport in all the activities of the sports clubs, the number of jobs it generates can be estimated at around **150 000**, without counting the millions of unpaid workers it draws.

- ♦ **“Leisure sport”**

The number of people employed in leisure sports as a main occupation in the European Union can be estimated at about **500 000**.

- ♦ **“Social sport”**

The number of people working in adapted sport, principally in associations or public services, is estimated at between **50 000 and 100 000**. They are rarely shown in the breakdown of the sector.

## 4.3 The organisation of work and the professions

### 4.3.1 Definitions: sport as a profession

To speak of "sports professions " or "sports-related professions" involves showing the "organised" part of the labour force used for sporting activities (Camy, Le Roux, 1998). The human labour necessary for sporting activities is recognised to varying degrees in terms of specific skills, particular functions, up to the identification of veritable "trade associations". As a general rule, a "profession" is considered to exist where it is attributed social recognition, which involves criteria such as: the existence of a professional organisation of its own (trade union or professional organisation); the existence of one or more specific training courses; the existence of a form of legal recognition (official title, collective agreement mentioning it, etc.).

In the field of sport, there are not only bodies set up long ago (mountain guides, ski instructors, golf instructors, etc.), but also other bodies in the process of being set up (trainers, for example). Moreover, even for the best established professional bodies, the national or local conditions for building and recognising skills vary enormously. The professional identities of these "bodies" derive from the often different historical conditions in which their characteristic services became established. The skills required or the know-how recognised are consequently directly dependent on them. For example, the French lifeguards have become "maîtres nageurs sauveteurs" (swimming instructors and lifeguards), which indissolubly links teaching skills, surveillance and rescue, in contrast to the majority of their European counterparts. Likewise, the concept of the profession of mountain guide as practised in the Alpine and Pyrenean companies differs from the concept which depends far more on an exclusive itinerary to be found in certain countries of North Africa or North America.

Hence, confronted by the diversification of ways of practising and consuming sport in recent years, it can be considered that the professional field associated with sport has extended considerably. It is still true that the amount of skill in the sport necessary to engage in these professions varies considerably depending on the economic sector. For example, it is clear that industrialists and builders only give greater importance to skill at sport for predominantly commercial jobs.

Just as for the sports activities, we propose to present here the choice made by the European Observatory of Employment in Sport.

- ◆ Respecting the principles of the International Classification of Occupations (ISCO 88, International Labour Office),<sup>13</sup> the group **sport professions** includes all persons who engage in a sporting activity for remuneration (professional sportspersons) and those who supervise this activity directly. Under this classification, the "basic group" 3475, entitled "Athletes, sportspersons and related associate professionals" belongs to the "main group" of the intermediate professions. Knowledge of the theory and practice of sport and their application is the basic skill of the "sports professions" belonging to this group. It in fact covers five main types of functions:<sup>14</sup>
  - ◆ **"professional sportspersons"**, participating in a limited number of sports and in general depending on the sporting events which constitute their livelihood;
  - ◆ **"sports officials"**, i.e. all those who, as referees, judges or timekeepers directly supervise the conduct of sporting competitions;
  - ◆ **"sports activity leaders"**, who use sport as a means of getting specific groups of the population (elderly people, the disabled, young people, etc.) involved in team activities;
  - ◆ **"sports instructors"**, who teach one or more specific sporting activities to groups of the population who learn from scratch or wish to develop their abilities;
  - ◆ **"sports coaches"** responsible for preparing and guiding systematic performance in a given sport.
- ◆ There is also a full range of professions which, although they belong to other large occupational groups, require a high level of specific skills in the field of sport. As for the sports-related activities, the EOSE has tried to give as exhaustive a list as possible of these professionals who, to be identified as engaging in a **"sports-related profession"**, must show certain characteristics of institutionalisation (professional trade unions, specific training, recognised designations, etc.)..

Classified in the order of CIP 88, are listed:

- ◆ **professional managers** of sports or sports-related organisations;
- ◆ **sports doctors**;
- ◆ **physical education and sports teachers** in the school environment;
- ◆ **sports journalists** and other specialists in communication through or on sport;
- ◆ **physiotherapists specialised** in sport;
- ◆ **agents or promoters of events or professional sportspersons**;
- ◆ **sellers of sports goods**;
- ◆ **caretakers of sports facilities** and other reception staff;
- ◆ **maintenance workers** of sports facilities.

<sup>13</sup> International Classification of Occupations (ISCO 88, International Labour Office)

<sup>14</sup> According to the proposal of the EOSE, cf. LE ROUX N., CAMY J. (1997), *Nomenclature Européenne des Professions du Sport et en Relation avec le Sport*, Edition du R.E.I.S.S. / O.E.P.S., Barcelona, 90 p.

- ◆ Finally, the two large groups of professionals we have just described are not the only ones present within the sports and sports-related sectors. A large number of people who work there come under **other occupational categories which are not specific** (or specified) through the enterprise they belong to. Moreover, some sports professionals work outside the sports sector (in France, nearly half of them work in the public administration).

#### 4.3.2 Difficulties in counting the professionals in sports and sports-related fields

The European directives on the free movement of professionals define a profession as such as soon as it is exercised for remuneration. This legal definition seems very simple and could solve our problems of definition and above all of measurement.

However, in the field of sport, it is not easy to apply. In fact, it is not unusual to meet individuals engaging in several activities, whether paid or unpaid, in relation sometimes to several employers. It then becomes hard to consider which is the main occupation engaged in by this person, as a variety of criteria have to be taken into account. For example, is it necessary to take account of the time spent on a particular activity or the remuneration received? These two criteria may not reflect the reality of the situation. In fact, it is possible that an activity seen as "complementary" by an individual proves to be the main source of his income or the activity on which he spends the most time, even if it is not strictly speaking his "profession".

These aspects show one of the problems facing us as soon as we refer to sports occupations, i.e. that of the nature of the work carried out in an entirely atypical sector. There has sometimes been some question of analysing the trends in employment in the sports sector by comparing it with the dominant trends found in employment in general, and especially of placing the development of these occupations in a well-known general movement of greater insecurity and flexibility of labour. Like the entertainment professions, it can undoubtedly be considered that, through the very nature of the service demanded, part of employment in the sports sector includes a large proportion of "insecure" or unstable jobs (seasonal in particular) which could not be analysed by referring to the dominant model of salaried employment.

The field of sport offers such a diversity of forms of employment that a rigorous estimate taking account of its specific nature is extremely complex: in fact, an analysis of employment in the sports sector cannot disregard the importance of the work by non-professionals (unpaid volunteer workers); moreover, within the sub-group "paid work", the co-existence of employees of the public authorities or businesses and self-employed workers raises the question of drawing a distinction between labour markets which do not function according to the same rules. Finally, there is a form of labour which should not be overlooked, "undeclared employment" or "moonlighting" which is particularly highly developed in the sports sector.

Not included in the statistics by definition, it would however be wrong to ignore it, considering that this form of work may also be in competition with salaried employment, and especially as its presence on the one hand shows the total activity generated by the sector and on the other certain problems in the allocation of work. The attempts at “quantifying” sports and sports-related professionals always come up against problems of taking “borderline cases” into account, which are cut off from the official statistics.

All these factors show how complex it can be to carry out an inventory of sports professionals, especially where this inventory has to be at European level where the national cultures have led to professional identities being established which differ from country to country. We have nevertheless made an estimate of the number of people in each of the occupational categories we listed on the basis of the data available in some countries (national or regional sub-sector surveys).

#### 4.3.3 European estimates by occupation (main professional occupation)

**Table 27: European estimates by occupation (main professional occupation)**

<b>SPORTS PROFESSIONS</b>	
"professional sportspersons"	25 000
"sports officials"	1 000
"sports activity leaders"	50 000
"sports instructors"	350 000
"sports coaches"	50 000
<b>SPORTS-RELATED PROFESSIONS</b>	
professional managers of sports or sports-related organisations	50 000
sports doctors	5 000
physical education and sports teachers in the school environment	300 000
sports journalists and other specialists in communication through or on sport	20 000
physiotherapists specialised in sport	3 000
agents or promoters of events or professional sportspersons	5 000
sellers of sports goods	50 000
caretakers of sports facilities and other reception staff	150 000
maintenance workers of sports facilities	150 000

#### 4.3.4 The occupational structure of the sports sector in Europe

It is of interest to compare the share of employment in sport accounted for by the occupations which are “managerial”, technical” or “service support” (reception, maintenance, etc.) in the various European Union member states. A first comparison made between France and the United Kingdom showed that the professional structure of the sector revealed not only different forms of organisation of work, but also the institutional choices made in each of the two countries. In France, a concentration of jobs in the sports technicians category reflects the French training system, which has traditionally concentrated on technical skills (training for State diplomas), whereas the presence of a higher number of managers in the United Kingdom could be the sign of overall professionalisation of the sector taking place at an earlier stage in this country (table 12). This extended analysis of the countries on which we have data showed the small share occupied by managerial functions in employment in the sports sector (under 10%).

**Table 28: Occupational structure of the sports sector in Europe.**

Country	Managers	Other	
		Professional technicians	Employees, manual workers
United Kingdom	21.3	20.4	58.3
France	13.7	39.5	46.8
Netherlands	12.5	37.5	45.8
Belgium	9.8	52.1	38.1
Finland	7.9	11.6	80.5
Portugal	5.6	35.0	59.4

## 4.4 Policies for employment in sport

### 4.4.1 Access to employment in sport

The way in which the European Community defined the "regulated professions"<sup>15</sup> would give grounds for considering that the "sports professions", or at least those which relate to the supervision of sporting activities (teaching, training, activity leadership), are in part regulated within the European Union member states.

- ◆ Some countries opted to regulate all or some of these occupations by means of laws, regulations or administrative provisions. France, like most central and eastern European countries is a prime example, since it regulates all the supervisory activities exercised professionally and in this case requires a diploma to be awarded or recognised by the State. However, other European countries also regulate access to certain occupations by law (see table 29). The occupations in question tend most often to be mountain sports (guide or ski instructor) and water sports.
- ◆ In some countries, it is not the legal texts which regulate the conditions of access to the sports professions directly, but "trade associations" or sports federations, which establish equally effective regulatory principles.
- ◆ If an attempt is made to draw up an overall inventory, the majority of sports professions are not strictly speaking regulated. Nevertheless, standards are applied, certificates are awarded which lead to de facto control of access to the sports professions. Conversely, it can be found that even in the countries where regulations apply, a large proportion of professionals do not meet the legal requirements (case of France - INSEP study, M. Leblanc).

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<sup>15</sup> Directive 89/48/EEC and Directive 92/51/EEC



**Table 29: Regulation of sports occupations**

COUNTRY	<u>Totally or mostly regulated sports occupations</u>	<u>Some sports occupations regulated</u>	<u>No sports occupations regulated</u>
Austria		<u>X</u>	
Belgium		<u>X</u>	
Cyprus		<u>X</u>	
Czech Republic	<u>X</u>		
Denmark			<u>X</u>
Estonia	<u>X</u>		
Finland		<u>X</u>	
France	<u>X</u>		
Germany			<u>X</u>
Greece		<u>X</u>	
Hungary	<u>X</u>		
Ireland			<u>X</u>
Italy		<u>X</u>	
Latvia	<u>X</u>		
Lithuania	<u>X</u>		
Luxembourg		<u>X</u>	
Malta	<u>X</u>		
Netherlands		<u>X</u>	
Poland	<u>X</u>		
Portugal		<u>X</u>	
Slovakia	<u>X</u>		
Slovenia	<u>X</u>		
Spain		<u>X</u>	
Sweden		<u>X</u>	
United Kingdom			<u>X</u>

#### 4.4.2 Arrangements for the recognition of qualifications

The question of defining professional qualifications and their recognition poses the problem of both the legitimate operators involved in the matter and the proposed content.

In almost all the European Union member states, the social partners are responsible for the definition and recognition of occupational qualifications under a process initiated, guided or endorsed by the Ministry of Education and of Labour and Employment. The situation in the sports sector is more complex insofar as very few countries have an effective social partnership in this sector.

It is therefore often public authorities, private bodies or trade associations which have attempted to define, nationally or internationally, the qualifications required (case of regulated professions) or desired. This approach can be illustrated by the production of a European platform for guides, for example, with this work serving as a common reference for all the Alpine States. Similarly, the five-level qualifications structure for coaches, drawn up within the ENSSEE, brought about reforms in training in several European Union member states.

We nevertheless see that the tendency to include the qualifications relating to the sports occupations in the "ordinary law" governing professional qualifications is developing. The work carried out in the United Kingdom in the context of NVQs/SVQs is a prime example of this.

As regards content, it should be stressed that the trend is towards using the concept of skills and analysis based on professional situations and knowledge/know-how to be drawn on to define the qualifications. The diploma appears as a result of the approach defined in this way. The work conducted in the United Kingdom, Ireland, France and the Netherlands comes under this perspective.

#### 4.4.3 Policies to promote the development of employment in sport

For several years, voluntarist policies to promote employment have been implemented in the European Union member states. Sport, like other personal community services sectors, is considered as a source of new jobs. Without claiming to draw up an exhaustive inventory, we shall examine a few initiatives taken at regional and national levels.

We shall start from the guidelines given at the European Council of Luxembourg in 1995 to classify these initiatives.

## **1- Employability:**

- ◆ Prevention of youth unemployment and long-term unemployment applies in the sports sector in several European Union member states. We shall focus in particular on the Finnish programme "sport provides work and quality of life", which targets young people or the long-term unemployed and offers them an undertaking to pay expenses for a maximum of 12 months. The French "youth employment" programme is very widely used in the voluntary sports sector. On the basis of a development project presented by the association or the public service, a 5-year contract is offered, which is 80% financed by the government on the basis of the guaranteed minimum wage, to young job-seekers under 25 years of age.
- ◆ The move from passive to active employment policies is another dimension, which is less specifically present in the sports sector. Nevertheless, the widespread idea that sport would provide an opportunity for "social reintegration" for persons excluded from society should allow envisaging its use as a means of facilitating the move from a situation of assistance to one of activity.
- ◆ To facilitate the transition between school and work: we mentioned above that the sports sector is lagging behind almost universally in this respect. It should nevertheless be pointed out that schemes combining training and work and apprenticeships are developing increasingly and are even emerging as the key components of training (for example, in France).
- ◆ To promote partnership for ongoing training: here too, the sports sector is not particularly advanced. Mention can be made of the scheme set up in the United Kingdom and Ireland based on units which can be capitalised and negotiated with the social partners (NVQs/SVQs / Skills Active)

## **2- Entrepreneurship**

- ◆ To promote self-employed work: this is largely present in the sports sector (see part II). We have not found any trace of programmes developed on any scale in this field.

- ◆ To explore the job creation potential in the new services, the social economy and at local level. Sport comes under the ILDE programme and certain local initiatives, limited in number, are conducted in this context. A wide-scale project coordinated by the ENGSO to inventory and promote good practices was conducted in 2000-2002. Mention should also be made here of the “sports profession” scheme (France) which allows job offers from several structures to be grouped together to form a full-time job.
- ◆ To obtain changes in social security contributions towards a system which is more favourable to employment. Several European Union member states have developed programmes under which employees of the associative sports sector are exempted from social security contributions or are only subject to reduced contributions (provided the sums paid do not exceed a certain threshold). The aim is also to put an end to the very widespread practice of “undeclared employment” (France, for example).

### **3- Adaptability:**

- ◆ We have already mentioned above that it is probably in this field that the sports sector is lagging furthest behind because sport is not an economic activity like any other. Nevertheless, very considerable progress has been made to build relations between social partners, according to the traditions specific to each country (approaches giving greater or lesser importance to sectoral agreements or company agreements. The Netherlands, Belgium and Sweden have already set up a framework for this. In France, a collective agreement is being negotiated for the sports sector. Many other collective agreements concerning particular fields (football or other professional sports, commercial leisure sports) have been signed in almost all western European countries.
- ◆ To modernise labour legislation: there is nothing to report in this field. The introduction of a social partnership will no doubt provide the opportunity to negotiate agreements taking account of the specific working conditions in the sports sector. In particular, everything relating to the maximum working hours per week, Sunday work and part-time work should be taken into account, whilst respecting the interests of both employees and entrepreneurs.

- ◆ To boost on-the-job training: this field is also sparse in initiatives compared to other sectors. This is primarily attributable to the very small size of the enterprises in the sector. The very rapid development of activities and the skills required nevertheless creates a significant need in this field and public or private initiatives intended to facilitate access to ongoing training of employees and unpaid volunteer workers should be taken.

#### **4- *Equal opportunities:***

- ◆ To reduce the gap between men and women: we have seen that the proportion of women employed in relation to men is higher than that observed in all the other sectors in the European Union member states. Nevertheless, significant divergences exist between the southern and northern European countries. It tends to be among the unpaid volunteer workers and still more among the leaders of the sports movement that the sector is lagging the furthest behind.
- ◆ To combine family and professional life: nothing specific has been done in the sports sector to deal with this issue. It can be considered that here too, the development of a social partnership will allow it to be taken into account.
- ◆ To facilitate the return to working life: it is possibly in this context that the problem could be raised of the vocational retraining of top-level sportsmen. In this field, the initiatives taken by the European Union member states do not measure up to the problem which arises, especially for all those who have not become famous, even though their sporting activity occupies them full-time. A specific study on this topic has been conducted on the request of the Commission within another project.
- ◆ To promote the integration of people with disabilities: we do not have any data available to estimate the proportion of disabled people working in the sports sector or on the measures taken in the European Union member states to deal with this problem. Although growing attention is focused on sports for the disabled, their vocational integration seems to be marginal.

## 4.5 Systems of employment in sport: configurations

If we look at how the configurations of sports systems are applied within systems of sport employment, we can see a certain number of continuities:

- "Bureaucratic" configuration systems are built on two complementary principles in terms of employment: firstly, the regulatory intervention of the State, which involves regulated sports occupations in particular; secondly, the direct intervention of managerial staff provided by the State in the management of sport and supporting the voluntary sport system: This logic is also expressed among regional authorities as direct players in sports supervision. The general level of employment in the sports sector, compared with the level of sporting activity, is moderate. The main difficulties encountered in the field of employment are due to the system's somewhat low responsiveness as regards the changes in sportspeople's demand. This configuration bolsters the existence of qualified employment which also sometimes cohabits with a "second labour market" made up of workers in very insecure situations.
- "Missionary configuration" systems are characterised by a relatively low level of employment, when compared to the sporting activity carried out. As well as the limited professional staff, their legitimacy in the system is questioned. In this kind of configuration, commitment to the values of the organisation is essential, as the management is unpaid. However, paid professionals are also needed. Regulation essentially involves forms of "cultural" exclusion or inclusion, i.e. the obligation to follow a fairly long path to achieve professional integration in sports organisations. While there is a specific legal employment framework, it is essentially defined on the initiative of the voluntary sports movement.
- "Entrepreneurial configuration" systems are first characterised by the lack of specific regulation of the job market. This results in a high level of employment but a low level of qualification, remuneration and stability. Employment in sport seems to be a "stopgap job" for a number of young and relatively poorly qualified people. The presence, slightly higher than elsewhere, of medium-sized businesses or even international chains (fitness) leads to a greater specialisation of tasks corresponding to specific technical skills which are limited and quickly acquired in line with the needs of the very active labour market. Nonetheless, there is a strong individual aspiration to "professionalisation", relayed by the public authorities and social partners.

- "Social configuration" systems (in fact we have concluded that only one country matches this model in any dominant way) are characterised from the point of view of employment by the joint presence of a high number of players, without any of them occupying a truly dominant position. This naturally means that the somewhat contradictory logics, which we have just reviewed, confront one another in the common domain. The key original aspect, from the point of view of employment, is the influential presence of the social partners. Although, as we have mentioned already, they generally have limited power, employers and employees maintain both a competence-oriented logic and a "career"-oriented logic, which influences the definition of the employment policy (internal market favoured) and training policy (ongoing/further training favoured in relation to initial training). To sum up, this system is similar to the entrepreneurial configuration, but has regulations designed to take account of a greater number of participants in a more long-term timeframe. Regulation of employment is presented as the result of collective negotiation.

#### 4.6 Conclusion

Employment in the sports sector concerns over 800.000 persons as a main professional occupation, and probably three times that number if we include those working professionally as a second occupation, and ten times as many if we include the very numerous volunteers. We should add that growth in employment in the last ten years has been significant, almost 60% on average, which is a much higher growth rate than that observed in other comparable sectors.

Shared between not-for-profit associations and commercial businesses, the dominant organisation of labour is characterised either by the cohabitation of a reduced number of permanent professional staff with unpaid managers and supervisors (voluntary sports), or by the exclusive presence of a small number of professionals (very small businesses). This impacts significantly on the entire spectrum of skills required for these professionals, meaning that extreme versatility is required.

Part-time jobs represent a higher proportion than in other sectors, but this proportion is tending to decrease. Male employment dominates slightly, with major variations between northern and southern European countries.

Lastly, the level of qualification appears to be highly contrasted and overall fairly low, with a gradual development over time, low salaries and fairly high external mobility. Even though their attachment to the sector leads many applicants to accept major "sacrifices" in terms of pay and working conditions, the low salaries and poor career development opportunities may discourage young professionals from remaining in this sector for long. From this viewpoint, for employees, sport represents a sector based on a compromise between "passion" and "profession".

To this overall description of employment we can add the list of professions concerned. We have distinguished sports occupations, which are the most specific (coach, instructor, activity leader) and sport-related occupations. In this latter category we specifically studied managers in the sports sector and sports-related sectors, physical education teachers at school, administrators in the field of sport, sports journalists, etc.

Overall, we are dealing here with "organised professional bodies" which display a strong identity and specific training. They are often officially recognised or the profession may even be regulated by law. Vocational qualification often calls for long experience on the job, even though formal aspects of training are often more limited (this applies essentially to professionals in the sports sector).



## **5 Vocational education and training in the field of sport in the twenty-five European Union member states**

### **5.1 The vocational education and training systems in the field of sport in the twenty-five European Union member states**

#### **5.1.1 General tendencies**

In part 2, we presented the definitions currently used to differentiate between general education, pre-vocational education and vocational education. However, it is not always easy to apply this framework to the field of sport. Indeed, in a field as specialised as sport, we can consider that training that is related to a profession (or group of professions) belongs to the category of pre-vocational training. The dominant presence of an operational aspect in training indicates the existence of truly vocational training.

However, this issue also poses the problem of the institutional system specific to vocational sports education, a system that is separate from general and pre-vocational education. In fact, in the field of sport, the situation is comparable to that observed in the fields of agriculture, healthcare, culture and art, in many European countries. These fields constitute territories that are somewhat independent from the systems covering general vocational training, systems which are sometimes shared between the Ministry of Education and the Ministry of Labour.

However, although training in the field of sport displays a tendency towards particularism, as in the sectors mentioned above, the recognition of sport as an economic phenomenon, justifying investment in the training of the necessary human resources, is not evident in all European countries. Although sport accounts for nearly 2% of the gross domestic product of these countries, on average, it is still considered to be a sector that is essentially coordinated by volunteers. This means that although the specific nature of the training field is generally accepted, its identification as part of "normal" vocational training is more problematic.

Depending on the type of "national sporting systems" and the related "employment in sport systems", there are varying degrees of "standardisation" for vocational training courses, which may range from the integration of training courses within general schemes to a complete lack of differentiation between voluntary and vocational training.

In short, systems belonging to the "bureaucratic configuration" favour specific vocational schemes, controlled or implemented by specialised public authorities (Ministry of Sport). Meanwhile, systems belonging to "missionary configurations" favour the existence of schemes that do not differentiate between volunteers and professionals, under the control of the federated voluntary sports movement. Systems belonging to "entrepreneurial configurations" display a degree of fragmentation between training schemes and a high degree of autonomy for each component in the sector (professional sport, commercial leisure sports, federated voluntary competitive sport, "social sport"). Lastly, the systems with "social configurations" tend towards the "standardisation" of vocational training or even its incorporation within the dominant system.

We shall examine these situations later, in more detail, and we remember that their classifications provide only an initial estimation.

#### 5.1.2 The components of the vocational education and training system in the field of sport

We have identified three components that we believe characterise a vocational education and training system in the field of sport:

- "Decision-making bodies", which devise the structural frameworks (laws, decrees, agreements, etc.), choose policies, organise the allocation of resources required, with the support of the administrative technostucture;
- "Training institutions", i.e. all the specialised and non-specialised systems that implement training initiatives;
- "Regulation processes", i.e. the set of principles and rules that organise the system.

We generally find the same decision-making bodies in all the EU member states. What does change, however, is the power that each one wields.

- Ministries of Education tend to have the main responsibility exerted by public authorities, whether alone or supported by the Ministry of Labour. This responsibility is sometimes shared by the Ministry or ministerial departments in charge of sport.

The table below shows the situation that can be observed in the European Union member states.

**Table 30: Ministry approving vocational training in the field of sport**

Country	Ministry
<b>Austria</b>	Ministry of Education, Science and Culture
<b>Belgium</b>	Ministry for economic affairs and labour
<b>Cyprus</b>	Ministry of Education
<b>Czech Republic</b>	Ministry of Education, Youth and Sport
<b>Denmark</b>	Ministry of Education
<b>Estonia</b>	Ministry of Education, Ministry of Culture
<b>Finland</b>	Ministry of Education
<b>France</b>	Ministry of Youth and Sport / Ministry of National Education
<b>Germany</b>	Ministry of Education / Ministries of Education of the Länder
<b>Greece</b>	Ministry of Education – Ministry of Culture (Secretariat General for Sport) – Ministry of Labour and
<b>Hungary</b>	Ministry of Education – Ministry of Labour and Employment – Ministry of Childhood, Youth and Sport
<b>Ireland</b>	Ministry of Education
<b>Italy</b>	Ministry of Education
<b>Latvia</b>	Ministry of Education and Science
<b>Lithuania</b>	Ministry of Education and Science – Ministry of Labour and Social Security
<b>Luxembourg</b>	Ministry of Education
<b>Malta</b>	Ministry of Education
<b>Netherlands</b>	Ministry of Education, Culture and Science – Ministry of Public Health, Wellbeing and Sport
<b>Poland</b>	Ministry of Education and Sport
<b>Portugal</b>	Ministry of Education – Ministry of Labour
<b>Slovakia</b>	Ministry of Education
<b>Slovenia</b>	Ministry of Education, Science and Sport
<b>Spain</b>	Ministry of Education, Culture and Sport
<b>Sweden</b>	Ministry of Education (but high autonomy of training providers)
<b>United Kingdom</b>	Ministry of Education: QCA/Skills Active (Public agency)

- The regional bodies in charge of training are also often involved. The situation does vary, of course, depending on whether the country is highly centralised or decentralised / federalised.
- Situations also exist in which responsibilities have been delegated to the sports movement itself. Sweden, for example, offers this type of training system, created within the sports movement and operating under its control, with mainly financial support from the public authorities (local, above all).
- More rarely, it is the social partners that take the main responsibility for defining the framework and content of vocational training and education in the field of sport.
- Lastly, we also find situations that give a lot of freedom to the initiatives taken by players in the field, employers, instructors, within a fairly unrestrictive framework.

**Table 31 - Contribution to governance of vocational training in the field of sport**

	Ministry of Education	Ministry of Labour	Ministry of Sport (or dept.)	Regions or authorities	Sporting associations/ corporations	Employers	Trade unions	Sporting movement	Chambers of commerce and industry
Austria	+++	+++	+	+++	++	+	++	++	++
Belgium	+	0	+++	+++	0	0	0	++	+
Cyprus	+++	0	+++	0	0	0	0	++	0
Czech Republic	+++	0	+++	+	+	+	+	+++	0
Denmark	+	0	0	0	++	0	0	++++	0
Estonia	+	+	+++	0	0	0	0	++	0
Finland	+++	0	++	++	0	+	++	+++	0
France	++	+	++++	++	+	++	++	+++	+
Germany	+	+	0	+++	++	+	+	++++	++
Greece	+++	+	+++	+	0	0	0	++	+
Hungary	++	0	+++	+	0	0	0	++	0
Ireland	+++	+	+++	0	+	+++	+	+++	0
Italy	++	0	+	++	+	+	+	++++	0
Latvia	+++	+	0	+	0	+	+	+	0
Lithuania	+++	++	+++	++	0	0	0	+++	0
Luxembourg	+++	0	+++	0	0	0	0	+++	++
Malta	++	0	+++	0	0	0	0	+++	0
Netherlands	+++	0	++	++	+	+	+++	+++	+
Poland	++	0	++++	+	0	0	0	+++	0
Portugal	+++	++	++	+	+	+	0	++	0
Slovakia	+++	0	+++	+	0	0	0	++	0
Slovenia	+++	0	+++	0	+	0	0	+++	0
Spain	++	0	+++	+++	+	+	+	+++	+
Sweden	++	+	+	+++	+	++	++	++++	0
United Kingdom	+	+	+	++	++	+++	+	+	0

"Service providers" occupy an original position in the field of sport. For the most part, they are sectoral organisations and, even when they belong to larger bodies such as universities, they cultivate a particular identity.

- In "missionary configuration" systems, training systems are very dependent on federated sports organisations and their management, and are largely incorporated within them. They serve as potential vocational retraining centres for high-level sportspeople or coaches at the end of their career.
- "Bureaucratic configuration" systems have generally created specific public training bodies. The staff working in these institutions often see themselves as much as advisors as service providers.
- Conversely, the situation in systems with "entrepreneurial configurations" generates a strong dependency between training systems and labour market requirements.

"Forms of regulation" tend most often to involve accreditation procedures from supervisory authorities: accreditation of an institution or programme, or even control over the awarding of qualifications to individuals after a training course in the form of a "licence" or "professional card", usually granted by the public authorities. In the table below, we can see that this last procedure is characteristic of the "bureaucratic configuration" systems, where a simple agreement in principle and possible subsequent assessment would suffice in the other systems.

**Table 32: Common forms of regulation for vocational training courses by the State or Public Agencies**

COUNTRY	Definition of a general framework	Identification of professions	Institution accreditation	Programme accreditation	Granting of individual "licences" or professional cards
Austria	X	X	X	X	-
Belgium	X	-	X	X	-
Cyprus	X	-	X	X	-
Czech Republic	X	X	X	X	X
Denmark	X	-	X	-	-
Estonia	X	X	X	X	
Finland	X	-	X	X	-
France	X	X	X	X	X
Germany	X	-	X	-	-
Greece	X	X	X	X	X
Hungary	X	X	X	X	X
Ireland	X	-	X	X	-
Italy	X	-	X	-	-
Latvia	X	X	-	-	X
Lithuania	X	X	X	X	X
Luxembourg	X	-	X	X	-
Malta	X	-	X	X	-
Netherlands	X	-	X	X	-
Poland	X	X	X	X	X
Portugal	X	X	X	X	
Slovakia	X	X	X	X	X
Slovenia	X	X	X	X	X
Spain	X	X	X	X	-
Sweden	X		X		
United Kingdom	X	X	X		

## 5.2 Training institutions

### 5.2.1 Types of training institution

The International Standard Classification of Education (ISCED) uses two main criteria to classify training institutions:

- Firstly, the dominant or secondary role that training has for the institution.
- Next, its status (public/private, profit-making/not for profit) including, for private structures, the degree of dependence on public funding.

This leads to a classification into five categories, covering the following:

- . Public institutions devoted essentially to training.
- . Public institutions involved in training as a secondary activity.
- . Private training institutions, mainly dependent on public funding.
- . Private training institutions, independent from public funding and non-profit-making.
- . Private training institutions, independent from public funding and of a commercial nature.

In the case of sport, we have also added a further criterion: whether the institution is specifically sports-related or more general in nature.

In our attempt to classify the vocational education and training systems in the field of sport in the twenty-five European Union member states, we can identify five categories of establishment:

- Non-sport-specific public training institutions. These are essentially universities and other public higher education establishments, along with public vocational training centres that generally depend on regions.
- Sport-specific public training institutions, linked to higher or secondary education. This covers both "Sport and Physical Education Academies" in the central and eastern European countries, and "Public Sports Institutes" dependant on Ministries of Sport (or their regional equivalents in federal states).
- Sport-specific private, not-for-profit training institutions. This mainly covers training centres that depend on sports federations or confederations, national Olympic committees or regional representations of these organisations.
- Private, not for profit organisations specialised in one area of sport and dependent on "sports bodies", i.e. organisations that represent certain sports professions.

### 5.2.2 The various vocational education and training institutes in the field of sport in the twenty-five EU member states

- We shall start by taking an inventory. The number and relative influence of the different types of institutions in the national sport training systems vary greatly from one country to the next, and depend on the position occupied by the various decision-making bodies. From a static viewpoint, we can undoubtedly pick out countries with a very wide range of institutions and where the presence of these different institutions is relatively "balanced". Conversely, there are also situations in which a particular type of institute dominates the landscape of vocational training. Information-gathering can be difficult, and it is not always possible to make a confident diagnosis using irrefutable data. However, we shall try to give an overview of the situation in the twenty-five countries, below.



**Table 33: Position of "training providers"**

	PUBLIC				PRIVATE NON-PROFIT		PRIVATE FOR PROFIT	
	Universities	Institutes and colleges	Ministry of Sport establishments	Non-specific public establishments	Federation Training Centres	Corporate body establishments	Group company establishments	Independent
Austria	++	++	0	++	++	++	++	+
Belgium	++	++	+++	0	++	+	0	0
Cyprus	+	+	0	++	++	0	0	0
Czech Republic	+++		+	0	++	+	+	++
Denmark	++	+	0	+	++++	++	+	+
Estonia	+++	+	0	0	+	0	0	0
Finland	+++	++	+++	0	++	0	+	+
France	++	0	++++	+	+++	0	+	+
Germany	+++	++	0	+	++++	+++	++	+
Greece	+++	+++	+++	++	++	+	+	+
Hungary	+	+	+++	0	++	+	0	+
Ireland	++	+	+	0	++	+++	++	+
Italy	++	0	0	0	++++	++	+	+
Latvia	+++	0	0	0	++	0	0	0
Lithuania	+++	0	0	+	++	0	0	+
Luxembourg	0	0	+++	0	+++	+++	0	0
Malta	+++	++	++	0	++	0	0	
Netherlands	+	+++	+	+	+++	+	+	+
Poland	++++	0	+++	+	+++	+	+	++
Portugal	++	+++	++	++	++	+	+	+
Slovakia	+++	++	+++	+	++	0	+	++
Slovenia	+++	+	++	+	++	+	0	+
Spain	+++	++	++	+++	+++	+	+	+
Sweden								
United Kingdom	+++	+++	++	++	++	++	++	+

++++ dominant

+++ high

++ medium

+ low

0 none or no information

The estimation of the number of training establishments does not say anything about the size of each one. As an initial approximation, federal training centres are the most numerous (nearly 800). But Universities and Colleges account for almost 500 institutions and around 300 profit-making establishments.

**Table 34: Estimation of the number of vocational education and training establishments in the field of sport (providers)**

	PUBLIC ESTABLISHMENTS				PRIVATE NON-PROFIT		PRIVATE FOR PROFIT	
	Universities	Institutes and colleges	Ministry of Sport establishments	Non-specific public establishments	Federation Training Centres	Corporate body establishments	Group company establishments	Independent
Austria	4	2	5	13	58	-	-	4
Belgium	6	23	2	--	1	1	-	-
Cyprus	0	1	1	-	1	-	-	-
Czech Republic	5	-	-	-	-	-	-	1
Denmark	3	3	-	-	100	2	-	2
Estonia	2	1	-	-	1	-	-	-
Finland	1	4	9	-	30	-	-	-
France	45	-	29	10	200	-	3	15
Germany	60	4	0	10	Approx.	15	60	75
Greece	7	5	20	29	3	1	6	-
Hungary	-	-	-	-	-	-	-	-
Ireland	2	9	2	32	6	8	2	-
Italy	30	0	0	0	19	3	10	10
Latvia	4	0	0	1	-	0	0	1
Lithuania	4	0	0	1	-	0	0	-
Luxembourg	0	0	1	0	0	1	0	0
Malta	1	1	0	0	-	0	0	0
Netherlands	2	10	20	-	-	0	1	0
Poland	4	8	1	13	58	3	0	14
Portugal	8	11	1	12	1	-	2	5
Slovakia	3	-	1	-	75	-	-	50
Slovenia	1	-	-	-	60	-	-	-
Spain	16	34	18	4	18	-	2	4
Sweden	12	-		23	25	-	3	8
United Kingdom	139	69	-	-	17	10	-	-
TOTAL	268	185	109	148	774	44	89	189

- We shall now try and identify the development trends.

If we look at things from a "dynamic" standpoint, we note, first of all, the existence of what we could call "traditional" vocational training institutions in the field of sport.

. Firstly, this involves higher education establishments or university faculties/departments which provide training in physical education and sport. The situation differs between the central and eastern European countries where, particularly after the second world war, such institutions served to train the supervisory staff (both high-level coaches and physical education and sports teachers) required for the development of a State sport, and the western European countries where the training of physical education teachers remained paramount until the end of the 70s.

. Among the "traditional institutions", we should also include training systems that depend on sports federations or confederations. Their level of presence and power varies from country to country, with – as might be expected – dominant levels in countries with "missionary configurations" such as Sweden, Germany and Italy.

. The third category of "traditional institutions" consists of the public institutions set up by the Ministries of Sport. This situation arises in a limited number of countries: in France, where such institutions are well represented throughout the country, and also in Spain (where they have been created on the initiative of the autonomous communities), in Greece and Portugal.

. The final category of "traditional institutions" consists of the training systems connected to particular "sporting corporate bodies" (when these are powerful enough): ski instructors, mountain guides, lifeguards, etc.. The training institutions for these corporate bodies have a strong presence in the UK, as well as certain regions of Italy, Germany and Ireland.

These traditional schemes are undergoing a certain number of "internal changes", under the influence of environmental factors.

. The independent "sports academies" of the central and eastern European countries are gradually becoming integrated within the traditional universities, although not without resistance from their members. In parallel, they are also in the process of diversifying their training courses. These two processes are sometimes at odds with each other, as the first process pushes courses towards "generalisation". The "universitarisation" of sports training courses tends to cause a shift away from the requirements of the sports market, due to the "colonisation" of these courses by more powerful university sectors.

- As regards western European universities, it was essentially the PE teacher recruitment crisis that caused a diversification process in the mid 80s. In most cases, this did not come in response to demand from those involved in the field (federated sports movements, professional sport, commercial sporting leisure pursuits); rather, it was a process to defend a training area threatened by recession. The result, it appears, is a poor ability to meet the requirements of the labour market in the field of sport.
- As regards schemes dependent on federations, wherever the "missionary configuration" is strongly established, then these maintain their activities. Nonetheless, one tendency is making its presence felt: the involvement in cooperation initiatives with other training systems. These might be universities, as has traditionally been the case in central and eastern European countries, or general secondary level public establishments or even private schools in the commercial sector.
- Meanwhile, the public schemes that depend on Ministries of Sport are tending to come together (in terms of their status and *modus operandi*) with the "general" vocational training centres. This is also holds true for training centres linked to "sporting corporate bodies".

We shall now look at what we have called the "new institutions" involved in vocational training and education in the field of sport.

Given young people's enthusiasm for sport, and the process whereby young people with academic difficulties are retraining in sport, vocational training in the field of sport seems to be a very promising market indeed, particularly in the commercial sporting leisure sector. The profitable private training sector is developing fast in all EU member states.

The market is covered by two types of institutions:

- Firstly, "individual vocational training entrepreneurs". This group is increasing in number and is seeing spectacular growth in central and eastern European countries.
- Secondly, "corporate or group schools" which are sponsored by international companies. These groups are interested in the "training market" itself and in the possibility of training the human resources they need for their business in the best possible conditions. This approach is particularly common in the fitness sector.
- We also observe initiatives from "standardisation" bodies that are trying to impose training quality certifications in the vocational training market in the field of sport.

- Lastly, in parallel to the process of reconciliation of specific sport training institutions with vocational training standards, we note the investment from "general vocational training institutions" in the field of sport, either independently or in cooperation with other players in sporting world. This is particularly true in countries such as Austria and Spain.

- To sum up, training and education institutions in the field of sport are involved in this movement which accompanies – running slightly behind – growth in participation in sport and developments in quality. This results in the internal development of institutions already present on the market, and the appearance of "new players". Regulating such a system is not without its problems. Intervention from public authorities is still commonly encountered in a number of countries, where the concern is to control the quality of initiatives, if not their number. In countries belonging to the "missionary configuration", sporting confederations are counting on the resonance of their values throughout society in order to limit competition. Additionally, they sometimes deliberately embark on partnerships with the most powerful private entrepreneurs, in order to try and preserve their existence in the field. The existence of a "map of professions" and "qualification framework," sustained by the social partners, forms the preferred means of regulation for systems with a "social configuration" (or those moving in this direction).

### 5.3 Vocational training programmes in the field of sport

It is easy to see the difficulty in comparing programmes which lead more or less directly to around twenty professions in twenty-five different countries. We shall try and respond to this by selecting, firstly, a certain number of variables in order to make these comparisons. We shall start by recapping on the general framework surrounding these programmes, i.e. the forms of coordination or regulation that they are subject to. Then, we will try and identify the existence and, if possible, the number of programmes for the different professions. This will provide two key pieces of information: the levels of "diversification" and "specialisation" of the training schemes in a given country. We have highlighted the extent of the transformations affecting sports participation in Europe over the last thirty years, and this first criterion will help us to measure the ability of national systems to adapt to the "new requirements". We will also try and characterise the programmes by the levels of training to which they correspond. This information will be compared with the qualifications of those currently employed in the field of sport, and should enable us to gain an initial idea of the degree of suitability of these programmes with regard to qualification levels.

Lastly, we shall look at the presence and, if possible, the penetration level of four particular means of training: apprenticeship; lifelong training; formal/informal validation of learning; distance or electronic learning. This information should enable us to assess the flexibility of the training systems.

### 5.3.1 The framework in which training programmes are devised

In most European Union member states, there is a form of programme accreditation (see table 3) that has two features: agreement on a frame of reference for a given type of training; effective accreditation of a programme implemented by a given operator at a given moment. This second form may simply involve checking that the frame of reference is complied with, or it may go as far as auditing certification. Earlier, we also mentioned (table 29) the most extreme form of control, represented by "individual certification" of people having followed the training course ("licence" or "professional card" systems).

This synoptic presentation does not take account of the disparities observed depending on the type of training "provider": universities are subject to varying regulatory frameworks, which may give them near-total autonomy in the design and availability of programmes, or impose centralised management of such decisions at ministry level, or allow for decision-making autonomy within an imposed national framework. Indeed, it is this mode that is most common in the European Union member states. Clearly, things are different for training courses devised and implemented by sports federations. In this case, the common system involves a very high degree of independence from the authorities controlling vocational training and education, unless the sports organisations want to award accredited training qualifications. There is sometimes a degree of dependence towards international sports federations, when they decide to create their own training label.

### 5.3.2 Existence of programmes corresponding to the different professions in the field of sport

**Table 35: Level of training identified**

COUNTRY	COACHES		INSTRUCTORS											COORDINATORS			MANAGERS
	Football	Other	Swimming	Sailing	Golf	Climbing	Skiing	Riding	Tennis	Combat sports	Physical training	Diving	Fitness	Youth	Disability	Seniors	Specialised managers
Austria	II-III	II-III	II	II	II	II	III	II-III	II-III	II	IV	II-III	III	II-III	II	III	IV-V
Belgium	II-IV	I-II	I-II	I-II	I-II	I-II	I-II	I-II	I-II	I-II		I-II	II-III		I-IV		IV-V
Cyprus	II-IV	I	I	I				I		I		I			I		IV
France	II-V	II-V	II-V	II-V	II-V	II-V	II-V	II-V	II-V	II-V	IV-V	II-V	II-III	II-IV	II-III	II-III	III-V
Germany	III	II-III	II-III	II-III	II-III	II-III	II-III	II-III	II-III	II-III	II-III	II-III	II-IV				III-V
Greece	II-IV	II-IV	II-IV	I-II	I-II	I-II	I-II	I-II	II	II	III-V						III-V
Ireland	II-IV	II-IV	I-II	II	II	II		II	II	II		I-II	II-III		II-IV		III-IV
Italy	II-IV	II-IV	I-IV	I-III	I-III	III	I-III		III	I-III	III-IV	II	II-III		IV-V		IV-V
Latvia	IV	IV	IV				IV			IV			IV		IV		IV
Luxembourg	I-II	I-II	III	II					I	I-II		I-III	II	II	II	II	
Malta	I-III	I-III											II-III				
Netherlands	I-IV	I-IV											I-IV				
Spain	II-IV	I-III	I-III	I	I	III	II-III	II	I-III	I-III		I-II	I-II		I		III-V

### 5.3.3 Qualification levels for vocational programmes in or related to sport

Taking into account the available information, when we analyse the levels of qualification in the twenty-five EU member states and try to pinpoint the dominant factors, we obtain the following table (table 35):

This brings to light three key points:

- There is a fairly broad variety of situations from country to country
- Overall, there is a dominance of programmes situated either at level II, or at level IV
- Consequently, we note that level III training courses are less well represented. This situation seems to be somewhat at odds with the status of qualifications possessed by professionals in the sports sector (see table in chapter 4). In fact, it is level II or III training that is most in demand in the field. Although we know that there is a difference between the qualifications of the "stock" of professionally active people and those of the "flow" of recruits, the difference is too great to be justified in this way. We therefore seem to be in a situation where the qualifications offered by training systems do not match the current market requirements in the field of sport. This point of view is borne out by interviews with national correspondents, and the issue is as much related to the content of the skills required as to the actual level itself.

### 5.4 The status of the application of the Copenhagen declaration in the field of sport

The results of our study show that the implementation of the Copenhagen declaration in the sports sector is only in its initial stages. This situation is not exceptional if we consider the intermediate report drawn up by the European Commission, entitled "Education and training 2010".

What is the first assessment that we can give for the field of sport?

- As regards the transparency of qualifications and competences, a first initiative was embarked upon nearly fourteen years ago in order to produce a common framework for analysis of qualifications and competences in certain professional fields. However, to date, nothing systematic has really been undertaken, and the use of the EUROPASS and the Euro CV for instance, is not highly developed.
- As regards "quality assurance" for vocational education and training in the field of sport, apart from a small number of courses linked to the commercial sector, no systematic approach has been undertaken. We can simply point out the initiatives taken some years ago to define a method to track professional integration of graduates.



- The system of European credits in vocational education and training has not yet been applied at all in the field of sport. We can only note an initiative by the ENSSEE over ten years ago in order to fall within the "outer circle" of the ECTS project. We also point out that work to identify the professions and competences at the basis of such a project has been carried out in various sports-related vocational fields.
- As regards the validation of informal or non-formal learning, there is little current experience in this field. We can highlight the French example of "validation of experience" which is becoming increasingly noteworthy. Both the Ministry of Sport and the universities involved in vocational sport training are spearheading the application of this programme which concerns all sectors. We can assume that this experiment may well serve as a reference.
- Lifelong learning and guidance do not seem to be undergoing any particular developments in the sports sector, in formal terms at least. However, we do note the growing efforts to accommodate people in employment, particularly in the management and coaching fields.
- Sectoral qualifications in the field of sport depend on three major categories of players and their cooperation:
  - . Organisations in charge of governing the system. On the national scale, there are few countries that have managed to coordinate all players working in the field of vocational sport training. We have already pointed out that, in most countries, we are faced with a group of players without clearly delimited roles, who are sometimes even in competition with one another without any real benefit for the system as a whole.
  - . The social partners are the key regulatory bodies at sector-level. Their position in the sports sector is still weak in most European countries. Reinforcing them and their relations with training service providers is a major challenge for the years to come. This is the purpose of the project called "building social dialogue in the sports sector", whose not unreasonable aim is to create a "social dialogue committee" in the sports sector within two years.
  - . Training service providers are clearly in a central position. They are numerous, with various origins and statuses. As we mentioned in the paragraph above, one of the key difficulties encountered is the establishing of operational links with "commissioning parties" for functional or cultural reasons.
- The European dimension of vocational training and education, which is presented in all sectors as the least advanced aspect in the implementation of the Copenhagen process, is probably one of the strong points in the case of the sports sector. The developments presented in the third part of chapter 6 seem to us to be sufficiently explicit in this regard.

The table below aims to take stock of the situation in the different European Union member states in the fields we have just mentioned.

**Table 36: Degree of implementation of the Copenhagen process**

COUNTRY	European Dimension	ECVET	Europass	Lifelong learning	Validation of informal training	Quality validation	Apprenticeship/sandwich courses
Austria	++	+	++	++	0	++	+++
Belgium	++	0	0	++	0	++	0
Cyprus	++	0	0	++	0	0	0
Czech Republic	++	0	0	++	++	0	+
Denmark	++	0	0	++	+	+	+
Estonia	++	+	+	++	+	++	0
Finland	+++	++	+++	+++	++	++	++
France	++	0	+	+++	+++	+	++
Germany	+++	0	+	++	0	+	+
Greece	+	0	0	++	+	+	0
Hungary	++	0	+++	++	+	+	+
Ireland	++	0	0	++	+	++	+
Italy	++	0	0	++	+	+	0
Latvia	++	+	+	++	++	+	?
Lithuania	++	0	0	++	+	+	0
Luxembourg	++	0	0	++	+	+	++
Malta	++	0	0	+++	+	++	0
Netherlands	+++	+	++	+++	++	+++	++
Poland	++	0	0	++	++	+	0
Portugal	++	+	0	++	+	+	0
Slovakia	+	0	0	++	++	0	0
Spain	++	0	+	++	+	+	+
United Kingdom	++	0	0	+++	++	+++	++
Slovenia	+	0	0	++	++	0	0
Sweden	++	+	+	+++	++	+	0

+++++ widespread  
 +++ very present  
 ++ present  
 + exists but rare  
 0 non-existent (or no information)

## 5.5 Vocational education and training system configurations in the field of sport in the twenty-five European Union member states

In order to make it easier to understand such a complex group of systems, in this chapter we shall pursue the approach introduced in the two previous chapters, adapting it to the issue of "vocational education and training", in order to connect the countries' situation with particular "configurations". We shall start by isolating the specific criteria to be implemented in order to bring these configurations to light in the field of training. We shall then attempt to draw up the profile of these configurations in the field of training. Lastly, we aim to match the different countries with one or other of these configurations.

### 5.5.1 Criteria characterising the vocational education and training systems in the field of sport

The broad diversity observed in vocational education and training systems in the field of sport within the various EU member states appears to be underpinned by four criteria, which we believe to be characteristic of these systems.

- **the suitability of training for the job market**, in both qualitative and quantitative terms, is the first criterion.

Firstly, in this context, we note the existence of systems that we can describe as "traditional", in which most vocational (or rather, "pre-vocational") training is geared towards training "physical education teachers" within or outside a university system. These highly qualified professionals are not well suited to the job market's growing demand for diversification, and their high qualification level is not generally appropriate for the jobs on offer ("deskilling"). In tandem, training in supervision of physical and sporting activities (coaches, instructors) is provided by sports federations that train both voluntary supervisors and any professionals (with the latter very much in the minority). The formal training on offer is generally very short, even though it is usually based on personal practice and additional voluntary supervision experience. These courses lead to qualifications which very rarely go beyond level II, although it is often hard to categorise them accurately.

At the opposite end of the scale from the "traditional" systems are those systems which provide a very wide range of courses, in line with the broad array of professions currently being developed in the sector and the various corresponding qualification levels (level II to level IV). Significantly, it is the existence of a high number of diverse level III or II courses that gives us an indication of this suitability.

On the whole, we can say that vocational and pre-vocational sports training systems are characterised by a "surfeit" of initial level IV and V training courses and the strong presence of low-level technical sports training (below II), for both volunteers and professionals (who are greatly in the minority). Level II and III training, which seems to be most sought after on the job market, tends not to be highly developed. In the first analysis, insofar as reliable information is available, this results in a real mismatch between job supply and demand, which is not fully remedied by the "deskilling" of university graduates.

- The second criterion that we have identified is the **flexibility of vocational training systems**. This can be identified via three particular dimensions:

. First of all, we point out the ability to meet the needs for recognition of qualifications obtained during an informal training process ("validation of experience" in the French system; recognition of informal/non-formal training in international terminology).

This recognition takes two different forms: "Professional recognition", i.e. the possibility of promotion within the production system based upon this experience. Overall, this form of recognition is largely practiced in environments with a dominant culture of "know-how". The second form of recognition is that which comes from the domain of training and, in particular, academic environments. Here, resistance is generally strong, with a few notable exceptions such as France, where a scheme for "validation of experience" has been set up and is effectively applied to the field of sport.

. Next, we can designate the presence of "lifelong learning systems" as an initial approximation of "continuing education". Again, in this domain, the situations are in contrast. This possibility exists in all the countries studied. However, it does not seem to be implemented everywhere or to concern a substantial number of people working in the sports sector.

In most countries, there is a doubly marginal procedure: limited by the number of people it concerns and distinguished by the type of qualifications accessible by this means, which are different from those obtainable in the context of initial training. Once again, we see in some pioneer countries that the situation in the field of sport falls within the general vocational training policy, although it is often lagging slightly behind and is less developed.

. Lastly, we can mention the means of organising training which make it possible at least to formulate and reconcile training and the employment situation. Here, what comes to mind in particular are distance training or "e-learning" and "sandwich" courses, and essentially, "apprenticeship" training. Again, in this field, the situation is highly contrasted. Firstly, we note the countries where apprenticeship is quite widely developed in the sports sector (Austria, Netherlands, France) or being implemented (United Kingdom, Spain, etc.).

However, for the most part, apprenticeship is either non-existent or very seldom seen in the sports sector. Its presence is not unrelated to the situation in the entire training system overall. However, the case of Germany is very interesting. Although Germany, like Austria, is a country famous for its "dual" training system, unlike Austria, apprenticeship is completely absent from its sports sector.

- The third criterion is the existence of a system for **assessment of the quality of vocational training**. A major part of this assessment involves measuring how well suited training is to the labour market. We shall not cover this aspect here, preferring instead to concentrate on what we could call "internal assessment (within the training system) of quality". This approach currently seems to be dominant in the work carried out in higher education, and it does not avoid the risk of neglecting the fundamental aspect of market suitability.

The most commonly used criteria include the proportion of graduates to registered students, the proportion of university qualifications to all qualifications awarded by the training system, and the level of satisfaction of people in training (often graduates) as regards the training received. One criterion that is presented as essential is the existence of an assessment scheme that is external and independent from the training system. We have tried to take stock of the existence and comparability of these assessment schemes in the various vocational training systems in the field of sport. Although these assessments do exist for most programmes, with the exception of administrative type audits, there is no harmonised means of comparing the quality of training courses at regional or national level. With a few very rare exceptions (United Kingdom?), there do not seem to be any assessment systems operating in the field of vocational training for sporting professions. We can therefore consider that the application of the "quality approach" to vocational training in the field of sport is only in its teething stages.

- The fourth and last criterion that we have identified to qualify vocational training is the **means of regulating training systems**. To apply this criterion, we must first identify the players likely to play a regulatory role in vocational training systems in the field of sport. Ministries in charge of sport, Ministries of education and Ministries of labour form the "state control" group. The second group is also connected to the public domain: regional public authorities. The third group is represented by training centres forming autonomous decision-making bodies, such as universities. The fourth group, highly specific to the field of sport, is represented by the sports movement (national and sometimes international federations, confederations, etc.). The fifth group is represented by the social partners (employer and employee representatives in the sports sector). The sixth group brings together organised "professional bodies" (very present in a sector where self-employment is an important and long-established part of the service supply). We can also consider there to be a seventh group made up of companies with a key position in the sector, which promote training policies for internal purposes or exert an influence on the market as a whole.

A regulation system could therefore be qualified firstly by the number of players involved in the regulation process.. It would then be qualified by the respective influence of each of them. It would also be qualified by the level of integration of this regulation system, i.e. by the extent to which it is coordinated. Lastly, it would be qualified by the form of this regulation system: imposed or subject to negotiation between those involved.

This gives us an overall system that can be developed according to the following dualities: simple - complex; unipolar - multipolar; fragmented - coordinated; determinate - indeterminate (imperative or open to negotiation by players).

Our observations in the different European Union member states show a wide diversity in the forms of regulation systems implemented in terms of vocational training in the field of sport. From systems that we have called "traditional", characterised as "simple, bipolar, coordinated, determinate", to systems that we could call "diversified" and "modern" and that can be characterised as "complex, multipolar, coordinated, indeterminate". The general trend is nonetheless moving towards this latter form.

### 5.5.2 Training system "configurations"

We shall now try to apply the criteria that we have just identified to the different configurations described in the previous chapters.

- The "missionary configuration" is characterised by its low suitability to the job market, or even a refusal to accept its entrepreneurial developments. Training remains focused on the requirements of the federated voluntary sports movement, and is only gradually taking on board the separation of volunteers and professional training. The flexibility of the system, i.e. its ability to recognise formal learning, remains limited to those who acquired this within the system itself. The system is somewhat cut off from any relations with official systems for recognising training and, in particular, any academic recognition. The formal dimension that the quality approach involves is far removed from the implicit system of assessment based on shared values that is the norm in this area. The regulation system set up is based on the dominant position of the federated voluntary sports movement. Positions in contradiction with these dominant trends are essentially found in the commercial leisure sports industry, which is developing in all European countries.

- The "bureaucratic configuration" also displays a limited ability to adapt to the developments in contemporary sports participation. This is due to the inertia in the way the system operates, which fuels the diverging interests of the different groups composing it. Flexibility is generally very low because the system is sustained by a set of rigid rules, which also guarantee the theoretical equality of treatment for all those concerned.

The quality procedure, which in principle involves external assessment and reappraisals, is not well accepted. Regulation is essentially carried out by sovereign public authorities.

- the "entrepreneurial configuration" is characterised by the spontaneous emergence of short, well defined courses, which sometimes become quickly obsolete, in response to the requirements of the labour market. Flexibility, as we have defined it, is present insofar as it can be profitably implemented. It can also be boosted by a situation of competition between training providers. In this type of system, the quality approach naturally finds its place. Its development is sometimes hindered by the multiplicity of standards that try and impose themselves on the market and the competition between them. The essential means of regulation operating here is the market, even though in the European context this falls within quite a formal framework

- The "social configuration", a variation on the preceding configuration, shows a decent level of adaptability; however, this hinders the inertia of the system, which makes for long phases of negotiation. Flexibility is a key challenge for these systems where current employees, who are extremely attentive to this aspect, have a dominant role. The difficulty is due more to the resistance of training systems. The quality approach, which can lead to the reappraisal of employee statuses, is subject to negotiations. Regulation generally tends to require some form of consensus between all players.

### 5.5.3 Allocation of vocational training and education systems in the field of sport to different configurations

**Table 36: Characterising the vocational training and education systems in the field of sport**

<b>COUNTRY</b>	<b><u>Dominant player</u></b>	<b><u>Confusion of vocational education and training professionals and unpaid workers</u></b>	<b><u>Response to labour market requirements</u></b>
Austria	Sports confederation	0	++
Belgium	Ministry of Sport	++	+
Cyprus	Sports organisation	+++	+
Czech Republic	Ministry of Sport	0	+
Denmark	Sports confederations	+++	++
Estonia	Ministry of Sport	0	++
Finland	Ministry of Sport	0	+++
France	Ministry of Sport	0	++
Germany	Sports confederation	+++	++
Greece	Ministry of Sport	0	+
Hungary	Ministry of Sport	0	+
Ireland	Sports council	+	++
Italy	CONI Sports confederation	+++	+
Latvia	Ministry of Sport	0	+
Lithuania	Ministry of Sport	0	+
Luxembourg	Ministry of Sport	++	+
Malta	Ministry of Sport	+	++
Netherlands	None	0	++
Poland	Ministry of Sport	0	+
Portugal	Ministry of Sport	+	+
Slovakia	Ministry of Sport	0	+
Slovenia	Ministry of Sport	0	+
Spain	Sports council	++	++
Sweden	Sports confederation	+++	+
United Kingdom	None	++	++



**Table 37: Configurations (Missionary, bureaucratic, etc.)**

COUNTRY	CONFIGURATION
Austria	Missionary
Belgium	Bureaucratic
Cyprus	Bureaucratic
Czech Republic	Bureaucratic
Denmark	Missionary
Estonia	Bureaucratic
Finland	Bureaucratic
France	Bureaucratic
Germany	Missionary
Greece	Bureaucratic
Hungary	Bureaucratic
Ireland	Entrepreneurial
Italy	Missionary
Latvia	Bureaucratic
Lithuania	Bureaucratic
Luxembourg	Missionary
Malta	Bureaucratic
Netherlands	Social
Poland	Bureaucratic
Portugal	Bureaucratic
Slovakia	Bureaucratic
Slovenia	Bureaucratic
Spain	Bureaucratic
Sweden	Missionary
United Kingdom	Entrepreneurial

## 5.6 Chapter conclusions

The diversity of vocational education and training systems and policies in the field of sport in the twenty-five European Union member states has made it difficult to draw up a synopsis. However, we have tried to devise an initial classification which provides common reference points, even though this is, necessarily, approximative.

The situations and dynamics in operation can be presented as follows, based on certain fairly widespread features:

- Firstly, the existence of old training systems which form part of the way the sports movement operates, based on practical control of largely ritualised behaviour, and requiring considerable learning periods through immersion in the environment ("social integration"). This clearly signifies that it is not possible to work professionally in the field of sport if one has not previously participated and supervised voluntarily. This disqualifies the "school model" of training and, if learning is to be formalised further, calls for involvement in a "sandwich" type course, at the very least. This is borne out in the voluntary sports movement, but is also largely valid in the commercial domain. This concerns not only sports supervision professionals, but also managers for the most part, i.e. most of those working in small companies or organisations. The development outlook for such a system, which remains largely outside the standard formats that vocational training takes in our countries, will no doubt involve efforts to formalise knowledge and learning on the one hand and, on the other, recognition by the vocational training system in place of the skills acquired in this context.

Developments in this dual direction can be seen, but they are not yet in the majority in the field of training, for they require a real transformation of "mentalities" in the two domains concerned (voluntary sport and the academic world).

- The second key feature is widely shared by most EU member states: the existence of a university training system in the field of physical education and sport, which has often been in existence since the early 20th century. This system, present in twenty-four countries out of twenty-five, has always been subject to two contradictory movements:

- \* Firstly, deep roots in vocational field practices, particularly teaching practices, which contributes to its academic marginality.

- \* Then, the aspiration of instructors to give a theoretical/scientific format to the knowledge produced and transmitted. The link between this system and that constituted by on-the-job learning, particularly in the sporting movement, is often problematic, with the notable exception of the central and eastern European countries. In these countries, governments had mobilised human resources to work for sport as an instrument of promotion for their regimes.

This historical "acquired experience", from the point of view of training, should not be lost, despite the deep changes undergone by the sports systems in these countries.

This "training professionalisation" work must also be reconciled with the presence of a high number of volunteers (absolutely necessary for the survival of the system and the success of its social and educational mission) in an entire area of the field (volunteer sports movement), some of whom occupy positions of responsibility. These volunteers managers must also be trained so that they can make the most of the skills of their employees.

Unlike the situation we have just described, which went as far as to "instrumentalise" higher training courses in the field of sport, university training systems in the field of physical education and sport in western European countries have begun to drift in another direction, and this has accelerated in the last twenty years. Their development has not been accompanied by an equivalent rise in demand in the labour market for their traditional "products", physical education teachers. In some countries, we have seen high numbers of graduates coming out of courses who do not meet the entrance criteria of the labour market, as described above. This has led either to high unemployment rates in some countries, or the "evaporation " of graduates into other employment sectors, a process which is often accompanied by deskilling.

In this sector, we therefore see, on the one hand, the presence of managerial staff who have high-level qualifications but are not always in step with the market demand, and on the other hand, individuals with "non-formal" training who have acquired certain skills and who need these skills to be formally recognised in order to progress in their field or to pursue another career in another sector of activity.

The Copenhagen process seems to provide relevant solutions to the difficulties that we have mentioned.

We conclude this chapter with a more general remark: It is interesting to note the proximity that we have been able to establish between the sports system configurations and the configurations for vocational education and training in the field of sport, given the relative coherence that we have already established between sports systems and sports employment systems. It is unlikely that this coherence is entirely unrelated to the significant relations existing between the "sport system" and the rest of society. Even though this link between the different systems is not mechanical, and although each system has its own specific aspects with particular challenges and singular solutions, "societal" influences strongly affect all these systems. Sport, despite the universalism that it claims and the power of the international organisations, is not able to neutralise these influences. Scandinavian – Swedish and Danish – societies, that remain "societies of freely associated citizens" promote a form of sporting system that is different from that encountered in societies where the State plays a dominant role, even if this is for the safety and freedom of its citizens. However, we note that in our field there the gaps between the members of the EU have narrowed substantially in the last fifteen years, mainly due to the pooling of experience. The discovery of others and their way of tackling the situations that one must confront oneself is a powerful stimulus for change.

## **6 European cooperation for vocational education and training in the field of sport**

### **6.1 The European framework for vocational education and training policies**

The European Union's vocational education and training policy, which took a decisive step forward with the Maastricht Treaty, falls within a perspective of economic and social development for all member countries explicitly formulated in the Lisbon declaration in March 2000. The latter sets a goal, for the European Union, of "becoming the most competitive and dynamic knowledge-based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion".

On the basis of a proposal from the Commission and contributions from the Member States, the Council adopted the "Report on the concrete future objectives of education and training systems" on 12 February 2001. This is the first document that outlines a comprehensive and consistent approach for national policies on education in the context of the European Union. This approach is based on three objectives:

- improving the quality and effectiveness of education and training systems in the European Union
- facilitating the access of all to "lifelong" education and training
- opening up the education and training systems to the wider world.

These general objectives have been applied to the particular field of vocational education and training within the scope of the Copenhagen declaration of December 2002 of which the main priorities are presented as follows:

#### **European dimension**

To strengthen the European dimension of vocational education and training in an aim to enhance European cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives, the objective being to increase international awareness in terms of the European education and training area so that Europe is recognised as a reference to learners world-wide.

**Transparency, information and guidance**

To increase transparency in vocational education and training through the implementation and rationalisation of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the common European framework of reference for languages, and EUROPASS into one single framework.

To strengthen the policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly in terms of access to learning, vocational education and training, as well as the transferability and recognition of competences and qualifications in order to promote the occupational and geographic mobility of citizens in Europe.

**Recognition of competences and qualifications**

To investigate how transparency, comparability, transferability and the recognition of competences and/or qualifications, between the different countries at different levels, could be promoted by developing reference levels, common principles for certification and common measures, including a credit transfer system for vocational education and training.

To increase support to the development of competences and qualifications at the sectoral level by reinforcing cooperation and coordination and more particularly, by involving labour and management. Several bilateral and multilateral Community initiatives, including those already defined in various sectors and aimed at the mutual recognition of qualifications, illustrate this approach.

To develop a set of common principles regarding the validation of non-formal and informal learning in order to ensure improved accountancy between the approaches adopted in the different countries at different levels.

**Quality assurance**

To promote cooperation in terms of quality assurance by placing the emphasis on the exchange of models and methods as well as common criteria and principles regarding quality in vocational education and training.

To attend to the educational needs of teachers and trainers for all forms of vocational education and training.

In November 2003, the European Commission issued a rather critical progress report on the work:

"efforts are being made in all the European countries to adapt the education and training systems to the challenges of the knowledge-driven society and economy, but the reforms undertaken are not up to the challenges and their current pace will not enable the Union to obtain the objectives set".

Elaborating further, the Commission declares:

"The five European Benchmarks adopted by the Education Council in May 2003 will for the most part be difficult to achieve by 2010. In particular, the level of take-up by Europeans of lifelong learning is low and the levels of failure at school and of social exclusion, which have a high individual, social and economic cost, remain too high. In addition to this, there are no signs of any substantial increases in overall investment (be it public or private) in human resources.

The European Union is still well behind in this area compared to its major competitors in the international arena and in particular suffers from a level of private sector which is too low in higher education and continuing training. At the same time, there is no evidence of any great headway being made in more effective use of available resources.

In addition, due to lack of quality and attractiveness, vocational training is not up to the new requirements of the knowledge-based economy and the European labour market. The Union also faces the increasing risk of a teacher shortage. Equally, it is experiencing the greatest difficulty in regaining its place as first choice for students from non-Community countries, the number one spot having been taken over by the USA".

To correct these weaknesses, it proposes the following urgent measures:

- "concentrate reforms and investment on the key points in each country, in view of the situation of each and of the common objectives; at the Community level, this requires structured and continuous cooperation to develop and make the best use of human resources and achieve maximum investment efficiency;
- define truly coherent and comprehensive lifelong learning strategies, ensuring effective interaction between all the links of the learning chain and setting national reforms within the European context;
- at last create a Europe of education and training, particularly by rapid introduction of a European reference framework for qualifications in higher education and vocational training; such a framework is essential for creating a genuine European labour market, to facilitate mobility and make European systems more transparent;
- give "Education & Training 2010" its rightful place so that it becomes a more effective tool for formulating and following up national and Community policies, including beyond the current decade; the urgent nature of the challenges to be faced means we have to use the open method of coordination to the full - while fully complying with the principle of subsidiarity. In particular, the Commission feels that as from 2004 a mechanism should be put in place to monitor progress achieved on the basis of annual reports forwarded to the Commission by the Member States".

## 6.2 Vocational training and education policy in the field of sport within the European Union

### 6.2.1 general situation

How can we plan the implementation of a global policy in a particular economic sector, whose national peculiarities in the 25 European Union countries we have already underlined? We must at least expect to take into consideration the particular situations encountered in this sector, which is characterised by the presence of a high number of players. Any change in the procedures employed in vocational training involves both encouraging innovative initiatives taken at a fundamental level and coordinating these efforts by means of a flexible but dense network. What schemes can we rely on in order to successfully complete this much-needed coordination and encourage initiatives at a fundamental level?

While the Copenhagen declaration stresses the importance of sectoral approaches, there is no real "European" policy for vocational training in the field of sport. This is no doubt due to two main reasons: Firstly, the European programmes have, to date, given limited importance to the "sectoral dimension" in the projects they support; in other words, coordination between programmes, which would mean wide-scale action at the sectoral level, is often difficult to carry out.

Then, as regards the sports sector in particular, even though a "Sport Unit" has been in existence for over 15 years within the Directorate General for Education and Culture, the absence of sport from the treaties weakens any lasting action.

This means that training in the field of sport comes across as a rather marginal, even exotic activity for departments in charge of education. As for the Sport Unit, it cannot alone bear the responsibility of defining a policy in this regard.

### 6.2.2 the initiative of the Directors General for Sport in the European Union countries (Delbeck group)

In 1989, having formed an informal group, the Directors General for Sport from all member countries agreed, on France's initiative, to work on a project to harmonise vocational training courses in the field of sport. Unfortunately, as the starting point for discussion, this project took the French situation with its total State control over the training system and conditions of access to employment.



This immediately triggered hostile reactions from the representatives of "liberal sport systems" such as Denmark and the UK, who refused to collaborate further. This failure meant that the harmonisation of vocational training in the field of sport was removed, for the long term, from the agendas of the informal European Councils of the Ministers of Sports.

The training cooperation that was set up at this time in the field of sport was essentially led by non-governmental organisations, working with financial support obtained in the context of European programmes (and the Erasmus programme in particular) or with the support of the Sport unit.

It took a fortunate combination of circumstances and personal commitment for the heads of the Directorate General for Education (Mr. Lenarducci and Ms. Ménage) and the head of the Sport Unit (Mr. Andreu) to decide jointly to assist (in 1989) the initiative to create a "European Network of Sports Sciences in Higher Education". The purpose of this initiative was to facilitate pooled information, cooperation and development of shared initiatives in terms of training in the field of sport, within the European Union countries.

### 6.3 European coordination of training institutes in the field of sport: European Network of Sports Science, Education and Employment (ENSSEE)

In December 1989, in Mondorf (Luxembourg), was held the founding meeting of the European Network of Sports Sciences in Higher Education (ENSSHE), on the initiative of the conference of the deans of the French faculties of sports sciences and physical education, and with the support of the national school of physical education and sport of Luxembourg and financial backing from Erasmus. This meeting assembled the thirty-six delegates from national organisations representing the university and non-university training systems of the twelve member countries.

From the outset, the network chose to bring together all the public or private training institutions operating at every level, secondary, vocational or higher, with the difficulties that can be imagined in using funding from relatively isolated programmes.

The aim was in fact to "harmonise the training systems in the field of sport within the European Union, by catering to the economic and social requirements of the sector in terms of human resources, and by participating, through the production of new knowledge, in its development".

The Network, which was responding to very strong demand, soon brought together practically all the training institutions of the 12 member countries and opened itself to all the other European institutes, in the form of an associate membership status. It also brought on board the administrative bodies from member countries in charge of the sector, with the significant presence of a number of directors general for sport.

The first work undertaken, after the potential members were identified, involved analysing the training systems, the existing reference levels and the content of the courses offered. In 1990, a first "pilot initiative" was launched: the drafting of a common qualification framework for sports coaches, a framework that was based on a decision from the European Council taken in 1985, regarding the definition of five levels of qualification. This work became a near-official reference and was used by several countries in order to overhaul their vocational training system in the field of sport. A bi-annual forum was set up in 1991 (held successively in Lisbon, Cologne, Bordeaux, London, Jyväskylä, Budapest and Lausanne), with the next forum to be held in 2005 in Limerick, Ireland. The aim is to discuss initiatives and to share information and coordinate these by means of a "coordination group" elected from amongst the members.

The creation of the new Erasmus scheme within the "Socrates" programme was partly inspired by these initiatives (through contact with Mr. Lenarducci) and made more lasting financial support possible. The ENSSHE was, in fact, one of the first bodies to benefit from the "thematic network programme" in 1996.

These resources, from the commission's educational programmes, also benefited from support, financial included, from the Sport Unit. Studies on particular sectors of the sports field and its professions were carried out. Regular participation in the "European Sports Forum" organised by the Sport Unit made it possible to gain a broad knowledge of the work carried out and to assess its utility.

- As well as the aid to the institutional construction of the sector, initiatives were taken in the context of the Network relating to the design and implementation of training programmes. In 1991, the possibility of creating "European Masters" and "European university degrees" at the undergraduate and postgraduate level was tested. Many of these degrees were created, with or without the support of the Erasmus programme, and made it possible to test out different models for organising and harmonising content (grouping students together at the same site for a week-long seminar or full semester, use of the ECTS system, harmonisation of all or part of the curriculum). Here, we have tried to produce a synthetic assessment of the projects supported within the scope of Erasmus or within that of Leonardo da Vinci, most of which were designed and conducted within the Network (for a more detailed description, see Appendix):

**Table: Assessment of the Leonardo da Vinci and Socrates programmes in the field of sport**

Leonardo da Vinci Programmes		Erasmus in Socrates Programmes	
Themes	Number	Themes	Number
Production of tools for the recognition of qualifications in the sports sector	1	Thematic Network Programmes	3
Common qualification framework in a sports sub-sector	1	Development of curricula at the advanced level	3
Identification of required new competences in a sports sub-sector	2	Development of curricula at the intermediate level	3
Mobility programmes	2	Intensive programmes	19
Training programmes	13	Credit transfer systems	33
TOTAL	19	TOTAL	61

As shown here above, several “structuring” programmes, some of which concern several hundred partners, have been conducted alongside more experimental programmes.

- the plural dimension of the sports sector and the network's desire to facilitate the emergence of groups relating to particular interests within it, have facilitated the emergence of "sub-sector" organisations within, or in connection with the network. Thus, a certain number of organisations representing particular components of the sector were created and have helped to enrich and extend dialogue between those involved in training in the field of sport. Here below is a presentation of some of the organisations active in the field of sports-related training.

Founded in 2001, the European Health and Fitness Association is a non-profit organisation, which brings together health and fitness professionals in a permanent transnational and wide-reaching forum. Its principle objectives are:

- to increase the practice of fitness-related activities in Europe and advance the role of fitness training as an activity able to maintain and improve health
- to encourage the introduction of increased quality standards and harmonised training certifications both to improve consumer confidence in the sector and guarantee the mobility of fitness professionals
- to raise the global awareness of the fitness sector in order to keep consumers and authorities alike informed
- to gather scientific data on the advantages of regular physical activity

The thematic network in adapted physical activity "Thenapa", created within the scope of the Erasmus in Socrates programmes in 1999 and involving over forty universities, of which the objective is:

- to analyse existing education and training structures, governmental organisations, national sports federations, rehabilitation centres, special schools and the person with a handicap in the countries of the European Union
- to set up a network of reflection and action towards the educational and social integration of persons with a handicap by means of adapted physical activity in the different partner countries

Within the scope of the programme that ran during the three years of thematic network activity, two major undertakings were brought to term:

- the creation of training programmes in the field of adapted physical activity corresponding to the profile of a specialist in adapted physical activities at different levels of education
- the creation and development of national groups for the implementation of integration strategies capable of providing solutions to national problems in terms of the social integration of persons with disabilities through physical activity.

The objectives of The European Association of Sport Management are:

- to promote and encourage training and research in the field of sport management
  - to facilitate and develop information exchange and the dissemination of good practices
  - to develop instruction of sport management and establish exchanges on the subject
  - to maintain and develop databases, Internet sites and other information tools on sport management
- EASM regularly organises a congress attended by several hundred people as well as annual training seminars.
- One of the main difficulties affecting the coordination of these initiatives has been to remain sufficiently open to "newcomers", whether from current EU Member States or from newly admitted Member States, without inflating the supply of available training with no relevance in terms of requirements. To operate within a competitive framework, with a demand for training that is poorly matched to the actual state of the labour market, requires regulation schemes drawn up jointly and accepted by all. The "drift towards inflation" in evidence since the mid 90's, particularly in relation to higher education, led to the plans to create this regulation system.

## 6.4 Towards a system for the coordination and regulation of vocational education and training in the field of sport

### 6.4.1 European Observatoire of Sports Employment, EOSE

- In 1995, within the ENSSHE, the decision was made to create a "European Observatoire of Sports Employment (EOSE). The aim was to make it easier to devise methods and tools to analyse the state of the job market and the training-employment relationship in the field of sport, with a comparative perspective between European countries. This also involved coordinating the action of national systems at work in this field. Paradoxically, it was the Erasmus programme that supported the initiative within the framework of the "thematic network programme" (a request made to the Leonardo programme was unsuccessful).

- the Observatoire's activity, excluding the phase to identify potential members, first covered the creation of common tools to classify activities and professions in the field of sport. This work gave rise to the production of a "European Classification of Sport related Activities" (NEARS) and a "European Classification of Sport Occupations and Sport related Occupations" (NEORS) drawn up with the assistance of Eurostat and INSEE (French National Institute of Statistics).

The Observatoire also conducted comparative analyses of sporting or sport related professions at the European level (mountain guide, professional basketball coach, fitness monitor, physical and sports education teacher, etc.) or particular sub-sectors (such as sports management).

Within the context of a call for tenders from the Sport Unit, it also allowed for a first study to be carried out on "Sport Employment in Europe ", with the aim of making a quantitative and qualitative assessment of employment in the sporting and sports-related sectors, and to propose scenarios for development by 2010.

In all cases, the aim is to create a "decision-support tool" for coordinated management of sport development at the European level, a tool which is strongly dependent on the existence of effective national – or even regional – observatories in this field.

- this is the first problem that EOSE must overcome today. Only three countries actually have Observatoires of this type (France, Italy, UK) even though there are plans to set up more in five other countries (Austria, Spain, Greece, the Netherlands and Portugal). In all other cases, the observatoire must satisfy itself with working with "correspondents", i.e. with organisations, teams or people that do not necessarily have ongoing activities in the field. This discontinuous activity makes it hard to implement lasting projects on the scale of the European Union.

- This difficulty is illustrated by the obstacles encountered in certain countries when implementing a sectoral policy relating to several ministerial departments and concerning players with different statuses. It also leads to a fundamental issue, which is not unrelated to the previous one: the management of decision-making tools to benefit these sectoral policies. In our case, we were faced with an organisation created by training organisations and operating under their exclusive control. It responded clearly to requirements by analysing, for these organisations, the situation of the labour market and producing comparative studies on the professional integration of their graduates.

However, the training institutions' exclusive management of a tool to boost development of a sector presents at least three risks: firstly, the material risk of having only limited resources; secondly, the technical risk of the range of one's work being restricted; lastly, the more political risk of reduced legitimacy in the sector concerned. In light of what was observed in other sectors and the texts drawn up by the European Union at the end of the 90s, it became necessary to involve the social partners in this initiative more directly. In order to consolidate this new "position" with regard to the training institutions and to work more freely with the social partners, EOSE was created as an autonomous, not-for-profit association in December 2002. Its executive committee rightfully includes representatives from the sector's social partners and the ENSSEE representative as vice-presidents.

#### 6.4.2 guidance of the sector by the social partners

In 2000, in the context of the programme for development of sectoral social dialogue, which is dependent on the Directorate General for Social Affairs and Employment, EOSE took the initiative with ENSSEE to submit a project to analyse the situation of social dialogue in the fifteen countries of the European Union within the sports sector, in partnership with UNI-Europa, a European Confederation of Unions working in service sectors, and with the participation of several national employers' associations active in the sports sector. This study presented the situation of the social partners in the sports sector (extract from study summary report):

##### "characteristics of organisations representing employers and workers in the sports sector"

- one of the key characteristics of organisations representing workers in the sports sector is that these are essentially built according to a profession-based logic. They include professionals working with employee or self-employed status, with a strong shared sense of belonging to a profession. Such "professional associations" appeared at the end of the 19th century in Europe. They are based on an identity which is often associated with a high-level technical qualification, and are recognised by the public authorities. For instance, there are "unions" of mountain guides or ski instructors in Alpine countries, golf, tennis riding instructors, fitness trainers, professional sportspeople, coaches (i.e. for football).

Social legislation in most European countries excludes these organisations, which unite employees and self-employed workers (the latter are considered as employers), from the social dialogue. To access it, they must modify their status and hence tend to be transformed into employee representation organisations.

The major "inter-sectoral" workers' organisations, otherwise known as the main unions, have often been (and sometimes still are) poorly represented within the sector. When they do manage to establish a presence, it is often through the affiliation of one or more of these professional organisations with the confederation. We would however draw attention to the resistance of certain "professional associations" to this process of integration, and to their power which remains intact as is the case of professional footballers, for example.

- where employers' organisations are concerned, the situation is more uncertain.

At the present time, there are only a few countries with a single organisation representing all of the employers in the sports sector, whether professional sports associations or commercial sporting leisure pursuits.

In many countries, for professional sports employers, it is the professional leagues themselves that act as representative organisations, when legislation permits. In many countries, we find situations of this type in the most professionalised sports (football, basketball, volleyball, ice hockey, etc.). We also note that when employers in the commercial sporting leisure sector (fitness, etc.) are organised at the national level, they most often belong to specific organisations attached to commercial sector organisations (as in Italy and Sweden) or directly affiliated with the employers' confederation representing major corporations (situation in France).

If we attempt to take stock of the situation and outlook as regards the creation of a "Social Dialogue Committee" in the sports sector, we can pinpoint both strengths and weaknesses, opportunities and threats:

#### Strengths:

- the existence in almost all European Union countries of a social dialogue in one or more areas of the sports sector
- the presence of a workers' organisation at the European level, which is powerful and experienced and able to participate efficiently in the social dialogue process (UNI-Europa)
- the existence, in the field of employment and training for the sports sector, of an experienced European organisation uniting a large number of players affected by these activities in all European Union countries (ENSSEE)

### Weaknesses:

- the current absence of a European employers' organisation in the sports sector.
- the immaturity of social dialogue in the field of sport within the European Union countries, and its current marginal position in sport development policies
- the existence of a high number of organisations that do not belong to national and European confederations

### Opportunities

- a real interest for Europe from the social partners, both to gain information and build a new context for dialogue
- visibility of sport, its generally positive public image, its ability to hold the attention of authorities and citizens
- the fact that the social dialogue is not greatly organised in most European Union countries, which should make it possible to progress more quickly than within rigid systems which have been strengthened over a number of years.

### Threats

- the risk of the sector breaking up into independent segments all wishing to play their own game, without joining an overall strategy (case of professional football, for example).
- the risk of a solution that, for the Commission, would involve isolating certain segments under the pretext that these pose greater or more visible problems, with the risk of encouraging the fragmentation of the sector, thus making an integrated approach harder in the long run.
- the risk of jumping the gun: the initiative of examining the feasibility of a social dialogue committee must be concluded in the not too distant future. Are the forces needed to achieve this aim present?

In answer to one of the major weaknesses brought forward by this study, five organisations representing employers in the sports sector at the national level created a European Association of Sports Employers (EASE) in January 2003.

In June 2003, EASE submitted a new project, currently in progress, aimed at reinforcing European perspectives in terms of social dialogue at the national level in the sports sector. The harmonisation of professional qualifications in the sports sector is one of the main items of the action programme proposed by EASE to its members.



## 6.5 Integration of sectoral initiatives within the general systems

### 6.5.1 Community policies in the field of training

We include these here as a reminder. It is clear that the sectoral initiatives are not designed to organise political alternatives to the choices made by the European Union. Although it is legitimate to highlight the particular sector-specific aspects, and although these aspects may provide a means of improving the efficiency of the policies in question by adapting them to actual conditions, these cannot in principle constitute exemption clauses. In the situation concerning us, we have already developed in depth the general framework in which the vocational education and training policies fall. The Lisbon and Copenhagen declarations constitute references upon which we have constantly called in this study, and which we have helped, on occasion, to promote among our contacts.

### 6.5.2 "Official European coordination systems" in the field of training

- We can also refer, of course, to the resources made available to players in the fields of vocational education and training to gain information and communicate with one another. The different initiatives taken by the CEDEFOP, particularly its "learning village", are valuable tools which we would be mistaken to ignore. The European Commission's site is also an accessible and extensive resource which facilitates the circulation of information.
- The first thing that comes to mind here are the programmes developed by the European commission, in particular the "Erasmus in Socrates" and "Leonardo da Vinci" programmes. Although, as we have already mentioned, these programmes are not specifically designed to promote sectoral policies, at least at present, our assessment above shows the extent to which they have played an essential, even structural role for training in the field of sport.

### 6.5.3 European "collective actions" in the field of training

- the main initiative to which we refer is known as the "Bologna process". This inter-governmental initiative, which extends beyond the European Union, has the end-goal of setting up a European higher-education area by the year 2010 in which staff and students will be able to move easily and enjoy fair recognition of their qualifications. This general objective is reflected in the six main objectives defined in the Bologna declaration:
- A system of easily "readable" and comparable degrees, including the implementation of the diploma supplement;

- A system essentially based on two major cycles:
  - . A first cycle which is useful for the job market
  - . A second cycle requiring the completion of the first cycle
- A system of accumulation and transfer of credits
- Mobility of students, teachers, researchers, etc.
- Cooperation in terms of quality assurance
- European dimension of higher education

A key objective of the process is therefore to gear higher education in Europe towards a more transparent and mutually recognised system which would place the varied national systems within a common framework based on three levels of results – bachelor, master and doctorate – and on the different recognised branches that have enabled these results to be obtained.

The Bologna process is a real challenge for all European higher education establishments. There is also the risk that it will remain nothing more than a "formal harmonisation", i.e. largely distanced from the economic and social requirements of our countries. However, the objective of Bologna is not to radically undermine the traditional relations that universities maintain with their environments, even though it can help to stress the importance of their economic and social role.

Further to the Bologna process, we have identified two initiatives we feel should be monitored in our sector. It is these initiatives that we will be presenting now.

- the first initiative concerns the harmonisation of procedures to design training courses in the different disciplines of higher education. The main goal of this project, called "Tuning", is to draw up a standardised method for describing skills in the areas chosen to carry out the experiment.

"Tuning" serves as a model for universities and higher education establishments offering training in the field of sport in Europe and which are involved in a process to harmonise their training courses (TNP AEHESIS project).

- the second initiative aims to produce tools to assess quality in higher education. Entitled "European Network of Quality Assessment", we believe that it will help facilitate the required coordination of public institutions, in a field where rival commercial private initiatives are multiplying.

- both these initiatives fall within the activity being undertaken by the European University Association, a coordination body and sounding board for the innovations conducted in European higher education institutions.

- Unfortunately, we have not found as structured an equivalent in the field of vocational training in terms of non-governmental organisations. Essentially, the bodies concerned with monitoring the Copenhagen process and the Directors General of vocational training are responsible for ensuring consistency between initiatives taken in this area.

## **Conclusion:**

In light of the experiments that have been conducted in the field of sport to develop coordination in terms of vocational education and training, we believe that there are three aspects which form the keys to the success of a European sectoral policy:

- firstly, the existence of a "sectoral identity" among the different players in the sector. The "sectoral identity" does not require the existence of a single, uniform whole. It can make do with identified sub-sectors and even controversy surrounding the inner and outer boundaries of the field. Shared issues and common debates form a component part of this identity. The sports sector has sub-sectors which are clearly disparate in terms of values and customs. However, this segmentation and these oppositions do not prevent the feeling of belonging to a common group in all countries of the European Union.

- this means there must be an "institutional network" able to build relations between the main players concerned by vocational training and education in the field of sport, at every territorial stage, from the local to the European level, and continuity between these stages. The joint presence of public authorities and non-governmental authorities representing the sporting movement, training institutions and the social partners seems to be one of the essential conditions for this network to be effective.

- lastly, it is essential that the sectoral action fall within a broader context. The recognition of specific sectoral aspects must not lead to isolation. That which "makes" society, at the national level as at the European level, is the acceptance to participate in a common project. The initiatives taken at a general level for vocational training and education, whether in terms of "official" initiatives taken by governments in the context of the European Union or with their support, or initiatives from non-governmental organisations such as that mentioned above, are all means of stimulating and enriching sectoral approaches. It would be quite counter-productive to ignore this resource.

## **7 Towards a European policy of cooperation for vocational education and training in the field of sport**

We have now come to the end of our analysis and it's time for us to submit proposals "for a European policy of vocational education and training in the field of sport".

The establishment of such a policy involves three main dimensions in as many stages:

- first of all, a "cognitive dimension". We analysed at length the situation and the development perspectives of the three components of our national sports system, the sporting activities system, the sports employment system and the sports training system. We also considered their projection in the European arena, which should help generate a synthetic assessment of the strengths and weaknesses of this combination. "Sports systems" are an integral part of our European societies; this is why we also considered the general guidelines of the European policy for vocational education and training and the initiatives associated with it. This second combination will help us identify the opportunities to be developed and the threats to be contained. We will then be in a position to produce a synthetic assessment (part 1)
- next, we will move on to the "strategic dimension". How can we draw out basic guidelines from this complex situation? We endeavoured to take on what, in spite of everything, remains an alchemy, since the choices implemented must, to begin with, be made according to their role in attaining the prescribed general objective, in other words, to "make vocational education and training in the field of sport a world reference for quality by 2010". To guarantee the legitimacy of such proposals, they must, of course, be submitted to the bodies capable of evaluating their relevancy and validating their implementation. This is why we have submitted these proposals to "experts", who are also "decision-makers", from the twenty-five European Union countries. Irrespective of the status of these experts, the guidelines will nevertheless need to go through an official decision-making process. These guidelines are assembled in a second part together with a selection of measures susceptible of providing their realistic illustration.
- the final stage is that of the "operational dimension", that is, the implementation of the measures retained. We are, needless to say, in a hypothetical framework. Even so, we have proposed an action programme that takes all of the parameters previously identified into account (part 3).

## 7.1 Assessment of the situation and development perspectives for vocational education and training systems in the field of sport in Europe

The assessment we propose to make now deals with the situation we have referred to as the “system of vocational education and training in the field of sport”.

As previously pointed out, we planned, as a matter of priority, for this system to operate within each of the twenty-five European Union countries, with the diversified situations that can be found in each. But we also considered the European dimension of this system given that, as we pointed out in Chapter 6, this dimension already exists at a level of development worthy of mention.

We will start by briefly examining the strengths and weaknesses we have identified at both the national and European level.

National systems of vocational education and training and the European system of vocational education and training in the field of sport evolve in an environment that we have also undertaken to analyse. The latter deals first of all with associated systems which are the “sporting activities systems” and the “sports employment systems”. It also deals with the characteristics of the social system and, in particular, with the types of regulation issued out of it. In much the same way, we considered the political context in which vocational education and training in the field of sport develops at the European level and this is why we mainly focused on the “Lisbon/Copenhagen process”. This environment can generate both opportunities and threats.

### 7.1.1 the strengths of vocational training and education systems in the field of sport in Europe

In our view, three factors comprise the major strengths of these systems:

- first, a dynamism that stems from the involvement of institutions and individual actors. In the system of vocational education and training in the field of sport, there are high expectations and very committed individuals, as employees are bearers of a distinctive culture. Training structures and programmes in the field of sport are experienced as so many “passions” and “missions” by salaried professionals and volunteers alike.

This high level of commitment implies a high standard of trainer qualification, even if the latter has no doubt been insufficiently emphasised in this synthesis. Irrespective of the nature of the programmes, qualified trainers, both academically and in terms of practical experience, are to be found in many countries.

- the system of vocational training and education in the field of sport benefits from a strong “sectoral identity”. Even though internal oppositions exist, between coaches and physical education teachers or between instructors and coaches for example, these oppositions do not preclude the reality of a shared sense of belonging to “the same world”.

This identity also exists because the training sector can be relatively well defined. Estimations have it that there are approximately 1,500 specialised training structures (300 of which are higher education structures), 15,000 permanent trainers and over 250,000 persons undergoing training (stock) in the European Union countries (approximately 150,000 “graduates” per year).

- a strong institutional network at the European level. This is probably the most remarkable aspect of the vocational education and training system in the field of sport. Indeed, it reflects a significant capacity to coordinate and disseminate innovations.

We previously described the principal institution around which this network was established, the European Network of Sports Science, Education and Employment. Three principal characteristics account for its strength and maybe even its originality:

- . it associates as a whole, in a proportion of roughly two thirds/one third, higher-education establishments and more professional institutions that correspond to more of a secondary or post-secondary level. This could be used to close part of the existing gap previously mentioned between university training and “basic” sports training courses.

- . it has accumulated quite a background in terms of European training projects, consisting not only of the management of isolated programmes but of structuring operations that affect all training institutions. We have thus identified close to sixty Erasmus programmes and 20 Leonardo da Vinci programmes, the majority of which stem from member structures or other structures in conjunction with the European Network, which denotes an undeniable quality and volume of activity.

- . it is attentive to the general European environment within which it evolves. The initiatives taken make as much use as possible of the experience acquired by other sectors or are part of more general processes (Copenhagen, Bologna, etc.).

### 7.1.2 the weaknesses of vocational education and training systems in the field of sport in Europe

In light of the analyses conducted, we feel there are three principal weaknesses:

- first of all, this is a system that, even with its strong identity, is also relatively “divided”. Divisions between Universities and the training mechanisms that have been established in the “field”, divisions that especially exist in the Western European countries; these generate considerable deficiencies in terms of intermediate level qualifications (level III in particular). Divisions between the training of salaried professionals and the training of volunteers; here we are in a situation where the “standardisation” of vocational training and education in the field of sport, or even its integration in a general vocational training system, can represent a genuine risk.
- the second weakness is undoubtedly the almost non-existent mechanisms for assessing and coordinating actions undertaken in terms of training, at both the local and regional or national level. The question of matching training to the skill requirements of the labour market remains open...
- despite the lack of methodical assessment tools, the delay taken by the field of sport in applying the innovative measures recommended by the Copenhagen declaration is quite obvious (on the average, as innovations are also implemented in interesting ways at the local or national level).

### 7.1.3 the opportunities available to vocational education and training systems in the field of sport in Europe

We have identified three major opportunities:

- the first of which corresponds to fifty years of consistent growth and the level of recognition sporting activities have managed to attain within that time. From a relatively marginal activity, affecting a minority of adolescents and young adults belonging to the middle or upper classes at the beginning of this period, sports has developed into what has become the young European’s primary means of physical education. Roughly one European out of two regularly partakes in a sporting activity; one out of four is a member of a sports association and major sporting events are shows that attract both crowds and television audiences.

- the second, not unrelated to the first, is that of the “revitalisation” of human resources in the sector. The latter are faced with the challenge of transformations in sport, particularly with the diversification of practices and demands as well as a “professionalisation” of sporting organisations, which basically means an increase in salaried human resources. The consideration of new problems in a system that itself appears to be relatively young, means more flexibility and acceptance of innovation. We are in a system where things are no doubt less set in stone than in many other sectors. The establishment, in progress, of a “Social Dialogue Committee” in the sports sector will bring an additional factor of legitimacy to the governance scheme for the system of vocational education and training in the field of sport.
- third opportunity, the guidelines of the European system of vocational education and training. We have seen that sectoral policies could receive special support. As a young, dynamic and relatively organised sector, sports could become one of the privileged areas of application of the Copenhagen process. At any rate, the proposed guidelines should help reduce the divisions that exist between university training and “field” training.

#### 7.1.4 the threats to the vocational education and training system in the field of sport in Europe

These are perceptible and must be considered:

- first, those that emanate from the sports system itself. Despite its established identity, it is subject in some countries to strong decentralising forces, in other words, to a risk of a break-up of its professional, associative and commercial sporting leisure components. An “Americanisation” of the system is not inconceivable if short term interests prevail for each of the parties. This would definitely mean major problems for a standard training mechanism.
- the second threat, an extension of the former, is the paradoxical risk that “standardisation” would have the system of vocational education and training in the field of sport take, in other words, its consolidation in the general system of vocational education and training. This would involve risking a radical split between the training of salaried human resources and that of volunteer human resources. A linkage between the two mechanisms needs to be created, for the associative sector at least.



- the third threat is of a more general nature and of “societal” origin. It affects sports governance at the national level. Between a heavily state-controlled sport and the complete abdication of public authorities, both probably counter-productive, an equilibrium needs to be found which in our opinion is that of governance by all of the actors. This implies, as we have seen previously, far-reaching changes in the power relationships of some of our countries’ elite. The outcome is far from certain...

#### 7.1.5 the SWOT matrix for vocational education and training systems in the field of sport in Europe

<u>Strengths</u> -dynamism of salaried and volunteer human resources (career of “passion”) -identity of the sector -potential quality of the training system	<u>Weaknesses</u> -division between field and university -weakness of the tools and assessment practices regarding training-employment suitability -late application of innovations in learning
<u>Opportunities</u> -development of sports (activity with “high growth potential”) -revitalisation by adapting to new needs -Copenhagen as a solution adapted to the specific needs of a sector	<u>Threats</u> -risk of sector break-up -risk of “pressure” on standardisation of VET -insufficient European governance of the system

## 7.2 Guidelines for a European policy on vocational education and training in the field of sport

### 7.2.1 general guidelines

Sports is a field of booming economic and social activity and contributes to the attainment of four essential European policy objectives:

- maintenance and development of the physical and mental health of the population, throughout all stages of life.
- reinforcement of citizenship as a basis from which to create and operate an associative sports movement that affects roughly a quarter of the European population
- education, of which sports, within or outside of school, is a driving force
- social integration of disadvantaged or immigrant populations, in which it is effectively involved

As a regular activity for roughly half of the European population, including associated activities, it represents an average of 1.6 % of the gross domestic product of the Member countries and involves nearly one million workers within the scope of their main activity (over 2 million if we include sports-related activities, not to mention the 10 million volunteers that take on responsibilities in sports). The objective behind our proposals for vocational education and training in the field of sport is:

***to make European sports, in all of its forms, a worldwide model by 2010.***

To meet this objective, the qualification and competences of the human resources, be they volunteer or salaried, that spearhead sports, are a necessary condition, particularly if we refer to the level of those currently in place (particularly in the Western European countries).

Vocational education and training in the field of sport appears to be a major challenge worthy of consideration and exists in specific forms, with the presence of a significant amount of volunteers.

This leads us to propose an objective of which the purpose is to ***make the system of vocational education and training in the field of sport in Europe one of the highest-performing systems in the world and a pilot sector for the application and development of the Lisbon/Copenhagen process by 2010.***

### 7.2.2 the choice of priority objectives for the field of sport

To meet this general objective, we need to make a certain amount of choices that must take the three essential dimensions we have already identified into account, the “governance” dimension to guide and co-ordinate actions; the “decision-support tool” to identify areas for action; the “training innovations” dimension to provide relevant substance to actions. These three dimensions exist at the local, national and European levels.

- if we consider experience, we dispose, at the European level, of a framework for “training innovations” which, itself, is the product of the concerns expressed by all of those involved in the European vocational education and training systems. The objective is to adapt the field of sport and have it evolve in the “education community” at the base, even if a certain amount of decisions fall within the national level. It seems to us that the key issue is to create the “European level – local level” linkage, by revitalising the local level.

- as far as “decision-support tools” are concerned, in other words, the production of measurement and analysis tools, efforts have also been made at the European level although it seems to us that the key to success lies at the national level. It is at this level, including the regional level for the federated or decentralised systems, that the necessary expertise and means for such action can be united. Co-operation with local networks, information providers, and the operation of these networks remains delicate. Even so, the European level is not in a position to take charge of this mission directly. In this area, we feel that efforts need to consequently focus on the relationship between the European level and the national level and on the emergence and reinforcement of national observation centres and decision-support tools.

- as far as governance is concerned, we have pointed out the limitations encountered at all levels. It would appear however that the key action level is the European level. It is through its existence and activity that the conflictual situations observed from time to time at the national level can be “unlocked”. We have already touched on the effects of “learning governance” that European cooperation can generate. Various mobilised actors will oversee the relationship with the national and local levels and encourage the establishment of mechanisms uniting these same actors at the national and local levels. This could be clearly indicated in the objectives provided here below.

### 7.2.3 presentation of priority objectives for the field of sport

#### **Objective 1: to improve the organisation and operation of national systems of vocational education and training in the field of sport.**

- a prior condition is most certainly the acceptance by all of the parties involved in the field of sport of the differences that exist between the European Union countries as well as the plurality of the components that constitute, in each country, a national sports system. As we already mentioned, federated associative sports, commercial leisure sports and professional sports movements are found in all of the European Union countries. There are also participants that don't belong to any organisation, though they use facilities open to the general public. All of these contribute to a diversified sporting activity.
- improving the organisation and operation of national sports systems of vocational education and training in the field of sport, does not entail promoting a specific type of system. It is as perfectly acceptable to be confronted with a unified mechanism comprised of a limited number of involved parties as it is to operate within more complex mechanisms with strong territorial differences. Effective cooperation definitely involves agreeing on a certain number of objectives, more than on the means used to attain them. In this particular case, we feel the key objective is to improve the relevancy of the training offer in relation to the needs of the labour market.
- at the decision-making level, we believe that the application of the principle of "governance", in other words, that of a process based on the pursuit of an agreement between the parties involved, would facilitate recognition of the diversity of sports. This agreement is easier to make if there is a "shared knowledge" to guide the action. This assumes that the parties involved dispose of strategic information and indicators accepted by all, capable of determining the impact of the actions undertaken. We can easily see what decisive roles national observatories of employment and qualifications, active or specialised, in the field of sport can play in this regard.
- at both of these levels, it seems that the involvement of the social partners can be a key factor in improving the system of vocational education and training in the field of sport. The difficulties experienced in some countries stem in part from the image of a sport unknown to the ordinary working sector. Although it is essential to recognize the crucial importance of the associative sports movement and volunteering, for the entire national sports system, we must also look out for the interests and rights of the millions of employed workers who also contribute to the development of sports; just as they are themselves called upon to consider the special nature of the organisations in which they work.

**Objective 2: to improve vocational training practices. Flexibility, transparency, recognition of competences and evaluation of the quality of vocational training and education programmes in the field of sport.**

Flexibility of vocational education and training in the field of sport must be seen as a key factor of success. We have already drawn attention to the opposition that exists between highly qualified human resources, even though these qualifications do not always correspond to the needs of the labour market, from higher education (with high unemployment or despecialisation rates at the end of training), and people with a very low level of qualification, at least in terms of qualifications acquired through formal learning which is the case for the majority of employees in the sports sector.

- ***lifelong learning*** is the most important issue that needs to be resolved if we are to continue to improve and adapt the competences of staff already in place or those of people intent on a professional requalification in the field of sport. When we analyse the factors that contribute to the development of lifelong learning in the sports sector, the first thing we notice is the existence of structural obstacles. The organisation of work in small businesses and the lack of sufficient financial resources are but just a few examples. Others are caused by an “under-development” of learning methods that would otherwise facilitate this training:

- . the “modularisation” of training used to commit to a cumulative training process has not been implemented very often.

- . the use of information and communication technology, particularly e-learning, can also provide the flexibility needed for such a process.

- . finally, at a level geared more towards entry into a professional career, apprenticeship is a means by which to commit both to a work and formal training situation. It is unfortunately not very developed in the field of sport.

- the ***validation of non-formal learning*** is another essential factor in ensuring improved flexibility in terms of vocational education and training. Although we could take a different approach, the validation of non-formal learning seems interesting, especially when it leads to formal recognition, including academic. Sports is probably one of the fields where (social) recognition of competences is for the most part conditional on the “practical” demonstration of their mastery. But it is also a field in which conflicts between practical know-how and theoretical knowledge are still very much a reality. Is it possible to imagine a system capable of filling this void?

- the ***transparency of qualifications*** can be defined as “the degree of visibility required to identify and compare the value of qualifications at the sectoral, regional, national or European level”.(Jens Bjornavold, "Making learning visible", CEDEFOP, 2000). It is a prerequisite for all forms of mobility at the sectoral or territorial level. To improve transparency, the “Copenhagen coordination group” proposes the following guidelines that we feel are quite relevant in terms of improving the situation in the sports sector:

. The Member States and the other countries involved should actively do the groundwork at the national level so that we can introduce “a general coordination framework for the transparency of qualifications and competences”. This, within the scope of the Commission’s proposal to the Council and the European Parliament, so that they can decide on a new “EUROPASS”, particularly by reviewing and rationalising its organisational framework.

. the competent actors, social partners included, should be actively involved in the development and improvement of the general “Europass” framework.

. the Member countries and the other countries involved, in conjunction with the competent actors, social partners included, are encouraged to support the development of career coaching in the workplace in order to develop the career management capacities of workers.

- the Member countries and the other countries involved, working with the competent actors, social partners as well as the Commission, are encouraged to introduce a set of common principles at the European level for the **validation of non-formal learning**. These are based on the best practices of the Member States, chosen according to their capacity to have individuals recognise their competence in a fair and transparent manner, having allowed the establishment of validation methods and comparable good quality systems of accreditation as well as the development of a European credit transfer system for vocational education and training (ECVET).

- concerning the **recognition of qualifications and competences**, the Copenhagen Coordination Committee proposes the following guidelines:

. in such a way as to facilitate individual learning paths and the development of the ECVET, the Member countries and the other countries involved, are encouraged, in conjunction with social partners, to modularise and unify vocational education and training programmes, curriculum and instruction and develop or establish national qualification frameworks that meet the needs of the labour market and the demand for lifelong learning.

. The Commission, in conjunction with the Member States, the countries involved and social partners, should identify an adequate “structure of qualification levels”, initially based on learning results, which could be used to compare the qualifications and competences acquired in vocational education and training and that could constitute the basis of the credit transfer system for vocational education and training. Such a structure of levels should be coupled with the emerging developments of the Bologna process concerning the transfer of credits and qualifications.

**- *quality assessment***

the Member States and the countries involved should develop pilot schemes to prepare for the voluntary improvement of the operational and cooperative framework for quality management. Such schemes should aim to create open networks, with the objective of converting, on an experimental basis, the European reference models for quality management in vocational training into specific objectives at different levels or by promoting the exchange of good practices between the countries and institutions.

**Objective 3: to improve European governance of vocational training and education in the field of sport**

As outlined in the previous chapter, there are a number of initiatives in the field of sport, autonomous or integrated in European programmes, of which the objective is to facilitate cooperation between the actors of vocational education and training in the field of sport. However, although these experiences led “at the base” are essential, because they allow interpersonal relationships to be built and realistically identify the situation in the other European Union countries, they are not sufficient to generate a capitalisation and systematic dissemination of the knowledge and know-how they produce.

This is the reason why organisations have been established for European coordination of actions, in the field of training in particular. Although, even if the various existing organisations or networks have ongoing relationships, public authorities in charge of vocational education and training in the different countries are not necessarily involved. However, Sports directors, who are generally informed, do not always have vocational training in the field of sport under their responsibilities.

It appears therefore essential that a light and centralised mechanism be built in order to ensure a genuine governance of vocational education and training in the field of sport at the European Union level.

Referring once again to the guidelines of the Coordination Committee of the Copenhagen process, we could consider that institutional cooperation could be made much easier by focusing on the priorities of the Leonardo da Vinci programme and the next generation of programmes in order to provide the means by which to develop transnational projects or institutional networks, using the voluntary peer review mechanisms that revolve around concrete subjects such as those of quality and credit transfer. One of the essential aims of such a cooperation would be to facilitate and promote mobility.

## 7.3 Action Programme

### 7.3.1 principles for the development of the action programme

Two logical concepts that could seem contradictory must be reconciled: acknowledge and encourage innovative initiatives taken by “actors in the field” in terms of vocational education and training in the field of sport; guide and coordinate all of these initiatives so that they can generate cumulative effects. As previously mentioned, there are quite a few initiatives in progress in the field of sport through which the previous objectives could be pursued. It is crucial to develop a strategy optimising such efforts and link them to the more general initiatives taken within the scope of the Lisbon/Copenhagen process.

- the first principle is to build on the projects, official or semi-official, that are currently in progress in the sports sector at different levels, local, national or sub-sectoral for example. It is necessary to better evaluate the initiatives we identified in Chapter 6 (this has already been undertaken by the CEDEFOP on a larger scale) and, the more difficult task, to bring them into contact with each other by uniting them into one coherent whole. EOSE with the ENSSEE could effectively take on this type of work.

- the second principle is to work on all of the dimensions present in the guidelines that we have just developed by using the “pilot projects” activity in each field. For example, there are already groups working on quality assessment in the sub-sector of fitness on a European level for qualification levels II and III ([www.eurofit-qst.net](http://www.eurofit-qst.net)). We can use this experience to transpose it to other fields. The ENSSEE seems to be in the most favourable position to coordinate these kinds of initiatives...

- The third principle is to link these activities to larger scale initiatives outside of the field of sport. In our opinion, two major initiatives show great potential: first of all, all of the working groups that develop the methods and tools for the implementation of the Lisbon/Copenhagen declaration; then, at the higher education level, the “Tuning” initiative, despite its distance, no doubt a little too great in relation to the social partners and their advisors.

### 7.3.2 priority projects and mechanisms retained

3 priority projects supported by three mechanisms are retained for the short term (2 years)



### **Priority project 1:**

#### ***Definition of a sectoral action programme for vocational education and training in the field of sport***

The very numerous initiatives that have been previously mentioned and that we have seen as concerning, each for their part, the principle actors of vocational education and training in the field of sport suffer nonetheless from a lack of “overall management” in terms of coordinated sectoral initiatives and no doubt from insufficient relaying towards public authorities. It is necessary to dispose of a European strategy for vocational training in the field of sport developed jointly between all of the players of the sector. Such an action programme, the main elements of which were mentioned earlier, cannot be conceived of outside of a regular area of consensus, which it would be best to have initiated by the European authorities involved on a political level with Commission support. This is the mechanism we propose to implement here below.

### **Mechanism 1:**

#### ***Constitution of a group for the coordination of vocational education and training in the field of sport in Europe***

Coordination schemes already exist at the European level, whether for directors of vocational training, or informally for Sports directors. Moreover, sports sector labour and management are working to build a "social dialogue committee". We have already pointed out the formal conditions that exist within the European sporting movement (ENGSO and EOC), between training institutes (ENSSEE) or observatories (EOSE). What is lacking then, is a small informal group that would provide coordination between all of these European organisations and the European decision-making bodies (Council, Parliament, Commission, etc.).

The group could be composed as follows:

- three representatives (Troïka) from the “Informal Sports Council”
- one representative from each of the Commission units concerned by the project (Sport Unit, Vocational Education and Training Unit, Industrial Relations and Social Dialogue Unit)
- two representatives from social partners (one employer representative – EASE – and one employee representative – Uni-Europa-)
- two representatives from the European sports movement (ENGSO and EOC)
- one representative from ENSSEE and one representative from EOSE

The members of this "coordination group" would be in charge of establishing relations with their respective organisations and the individual members they represent. As regards group operation, the aim would be to outline a coordinated action framework and to regularly assess its implementation.

This group could meet three to four times a year, either on Commission initiative or that of one of the members on a rotation basis.

**Priority project 2:**

***Establishment of a European map of sports professions and associated competences***

Among all of the concerns of national officials and experts, that of being able to dispose of a common reference framework with which to plan cooperation in terms of vocational training and education is mentioned most frequently. This is about drawing up a map of sports professions and competences that can be used to exercise them by identifying essential categories (logic of standard professions). Of course, the differences we observe in the organisation of work generate fairly sensitive differences in terms of activity content, including, at times, for the same profession. A mechanism that integrates these variances and their development should therefore be created, which should perfectly match a field/competence block approach that corresponds to modular training programs. The production of this map is at the centre of a collection of decision-making activities for those involved in vocational education and training in the field of sport. Their implementation requires a specialised mechanism capable of meeting sector expectations that we must endeavour to develop and coordinate at both the national and European level. This is a precondition that unlocks a set of activities corresponding to the implementation of the Copenhagen process, which we will look at further on.

**Mechanism 2: implementation of a coordinated mechanism of observation and decision-support for employment and qualification in the field of sport in the 25 European Union countries.**

The “observatories” are both areas for consensus-building between all of the actors concerned and areas for developing and producing information.

- there are several types of information required in the field of sport:

. “quantitative” knowledge on the general economy of the sector, on the volume of activity, on the number and characteristics of the companies that compose it

. “qualitative” knowledge on the organisation of work and its evolutions

. “quantitative” knowledge on the stocks and flow of the different types of jobs in the field of sport

. “qualitative” knowledge on the evolution of jobs, on required competences and qualifications

. “quantitative” knowledge on the flow of people leaving training at the different levels of qualification and their employability

. “qualitative” knowledge on the process of entering the career cycle and on the development of careers

. “quantitative” knowledge on the training systems, institutions, trainers, programmes at different levels

. “qualitative” knowledge on the training mechanisms, current methodologies and their relationships with labour and management

- of course, this kind of information and their collection involves close relationships with national statistics institutes and those involved in the field of sport, especially the organisations that represent them, social partners, the sports movement, etc. The same is true for the “operational use” of the information so collected. The establishment of “mapping” operations for professions and associated competences, like those related to developments in progress, only make sense if they are used as tools for the benefit of training institutions, controlled by social partners and the public authorities.

- national situations are, as we have pointed out, at different levels of development. Three countries are equipped with national observatories covering the sports sector (and sometimes associated sectors) directly connected to the systems of vocational training and education in the field of sport: the United Kingdom, France, and Italy. Other countries could also rapidly dispose of operational structures capable of participating in coordination at the European level: the Netherlands, Spain, Austria, Greece, and Portugal. Finally, EOSE correspondents in the other countries of the Union, with the support of national authorities, continue to work on the institutional structuring initiated (particularly within the scope of the “Vocasport” project).

The “national models” of Observatories can be quite different, from specific observatories (as in France and Italy) to general mechanisms proposing sectoral analyses in the field of sport (Spain) not to mention special mechanisms that come under a more general framework (United Kingdom).

The resources allowing these twenty-five structures to unit could come from an extension in 2005 of the current Leonardo da Vinci programme “Euroseen” to other partners.

### **Priority project 3:**

#### ***Definition of a common European operational framework for the sectoral application of the Copenhagen process***

The existence of an area of governance and that of a coordinated mechanism providing framing data and involved in the assessment of vocational education and activities training must systematically build and disseminate the “good practices” liable to develop vocational education and training in the field of sport in order for it to become a high-performing system.

As per Copenhagen programme guidelines, we have chosen six fields of priority action for the overhaul of training practices:

- the development of lifelong learning and guidance
- the validation of non-formal learning
- the implementation of a credit transfer system for vocational education and training (ECVET)
- the development of mechanisms that favour the transparency of qualifications and the mobility of professionals (EUROPASS)
- the promotion of apprenticeship
- the assessment of the quality of training programmes

All of these form a common European operational framework for the sectoral application of the Copenhagen process.

### **Mechanism 3:**

#### ***Constitution of six European working groups in the following areas: lifelong learning, the validation of non-formal learning, the credit transfer system, the transparency of qualifications, the promotion of apprenticeship, the assessment of the quality of training programmes.***

The objective of these “working groups” is to form centres of expertise and coordination from which the adaptation approaches and sectoral developments of the Copenhagen process could be led and largely disseminated. Within the scope of the “Vocasport” project and other European programmes in progress, these experts have been identified. This involves validating both a condensed steering committee and, with the approval of national authorities, national correspondents on the issue. This also involves ensuring connections with the various working groups out of the Copenhagen and Lisbon process on the selected issues.

Within the scope of Leonardo da Vinci programme calls for tender, it should be possible to finance these groups once they are “operational”.

### 7.3.3 schedule of action

<p><b><u>PRIORITY PROJECT AND MECHANISM 1</u></b></p> <p><b><u>Principal initiator and operator: European commission (Sport Unit/VET Unit)</u></b></p>	<p><i>1) Definition of a sectoral action programme for vocational education and training in the field of sport</i></p> <p><i>2) Constitution of a group for the coordination of vocational education and training in the field of sport in Europe</i></p>
<p><u>STAGES</u></p>	<p><u>IMPLEMENTATION DATES</u></p>
<ul style="list-style-type: none"> <li>- Validation of coordination group composition, contact with solicited organisations, obtain their approval</li> <li>- Formative meeting of the group; implementation of an internal organisation and adoption of an organisational context</li> <li>- Intermediate assessment meeting</li> <li>- Annual assessment meeting</li> </ul>	<p>September – October 2004</p> <p>December 2004</p> <p>2<sup>nd</sup> quarter 2005</p> <p>4<sup>th</sup> quarter 2005</p>
<p><b><u>PRIORITY PROJECT and MECHANISM 2</u></b></p> <p><b><u>Initiator: coordination group</u></b></p> <p><b><u>Possible operator (responsibility of the steering committee): EOSE</u></b></p>	<p><i>1) Establishment of a European map of sports professions and associated competences</i></p> <p><i>2) Implementation of a coordinated mechanism of observation and decision-support for employment and qualification in the field of sport in the 25 European Union countries.</i></p>
<p><u>STAGES</u></p>	<p><u>IMPLEMENTATION DATES</u></p>
<ul style="list-style-type: none"> <li>- Activation by the correspondents and validation by the public authorities of sectoral observation mechanisms</li> <li>- exploratory “Euroseen” meeting open to all of the representatives of the observation mechanisms competent in the field of sport in the twenty-five European Union countries</li> <li>- validation of a structure and a work programme common to the twenty-five countries</li> </ul>	<p>September to November 2004</p> <p>March 2005 (Sicily)</p> <p>September 2005 (Limerick)</p>

<p><b><u>PRIORITY PROJECT AND MECHANISM 3</u></b></p> <p><b><u>Initiator: coordination group</u></b></p> <p><b><u>Possible operator (responsibility of the steering committee): ENSSEE</u></b></p>	<p><b><i>1) Definition of a common European operational framework for the sectoral application of the Copenhagen process</i></b></p> <p><b><i>2) Constitution of six European working groups in the following areas: lifelong learning, the validation of non-formal learning, the credit transfer system, the transparency of qualifications, the promotion of apprenticeship, the assessment of the quality of training programmes.</i></b></p>
<p><b><u>STAGES</u></b></p>	<p><b><u>IMPLEMENTATION DATES</u></b></p>
<ul style="list-style-type: none"> <li>- constitution of 6 working groups and of one network of correspondents in each of the European Union countries on the basis of identified competences and with the support of national authorities</li> <li>- meeting of the working groups for the development of a programme project</li> <li>- presentation and approval of the programme at the European Forum in Limerick.</li> </ul>	<p>September to December 2004</p> <p>First half-year 2005</p> <p>September 2005 (Limerick)</p>

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[www.enak.gr](http://www.enak.gr)  
[www.envir.ee](http://www.envir.ee)  
[www.eose.org](http://www.eose.org)  
[www.epeaek.gr](http://www.epeaek.gr)  
[www.epo.gr](http://www.epo.gr)  
[www.equinox.dk](http://www.equinox.dk)  
[www.esake.gr](http://www.esake.gr)  
[www.esape.gr](http://www.esape.gr)  
[www.eta.ee](http://www.eta.ee)  
[www.etv.ee](http://www.etv.ee)  
[www.europa.eu.int/comm./eurostat/](http://www.europa.eu.int/comm./eurostat/)  
[www.fin.ee](http://www.fin.ee)  
[www.fitvak.nl](http://www.fitvak.nl)  
[www.footbel.com](http://www.footbel.com)  
[www.gotvedskolen.dk](http://www.gotvedskolen.dk)  
[www.gov.mt](http://www.gov.mt)  
[www.government.fi](http://www.government.fi)  
[www.hiamk.fi](http://www.hiamk.fi)  
[www.gsae.edu.gr](http://www.gsae.edu.gr)  
[www.himmerlandgolf.dk/pga.htm](http://www.himmerlandgolf.dk/pga.htm)  
[www.hm.ee](http://www.hm.ee)  
[www.hojskolerne.dk](http://www.hojskolerne.dk)  
[www.hua.gr](http://www.hua.gr)  
[www.icbs.gr](http://www.icbs.gr)  
[www.idraet.au.dk](http://www.idraet.au.dk) (Centre for Sport at the University of Århus)  
[www.ifi.ku.dk](http://www.ifi.ku.dk) (Institute of Sport at the University of Copenhagen)  
[www.intermin.fi](http://www.intermin.fi)  
[www.jyu.fi](http://www.jyu.fi)  
[www.jeunesse-sports.gouv.fr/](http://www.jeunesse-sports.gouv.fr/)  
[www.just.ee](http://www.just.ee)  
[www.kekakmon.gr](http://www.kekakmon.gr)  
[www.knlfb.nl](http://www.knlfb.nl)  
[www.knvb.nl](http://www.knvb.nl)  
[www.kul.ee](http://www.kul.ee)  
[www.kulka.ee](http://www.kulka.ee)  
[www.kum.dk](http://www.kum.dk) (The Ministry of Culture)



[www.kunto.fi](http://www.kunto.fi)

[www.lamk.fi](http://www.lamk.fi)

[www.leonardodavinci.fi/publications/towardscloser.pdf](http://www.leonardodavinci.fi/publications/towardscloser.pdf)

[www.kvk.nl](http://www.kvk.nl)

[www.kvlo.nl](http://www.kvlo.nl)

[www.lifeguard.gr](http://www.lifeguard.gr)

[www.loa-fonden.dk](http://www.loa-fonden.dk) (The Danish Foundation for Culture and Sports Facilities)

[www.metier-sport.com](http://www.metier-sport.com)

[www.minbuza.nl](http://www.minbuza.nl)

[www.minbzk.nl](http://www.minbzk.nl)

[www.minedu.fi/minedu](http://www.minedu.fi/minedu)

[www.ministerie.nl](http://www.ministerie.nl)

[www.minocw.nl](http://www.minocw.nl)

[www.mkm.ee](http://www.mkm.ee)

[www.mod.gov.ee](http://www.mod.gov.ee)

[www.mol.fi/tiepa/Liikuntaalankoulutusmahdollisuuksia.pdf](http://www.mol.fi/tiepa/Liikuntaalankoulutusmahdollisuuksia.pdf)

[www.noc.fi/english/organisation/about\\_noc\\_finland/](http://www.noc.fi/english/organisation/about_noc_finland/)

[www.oph.fi](http://www.oph.fi)

[www.nocmalta.org](http://www.nocmalta.org)

[www.nvao.net](http://www.nvao.net)

[www.oaed.gr](http://www.oaed.gr)

[www.oEEK.gr](http://www.oEEK.gr)

[www.olympic.be](http://www.olympic.be)

[www.ovdb.nl](http://www.ovdb.nl)

[www.pashna.gr](http://www.pashna.gr)

[www.paulpetersen.dk](http://www.paulpetersen.dk) (the site of the Paul Petersen Sport Institute)

[www.pe.uth.gr](http://www.pe.uth.gr)

[www.pepfa.gr](http://www.pepfa.gr)

[www.phed.uoa.gr](http://www.phed.uoa.gr)

[www.phedgrad.phed.auth.gr](http://www.phedgrad.phed.auth.gr)

[www.phyed.duth.gr](http://www.phyed.duth.gr)

[www.postimees.ee](http://www.postimees.ee)

[www.president.ee](http://www.president.ee)

[www.ramk.fi](http://www.ramk.fi)

[www.riigikantselei.ee](http://www.riigikantselei.ee)

[www.riigikogu.ee](http://www.riigikogu.ee)

[www.riik.ee/valitsus](http://www.riik.ee/valitsus)

[www.rk.ee/hm](http://www.rk.ee/hm)

[www.sdu.dk/health/iob/](http://www.sdu.dk/health/iob/) (Institute of Sport and Biomechanics at the University of Southern Denmark)

[www.slu.fi](http://www.slu.fi)  
[www.sm.ee](http://www.sm.ee)  
[www.spordimuuseum.ee](http://www.spordimuuseum.ee)  
[www.sporditaht.ee](http://www.sporditaht.ee)  
[www.sport.ee](http://www.sport.ee)  
[www.sport.gov.gr](http://www.sport.gov.gr)  
[www.sport.nl](http://www.sport.nl)  
www.sport.nl  
www.sport-in-europe.com  
[www.sportshojskolen.dk](http://www.sportshojskolen.dk) (Aalborg Sport Folk High School and Trainer Academy)  
[www.stat.ee](http://www.stat.ee)  
[www.statistics.gr](http://www.statistics.gr)  
[www.statistikbanken.dk](http://www.statistikbanken.dk) (Statbank Denmark)  
[www.suomi.fi/english/immigrants and emigrants/government agencies and public bodies/organisation of public administration/](http://www.suomi.fi/english/immigrants_and_emigrants/government_agencies_and_public_bodies/organisation_of_public_administration/)  
www.sydvast.fi  
[www.tallinn.ee](http://www.tallinn.ee)  
[www.trainingvillage.gr/etv/Information resources/NationalVet/ThematicOverviews/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ThematicOverviews/)  
[www.uop.gr](http://www.uop.gr)  
[www.uvm.dk](http://www.uvm.dk) (The Ministry of Education)  
[www.vidar.dk](http://www.vidar.dk) (Database of CVET-programmes in the public education sector)  
www.vlaanderen.be/vrind/sport  
[www.vm.ee](http://www.vm.ee)  
[www.ypepth.gr](http://www.ypepth.gr)  
www2.adepts.cfwb.be/index.asp.  
[www2.trainingvillage.gr/etv/vetsystems/report/fi0899\\_en.asp#i](http://www2.trainingvillage.gr/etv/vetsystems/report/fi0899_en.asp#i)  
www.vierumaki.fi

## Appendix 1 – Research framework

<b><u>Framework for national researches</u></b>
<p><b><u>I- National general context</u></b></p> <p><b><u>1) Geographical/ economical framework</u></b></p> <ul style="list-style-type: none"> <li>-geographical situation (neighbour countries)</li> <li>-size</li> <li>-number of inhabitants</li> <li>-density of inhabitants</li> <li>-active population</li> <li>-unemployed rate</li> <li>-gross domestic product/inhabitant</li> </ul> <p><b><u>2) Political/institutional framework</u></b></p> <ul style="list-style-type: none"> <li>-government</li> <li>-administrative structure (decentralised...)</li> </ul> <p><b><u>3) Educational framework</u></b></p> <ul style="list-style-type: none"> <li>-structure of education</li> <li>-VET system</li> </ul> <p><i>This part is fully contextual just to give an idea of the differences between countries (geographical/demographical, social, economical, political) and probably cross afterwards those differences with what will be seen in the other areas. At the starting point of the report will be used only as a very general presentation of 4-5 pages</i></p>
<p><b><u>II-The sport sector</u></b></p> <p><b><u>A-Sports Activities and the national sport system</u></b></p>
<p><b><u>1) Administrative and political structure</u></b></p> <ul style="list-style-type: none"> <li>-key stakeholders (Sport Confederation or Olympic Committee, Ministry of Sports, local authorities, employer organisations...)</li> <li>-roles and influences of the stakeholders</li> </ul> <p><i>The objective is to have a clear idea of the organisation of sports in the country and “who is doing what”. A presentation of the “European sports systems” will be the target for the final report</i></p>
<p><b><u>2) Participation</u></b></p> <ul style="list-style-type: none"> <li>-number of sports practitioners (regularly and occasionally actives, males and females, registered in organisation as paid or free members)</li> <li>-number of clubs, federations, private for profit organisations</li> <li>-trends and forecast</li> </ul> <p><i>If possible using Eurobarometer or Compass try to give an idea of the volume and nature of the sport practice, (organised by federations, commercial and non for profit structures(including individual access to public facilities with fees) and “self organised” practice (free access))and the sport supply...</i></p>
<p><b><u>3) Economical figures</u></b></p> <ul style="list-style-type: none"> <li>-percentage of sport activities in the gross domestic product</li> <li>-number of enterprises</li> <li>-organisation of labour (place of voluntary work...)</li> </ul> <p><i>Give an idea (complementary of the previous approach) about the volume(economical importance) and forms of supply (voluntary versus paid work)</i></p>
<p><b><u>4) Employment figures</u></b></p> <ul style="list-style-type: none"> <li>-global figures in the sport sector (see annex 4. 11 of the operational manual)</li> </ul> <p><i>See tables annexed...At least having official data on 92.6 around 2000 (or more recently)...If possible with 2 “spots” to see the tendencies (more details on the tables)</i></p> <ul style="list-style-type: none"> <li>-approximate figures per occupation (see annex 4.3 and 4.4 of the operational manual)</li> </ul> <p><i>Concentrate on key occupations of the sport sector (professional players, coaches, instructors, coordinators and managers...) Keep a special place in another chapter for PE and public sport administrators etc...)</i></p>

## **B-Sport VET systems**

### 1) General orientation (in fact : structure)

*Have to be considered the relations with the “general” VET system (sports included, autonomous or mixed). Also mainly related with the point 2 (4 items)*

### 2) Main actors

- policy makers
- regulating organisations
- delivering organisations (*to be considered in the following point*)
- financing organisations
- evaluating organisations

### 3) Providers of VET in Sport

-general structure of the supply of VET in Sport : public sport specific (national or regional) , public non sport specific(universities, general schools), private non for profit (governing bodies), private non for profit (professional bodies), private for profit (private schools)...

- number and role per category
- situation of trainers

*The key information is having the numbers of providers per category and knowing their importance (through the number of trainees a year? Also used for the programmes).*

*For the sport federations or umbrella organisations, they have to be treated separately as they provide mainly training for volunteers and the number of people following those programmes is most of the time unknown or at least approximate. Consider as “real” VET programmes those who are mostly dedicated to prepare “professionals”*

### 4)VET Policies in Sport : trends and perspectives

- is there a formalised policy?
- can we see some informal trends?
- how closed are the policy and the trends from the Copenhagen declaration?
- what are the perspectives for the future?

*It would be good here to have the information on the points we are promoting after the Conference in particular the following :*

- *Is there an “official” mapping of occupations, functions and skills?*
- *Is there an “official” Reviewing national occupational ?*
- *Are there any “official” analyses of the labour market needs and promotion of LMI?*
- *Are there any “official” toolkit for building and measuring (indicators)*
- *Are there any “official” Selection of a few occupation as pilot*
- *If yes, who is involved ?*
- *Are there any national observatoires on employment and qualifications (data collection and treatment and support to decision making)*
- *Is there any competent bodies to assess quality in (sports) VET in relation with intersectoral initiatives?*
- *Is there any database of suppliers?*
- *Is there any database of distance learning?*
- *Is there any existing model for the validation of informal learning?*
- *Is there any inventory of tools used to recognise informal learning and experience?*
- *Is there any experience in ECVET?*
- *Is there any development of toolkit for flexibility (credit system)?*
- *Is there any promotion of apprenticeship in sports VET?*

**C- Sport VET programmes**

1) General overview on VET programmes (how many? which characteristics?)

*-include here the numbers of programmes run and trainees registered in the programmes run by the different providers*

*-include the level of vet programmes provided (if possible per category of providers)*

2) Sports Occupations mapping to be considered (see again annex 4.3, 4.4 and 4.6)

3) VET programmes related to each occupation or group of occupations (ranked in relation with their impact on the labour market in Sport)

*-for each programme give information based on the attached questionnaire to be used only as a framework*

*- consider mainly : coaches, instructors, managers*

*- key data are : apprenticeship or further education is possible; part time or fulltime;*

*- credit system?*

*- possible validation of experience?*

**III-Sport related sectors : public administration of sport (national and local)** (optional : reproduce here II A,B,C points)

**IV-Sport related sectors : physical education at school**

(optional : reproduce here II A,B,C points)

**V-Training of trainers**

(optional : reproduce here II A,B,C points)

**VI-Sport related sectors : retail of sporting goods**

(optional : reproduce here II A,B,C points)

*Any of those sectors presents? With the same kind of information presented above for the sport sector?*

**Conclusions**

(final statements on VET in sport with specific reference to the Copenhagen Declaration)

*See above*

## Appendix 2 –Leonardo programmes related to sport

Base	Date	Contrat	Description	Contractant	Objectifs (résumé)	Type
387	1996	FIN/96/2/0387/PI/III.1.1.c/FPI	<b>Performance Sportswear Design</b> (Conception de vêtements de sport fonctionnels)	Haeme Polytechnic, Jaakonkatu 28, Haemelinnä, Finlandia	programme de formation de niveau universitaire pour la conception de vêtements de sport fonctionnels, chaussures comprises (trois modules: marketing, fibres et tissus, conception et présentation). Destinataires: étudiants en stylisme, stylistes et directeurs d'entreprises	Sector development; technology transfer (Développement du secteur; transfert de technologies)
677	1996	E/96/2/0677/PI/II.1.1.b/FPC	<b>Pilot project for innovation, forecasting and introduction of new qualifications in dangerous/adventure Sports</b> (Projet pilote d'innovation, de prévision et d'implantation de nouvelles qualifications dans les sports à risque et d'aventure)	Camera de Comercio, Huesca, Espana; <u>Coordinator</u> : Fundacion Empresa-Universidad de Zaragoza, Espana;	établir les profils professionnels correspondant aux principales fonctions dans les sport de risque et système de formations	New professional profiles (Profils professionnels nouveaux)
38111	1996	F/96/1/05114/PI/II.1.1.e/FPI	<b>New Educational approach to the recognition of skills and abilities in-company and training ( sport/culture)</b> - (Nouvelle approche pédagogique valorisant les compétences et les intérêts dans le cadre d'actions mobilisant les entreprises et les postes facteurs de développement (sport et culture)	Mairie de Roubaix, France; <u>Coordinator</u> : LP Turgot, Roubaix France	lutter contre l'échec scolaire et l'exclusion sociale et professionnelle	(Social exclusion; professional Insertion), Exclusion sociale, insertion professionnelle
78073	1998	UK/98/1/78073/PI/II.1.1.b/FPC	<b>EURASALA – European Adventure Sports Activity Leaders Award</b> (EUROSALA - Qualification européenne pour animateurs de sports d'aventure)	SPRITO, London, UK; <u>Coordinator</u> : Sheffield College, Parson Cross CentreSheffield, UK	concevoir une qualification professionnelle d'animateur de sports d'aventure, qui serait reconnue dans toute l'Europe aux fins d'emploi	New qualification (Nouvelles qualifications)
67115	1999	FIN/99/1/067115/PI/III.3.a/FPI	<b>PSDD – Performance sportswear design and development</b> (PSDD - Conception et élaboration de vêtements de sport de qualité)	Haeme Polytechnic /Wetterhof, Wetterhoffinkatu 2, Haemelinnä, Finlandia	développement et diffusion des matériels de formation destinés aux créateurs de vêtements de sport et produits dans le cadre du projet pilote initial "Performance Sportswear".	Professional qualifications, Professional training in the companies (Qualifications professionnelles; formations dans les entreprises)
114015-EL	2000	EL/00/B/F/PP-114015	<b>Training for Life-Basketball Coaching a programme which aims to enable young disabled persons to enter the athletic labour market</b> (Une formation pour la vie - Entraîneur de basket-ball: programme d'innovation méthodologique visant à aider les jeunes personnes handicapées à entrer sur le marché du travail du sport )	ELL et Prostasias & Apokast Anappaidon, Athens, Greece	la pratique du sport chez les personnes handicapées, et en particulier celle du basket-ball en chaise roulante, pour transformer une activité physique en activité professionnelle.	access to professional training; training system (accès à la formation professionnelle; Systèmes de formation)
115545-E	2001	E/01/B/F/PP-115545	<b>OLYMPIA - e-learning environments in sports training</b> (OLYMPIA - e-apprentissage dans le domaine sportif)	Diputacion de Barcelona, Barcelona, Espana	méthodes destinées à la formation permanente des salariés de l'industrie du sport. Le projet ciblera en priorité deux domaines : la gestion des installations sportives et l'organisation de manifestations sportives.	training programme; lifelong learning (programmes de formation; formation continue)

Base	Date	Contrat	Description	Contractant	Objectifs (résumé)	Type
80400-D	2002	D/02/C/F/TH-80400	<b>Jobs and Sport-sport as a means of integrating disadvantaged young people in the labour market</b> (Emploi et sport (titre original : Job and Sports) - Le sport, un moyen d'intégrer les jeunes défavorisés au marché du travail)	Stadtssportbund Goettingen EV, Germany	transmettre à des jeunes défavorisés des compétences qui leur permettront de s'insérer avec succès dans le marché du travail sportif	Social dialogue, employability (Dialogue social; employabilité)
115809-E	2002	E/02/B/F/PP-115809	<b>FORMSPORT - Generalised model of vocational training and occupational integration through distance learning for current and former Olympic and top level professional sports men and women</b> (FORMESPORT : Modèle globalisé de formation et d'insertion professionnelle au moyen et au travers de l'éducation à distance pour les sportifs et anciens sportifs olympiques, de haut niveau et professionnels)	Fundacio' Bosch i Gimpera , Barcelona, Espana	reconversion des sportifs de haut niveau en fin de carrière sportive	training modules; training of trainers (modules de formation; formation des formateurs)
127017 - S	2002	S/02/B/F/PP-127017	<b>AURORA - Development of a training model within snow and ice track bound tourism</b> (AURORA - Développement d'un modèle de formation dans le domaine des sports d'hiver)	IUF Europe AB, Lulea, Sweden	modèle pour la formation des entrepreneurs et des employés dans le domaine du tourisme, en particulier lié aux sports d'hiver, qui concernera également les chômeurs à la recherche d'un emploi dans le domaine du tourisme au sein des pays partenaires.	training modules; sector development (Modules de formation; Développement du secteur)
110357	2002	B/02/B/F/PP-110357	<b>PEGASUS - Development of an Innovative European Postgraduate Course of Equine Assisted Therapy based on a Modular Training System and the Installation of a European Network of Expertise concerning EAT</b> (PEGASUS - Développement d'un cours européen novateur de troisième cycle dans le domaine de la thérapie équestre, fondé sur un système de formation modulaire, et mise en place d'un réseau européen d'expertise sur la thérapie équestre)	Arteveldehogeschool Gent, Belgium	réseau européen de professionnels de la santé et de prestations sociales, d'écoles d'équitation et de prestataires de formations	training system; networking (Systèmes de formation; réseaux)
162018	2003	UK/03/B/F/NT-162_018	<b>EUROSEEN - European Observatory for Sport Education and Employers Network</b> - (EUROSEEN - Observatoire pour la Formation dans le Sport et les Réseaux d'Employeurs)	SPRITO, Clitheroe, UK;	Observatory to research and collect data relevant to skill needs of employers and establish the training and educational requirements	Research and guide to set up Observatoires
7715	1999	UK/99/1/077153/PI/I.1.1.a/FPI	<b>European Street Tennis Programme</b>	European registry Of Tennis Profesionals, Barnsley UK	design a Foundation Level Streetennis Coaching Qualification; develop, pilot and evaluate a short course training programme for people interested in entering the tennis coachingmarket; and promote the results in order to encourage Europe-wide recognition of the qualification.	Training module (Module de formation)
	1999		Euronerve II	Hartpury College, Hartpury, UK	enhance students' (including sport sciences) employability by gaining skills that would enable them to compete in the international market	Placement (Insertion professionnelle)
	1999		Open 1 1999/2000	Park Lane College, Leeds, UK	give young people from disadvantaged backgrounds an opportunity to gain work and personal experience in another country through a work placement	Placement (Insertion professionnelle)

**Appendix 3 –Socrates programmes related to sport**



Date	Ref	Description	Coordinator	Action
1996	27910-IC-1-1996-1-BE-ERASMUS-CDA-5	European Master in Physical Education	Uni Ghent	CDA
1997	27910-IC-2-1997-1-BE-ERASMUS-CDA-5			
1998	27910-IC-3-1998-1-BE-ERASMUS-CDA-5			
1996	28256-IC-1-1996-1-FR-ERASMUS-CDA-1	Master Européen de Management des Organisations	UCBL 1, Lyon	CDA
1997	28256-IC-2-1997-1-FR-ERASMUS-CDA-1			
1998	28256-IC-3-1997-1-FR-ERASMUS-CDA-1			
1996	28256-IC-1-1996-1-FR-ERASMUS-ECTS-1	IC Application 28256 ECTS	UCBL 1	ECTS
1997	28256-IC-2-1997-1-FR-ERASMUS-ECTS-1	IC Application 28256 ECTS	UCBL 1	ECTS
1996	29132-IC-1-1996-1-IT-ERASMUS-CDA-2	European master in physical activity for the elderly	ISEF Roma	CDA
1997	29549-IC-1-1997-1-FI-ERASMUS-IP-6	European Winter school in Sport Sciences	Uni Jyvaskyla	IP
1998	29549-IC-2-1998-1-FI-ERASMUS-IP-6			
1999	29549-IC-3-1999-1-FI-ERASMUS-IP-6			
1997	28203-IC-2-1997-1-BE-ERASMUS-IP-3	Activité Physique Adaptée	ULB Bruxelles	IP
1998	28203-IC-3-1998-1-BE-ERASMUS-IP-3	Programme Intensif en Activité Physique Adaptée	ULB Bruxelles	IP
1997	28824-IC-1-1997-1-DK-ERASMUS-IP-5	Physical activity for the elderly	Uni South. Denmark Odense	IP
1998	28824-IC-2-1998-1-DK-ERASMUS-IP-5			
1999	28824-IC-3-1999-1-DK-ERASMUS-IP-5			
1996	29017-IC-1-1996-1-IT-ERASMUS-CDI-1	Diploma Europeo Universitario in Attività Fisica Adaptée (DEU - APA)	ISEF TO	IP
1997	29017-IC-2-1997-1-IT-ERASMUS-CDI-1			
1998	29017-IC-3-1998-1-IT-ERASMUS-CDI-1			
1997	31802-IC-2-1997-1-UK-ERASMUS-EM-1	European Modules in Physical Education & Sports Science	Uni Cheltenham	EM
1998	31802-IC-3-1998-1-UK-ERASMUS-EM-1			
1997	28595-IC-1-1997-1-ES-ERASMUS-IP-1	Deporte y turismo en la naturaleza	INEF Lleida	IP
1998	28595-IC-2-1998-1-ES-ERASMUS-IP-1			
1997	28849-IC-1-1997-1-UK-ERASMUS-IP-2	The sport manager of the future	Northumbria	IP
1997	29132-IC-1-1997-1-IT-ERASMUS-IP-2	Limits of sport performance	ISEF Roma	IP
1997	28779-IC-1-1997-1-UK-ERASMUS-IP-4	Sport and Physical Recreation in National Communities	Uni Liverpool	IP
1998	27910-IC-1-1998-1-BE-ERASMUS-IP-20	European Issues in Physical Education	Uni Ghent	IP
1999	27910-IC-2-1999-1-BE-ERASMUS-IP-20			
2000	27910-IC-3-2000-1-BE-ERASMUS-IP-20			
1998	29019-IC-1-1998-1-NL-ERASMUS-IP-26	Physical Education in an European Perspective	Uni Groeningen	IP
1999	29019-IC-2-1999-1-NL-ERASMUS-IP-26			
2000	29019-IC-3-2000-1-NL-ERASMUS-IP-26			
1998	29894-IC-1-1998-1-DE-ERASMUS-IP-3	Diagnose und Veränderung von Lehrerverhalten	Uni Heidelberg	IP
1998	28849-IC-1-1998-1-UK-ERASMUS-IP-3	Olympism : past, present and future	Northumbria	IP
1999	29263-IC-1-1999-1-IT-ERASMUS-IP-1	L'intégration par l'activité physique adaptée	Isef Milano	IP
2000	29263-IC-2-2000-1-IT-ERASMUS-IP-1			
2001	28228-IC-3-2001-1-FR-ERASMUS-IP-1	L'intégration par l'activité physique adaptée	Uni Bordeaux	IP
1999	28779-IC-1-1999-1-UK-ERASMUS-IP-8	European Invasion games	Uni Liverpool	IP
2000	28779-IC-2-2000-1-UK-ERASMUS-IP-8		Uni Liverpool	IP
2001	28779-IC-3-2001-1-UK-ERASMUS-IP-8		Uni Liverpool	IP
1999	29205-IC-1-1999-1-IT-ERASMUS-IP-1	Cooperazione e partenariato nel management dello sport	ISEF Firenze	IP
1999	71178-CP-1-1999-1-DE-ODL-ODL	ITES - Information Technologies in European Sport and Sport Science	Uni Saarlandes	MINERVA-ODL
1999	D25709-CP-1-99-1-ES	REISS- Réseau Européen des Instituts de Sciences du Sport /EOSE	ENSSHE/REISSE	TNP
1999	71597-CP-1-1999-1-BE-COMENIUS-C31	Ontwerpen van een training voor leraars, in nieuwe methodes van Empowerment door, kunst, taal, sport-en interactieve activiteiten	Gemeenschap Onderwijs Brussels	
2000	28824-IC-1-2000-1-DK-ERASMUS-IP-1	Children and Physical Activity - a European perspective	Uni South. Denmark Odense	IP
2001	28824-IC-2-2001-1-DK-ERASMUS-IP-1			
2002	28824-IC-3-2002-1-DK-ERASMUS-IPUC-1			
2000	29549-IC-1-2000-1-FI-ERASMUS-IP-4	Winter school in Sport Sciences	Uni Jyvaskyla	IP
2000	28483-IC-3-2000-1-FR-ERASMUS-IP-12	Analyse du mouvement dans le domaine du handicap et du sport	Uni Marseille	IP

Date	Ref	Description	Coordinator	Action
2000	28502-IC-1-2000-1-FR-ERASMUS-PROG-2	Management interculturel du sport, des activités physiques et de l'action humanitaire	Uni Nice	IP
2001	28502-IC-2-2001-1-FR-ERASMUS-PROG-2			
2000	29578-IC-1-2000-1-ES-ERASMUS-IP-1	Leadership and Human Resources in Sport Management	IVEF Vitoria	IP
2001	25-CP-3-2001-1-BE-ERASMUS-TN	THENAPA - Educational and Social Integration of persons with a handicap through Adapted Physical Activity	KU Leuven	TNP
2001	28691-IC-1-2001-1-UK-ERASMUS-IP-3	Physical Education Crossing Borders	Uni Worcester	IP
2002	28691-IC-2-2002-1-UK-ERASMUS-IPUC-3			
2001	29549-IC-1-2001-1-FI-ERASMUS-IP-15	(PSHW) Psychology of Sport, Health and Well-being	Uni Jyvaskyla	IP
2002	29549-IC-2-2002-1-FI-ERASMUS-IPUC-15			
2003	29549-IC-3-2003-1-FI-ERASMUS-IPUC-15			
2001	29019-IC-1-2001-1-NL-ERASMUS-PROG-1	European Bachelor in Physical Education	Uni Groeningen	IP
2002	29019-IC-2-2002-1-NL-ERASMUS-PROGUC-1			
2001	29506-IC-1-2001-1-FI-ERASMUS-IP-1	Winter school - Leadership in European Context	Haaga Helsinki	IP
2001	29549-IC-2-2001-1-FI-ERASMUS-IP-14	Sport Management Seminar	Uni Jyvaskyla	IP
2001	29988-IC-3-2001-1-DE-ERASMUS-PROG-1	Applied European Leisure Studies	Uni Bremen	IP
2001	90381-CP-1-2001-1-UK-GRUNDTVIG-G1	Participing in Education trough Sport (P.E.T.S project)	Ridge Danyers College	Grundtvig
2001	94347-CP-1-2001-1-BE-COMENIUS-C21	ESEP - Development of a Cd-rom applying a didactical sport games concept to teach basketball and handball	Uni Ghent	Comenius
2002	28228-IC-1-2002-1-FR-ERASMUS-IPUC-1	Activités Physiques Adaptées, Insertion et égalité des chances pour personnes handicapées	Uni Bordeaux	IP
2003	28228-IC-2-2003-1-FR-ERASMUS-IPUC-1			
2003	112223-CP-1-2003-1-FR-COMENIUS-C21	APS-MGCS - Les activités physiques et sportives, médias de la culture générale et scientifique	Centre régional d'innovation et de transfert de technologies en sports et loisirs, Bellerive	Comenius
2003	110058-CP-1-2003-1-DE-ERASMUS-TN	AEHISIS - Aligning a European Higher Education Structure in Sport Science	DSHS Koeln	TNP

# ECTS APPLICATIONS

1996 27899-IC-1-1996-1-UK-ERASMUS-EC	IC application 27899 ECTS	Uni Chester	ECTS
1996 27988-IC-1-1996-1-FR-ERASMUS-EC	IC application 27988 ECTS	Uni Nancy	ECTS
1996 28024-IC-1-1996-1-UK-ERASMUS-EC	IC application 28024 ECTS	Uni Bognor Regis	ECTS
1996 28029-IC-1-1996-1-FR-ERASMUS-EC	IC application 28029 ECTS	Uni Mont Saint Aignan	ECTS
1996 28127-IC-1-1996-1-FR-ERASMUS-ECTS-1	IC application 28127 ECTS	Uni Amiens	ECTS
1996 28177-IC-1-1996-1-UK-ERASMUS-ECTS-1	IC application 28177 ECTS	Brunel Uni	ECTS
1996 28186-IC-1-1996-1-FR-ERASMUS-ECTS-1	IC application 28186 ECTS	Uni Nantes	ECTS
1996 28512-IC-1-1996-1-FR-ERASMUS-ECTS-1	IC application 28512 ECTS	Uni Arras	ECTS
1996 28550-IC-1-1996-1-DE-ERASMUS-ECTS-1	IC application 28550 ECTS	Uni Berlin	ECTS
1996 28656-IC-1-1996-1-FR-ERASMUS-ECTS-1	IC application 28656 ECTS	Uni Grenoble	ECTS
1996 28690-IC-1-1996-1-ES-ERASMUS-ECTS-1	IC application 28690 ECTS	Uni Madrid ??	ECTS
1996 28773-IC-1-1996-1-DE-ERASMUS-ECTS-1	IC application 28773 ECTS	DSHS Koeln	ECTS
1996 28856-IC-1-1996-1-NL-ERASMUS-ECTS-1	IC Application 28856 ECTS	Uni Zwolle	ECTS
1996 28900-IC-1-1996-1-UK-ERASMUS-ECTS-1	IC application 28900 ECTS	St. Mary's College, Twickenham	ECTS
1996 28903-IC-1-1996-1-UK-ERASMUS-ECTS-1	IC application 28903 ECTS	Bearsden Glasgow	ECTS
1996 29115-IC-1-1996-1-GR-ERASMUS-EC	IC application 29115 ECTS	Uni Komotini	ECTS
1996 29149-IC-1-1996-1-IT-ERASMUS-ECTS-1	IC application 29149 ECTS	ISEF Urbino	ECTS
1996 29231-IC-1-1996-1-PT-ERASMUS-ECTS-1	IC application 29231 ECTS	Uni Tras os Montes	ECTS
1996 29268-IC-1-1996-1-AT-ERASMUS-ECTS-1	IC application 29268 ECTS	Uni Linz	ECTS
1996 29320-IC-1-1996-1-AT-ERASMUS-EC	IC application 29320 ECTS	Uni Salzburg	ECTS
1996 29339-IC-1-1996-1-PT-ERASMUS-ECTS-1	IC application 29339 ECTS	Uni Bragança	ECTS
1996 29344-IC-1-1996-1-FI-ERASMUS-ECTS-1	IC application 29344 ECTS	Helsinki	ECTS
1996 29395-IC-1-1996-1-SE-ERASMUS-ECTS-1	IC Application 29395 ECTS	Uni Orebro	ECTS
1996 29462-IC-1-1996-1-ES-ERASMUS-ECTS-1	IC application 29462 ECTS	Madrid	ECTS
1996 29505-IC-1-1996-1-ES-ERASMUS-ECTS-1	IC Application 29505 ECTS	Uni Leon Castilla	ECTS
1996 29523-IC-1-1996-1-ES-ERASMUS-ECTS-1	IC application 29523 ECTS	Uni Caceres	ECTS
1996 29594-IC-1-1996-1-FI-ERASMUS-ECTS-1	IC application 29594 ECTS	Rovaniemi	ECTS
1996 29635-IC-1-1996-1-NO-ERASMUS-ECTS-1	IC Application 29635 ECTS	SWEDEN	ECTS
1997 29635-IC-2-1997-1-NO-ERASMUS-ECTS-1	<b>IC Application 29635 ECTS</b>	SWEDEN	ECTS
1996 29676-IC-1-1996-1-NO-ERASMUS-ECTS-1	IC application 29676 ECTS	Uni Trondheim	ECTS
1996 29687-IC-1-1996-1-DE-ERASMUS-ECTS-1	IC application 29687 ECTS	Uni Leipzig	ECTS
1996 29716-IC-1-1996-1-DE-ERASMUS-ECTS-1	IC application 29716 ECTS	Uni Mainz	ECTS

## **Appendix 4 – Christian Patoz, Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche**

**Conférence Vocasport**

**La Sorbonne – Paris**

**28.05.04**

Le Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche et la formation professionnelle dans le domaine du sport

Mesdames et Messieurs,

Je suis très heureux de pouvoir vous accueillir dans un des hauts lieux de la culture universitaire en France et de le faire à l'occasion de travaux portant sur la formation professionnelle aux métiers du sport en Europe. La Sorbonne a en effet le privilège d'être à la fois une des plus anciennes universités européennes mais aussi le lieu où le baron Pierre de Coubertin a engagé la rénovation des Jeux Olympiques et créé le Comité International Olympique.

La formation professionnelle en France est une préoccupation majeure du gouvernement, une condition pour accéder à cette "économie de la connaissance la plus performante du monde" que la déclaration de Lisbonne promet pour l'Union Européenne en 2010.

Dans le cadre de l'application de la loi de modernisation sociale et avec les partenaires sociaux qui sont des acteurs majeurs de sa définition et de sa mise en oeuvre, nous avons construit un cadre d'action novateur qui devrait faire de la formation tout au long de la vie une réalité.

Le Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche est le principal dispensateur de formations professionnelles diplômantes, à tous les niveaux de qualification. Jusqu'au niveau III européen (bac + deux dans votre système de formation français) nous nous appuyons pour la conception de ces formations et leur rénovation sur des Commissions Professionnelles Consultatives (CPC) où les partenaires sociaux des branches concernées sont largement représentés. Dans l'Enseignement Supérieur long, de niveau IV et V européen (Licence et Master Professionnels), des dispositifs plus légers mais qui associent des représentants des employeurs et des salariés, sont également utilisés pour procéder à l'habilitation des diplômes.

L'essentiel des formations professionnelles préparant aux métiers du sport sont assurés actuellement par le Ministère de la Jeunesse, des Sports et de la vie associative, pour ce qui concerne les formations de niveau II européen, soit des formations de niveau secondaire supérieur. Le Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche intervient principalement dans le cadre de l'Enseignement Supérieur et de ses formations universitaires en "Sciences et Techniques des Activités Physiques et Sportives" (STAPS ou "Sciences du sport"). Elles rencontrent un très grand succès auprès des jeunes puisque plus de 50.000 étudiants sont présents dans ces filières de formation.

Nous étudions actuellement de façon précise, au moyen d'une enquête nationale réalisée par le Centre d'Etudes et de Recherche sur les Qualifications (CEREQ), le devenir professionnel de ces étudiants. Mais un certain nombre d'éléments incitent à penser qu'un ajustement des flux et le développement de formations professionnelles supérieures courtes sera sans doute nécessaire pour répondre aux besoins du marché du travail dans ce secteur. Dans tous les cas un effort accru de professionnalisation de l'ensemble de ces formations devra être poursuivi.

Dans le domaine de l'Enseignement Supérieur, y compris bien entendu dans le domaine des formations aux professions du sport, nous avons mis en oeuvre depuis plusieurs années un passage au cadre commun européen connu sous le nom de "processus de Bologne".

À la rentrée universitaire prochaine, plus de la moitié des Universités appliqueront le "L M D" (Licence, Master, Doctorat). Ce nouveau cadre de formation qui s'appuie sur une conception modulaire sanctionnée par des crédits, devrait permettre davantage de flexibilité pour les usagers, et en cela faciliter à la fois le développement de la formation continue et la mobilité européenne des étudiants.

En matière de formation professionnelle, nous soutenons de façon active l'application de la déclaration de Copenhague. Nous sommes d'ailleurs en position de pointe dans un certain nombre de domaines d'action prioritaire: c'est le cas particulier en matière de "validation des acquis de l'expérience". On peut en France et cela se pratique effectivement, se voir délivrer un diplôme y compris un diplôme universitaire du plus haut niveau, à partir de la reconnaissance des compétences acquises par l'expérience, professionnelle ou bénévole.

Nous ne pouvons dans ces conditions que soutenir le projet que vous présentez dans votre texte préparatoire et qui consiste à faire du sport un des secteurs pilotes pour la politique de formation professionnelle de l'Union Européenne. Nous espérons que les travaux qui seront conduits lors de cette conférence vous permettront de progresser dans la réalisation de ce projet.

Bon travail!



## **Appendix 5 – Hervé Savy, Ministère de la Jeunesse, des Sports et de la Vie associative**

### **Ouverture conférence Vocasport**

**La Sorbonne – Paris**

**28.05.04**

Ladies and gentlemen,

J'ai le plaisir de vous transmettre les salutations de Jean-François Lamour, Ministre de la jeunesse, des sports, et de la vie associative, qui aurait souhaité ouvrir personnellement cette conférence. Malheureusement, des contraintes d'agenda l'en ont empêché, et il m'a demandé de le représenter.

En quelques mots, je voudrais indiquer l'intérêt de cette étude européenne pour la France, qui connaît actuellement de profondes évolutions en ce qui concerne la formation professionnelle dans le sport.

Je centrerai essentiellement mon propos sur la question de l'encadrement des pratiques sportives, sachant que les métiers, et donc les formations, dans le secteur sportif, dépassent ce cadre. Mais ce sujet est au cœur du développement du sport, dont il est sans doute le moteur essentiel. Quand je parle d'encadrement des pratiques sportives, il s'agit des fonctions d'entraîneur, d'éducateur, d'animateur sportif, en dehors de l'école, où exercent les professeurs d'éducation physique et sportive, fonctionnaires d'Etat, dépendant du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche.

Quatre raisons motivent particulièrement notre intérêt pour Vocasport :

- le développement et la diversification des pratiques sportives ;
- la professionnalisation croissante de l'encadrement du sport ;
- la nécessaire conjonction du principe européen de la libre circulation des travailleurs et une spécificité française : l'encadrement des activités sportives est une profession réglementée dans notre pays ;
- l'évolution nationale du système de formation professionnelle, tous secteurs confondus, et notamment dans le secteur sportif.

Concernant le premier point, **le développement et la diversification des pratiques sportives**, celles-ci génèrent d'une part une augmentation de la demande de formation pour occuper les fonctions d'encadrement, et d'autre part une nécessaire évolution de ces formations afin de les adapter à la diversité des pratiques sportives, à la demande sociale. Vocasport devrait nous éclairer sur ce qui se passe en la matière dans les pays de l'Union.

En conséquence, du côté de **la professionnalisation croissante de l'encadrement du sport**, nous attendons de Vocasport des données les plus précises possibles concernant la demande de compétences professionnelles dans les pays de l'Union européenne.

S'agissant de **la nécessaire conjonction du principe européen de la libre circulation des travailleurs et d'une spécificité française, la profession réglementée d'éducateur sportif**, nous attendons des résultats de Vocasport d'avoir une vue plus globale sur les systèmes de formation professionnelle sportifs en Europe, afin de faciliter les comparaisons et au mieux possible l'évolution conjointe et reconnue des qualifications.

Enfin, concernant **l'évolution nationale du système de formation professionnelle, notamment dans le secteur sportif**, nous attendons également des résultats de Vocasport qu'ils produisent des éléments pour favoriser la construction de parcours de formation encore plus pertinents pour les usagers, le mouvement sportif, les employeurs, les salariés, et les Etats des différents pays de l'Union, rejoignant ainsi l'esprit de la déclaration de Copenhague du 30 décembre 2002.

Je remercie les organisateurs de ce colloque, dont les conclusions seront, je l'espère, utiles à la fois à la construction de l'Europe du sport, mais également de l'Europe de la formation professionnelle.

Enfin, je vous souhaite un excellent séjour à Paris, en espérant qu'après ces trois demi-journées studieuses, et à la veille de ce week-end de Pentecôte, vous aurez l'occasion de goûter aux charmes de notre capitale.



Thank you.

## **Appendix 6 – Bengt Sevelius, ENGSO**

*Address of ENGSO – on behalf of the President Mr Bengt Sevelius – to the participants of the Vocasport European Conference in Paris, La Sorbonne, on May 28-29 2004 by Mr Lennart Karlberg, board member Stockholm University College for Physical Education.*

Mr/Mme Minister, Mr/Mme Chair, Dear Participants and Sport friends.

Thank you very much for giving ENGSO the opportunity to address this important and interesting conference. As many of you know the president, Mr Bengt Sevelius, I will first of all forward his best regards to you and secondly announce that I have been given the privilege to speak on behalf of him and ENGSO to give the ENGSO-view on matters of the conference.

Allow me first of all to give some information about ENGSO:

First: ENGSO – outspoken the European Non Governmental Sports Organization – is the Pan-European roof of national non-governmental umbrella organizations for sports which cover all sport activities in their country.

It is an independent non-profit organization based on democratically adopted statutes and regulations.

Second: ENGSO actively advocates for NGO interests and defend the independence, autonomy and the specificity of sports as well as the traditional structures on national level.

Third: ENGSO considers close cooperation and partnership with governmental authorities and public institutions as absolutely essential for the development of sports at national and international level.

Fourth: ENGSO strongly support and emphasize the great responsibility both NGO's and GO's have in the training and further training of individuals ready to work for sports as professionals or volunteers.

Fifth: ENGSO has the ambition that all sport activities and the administration of sport organizations should be lead, directed and run by qualified and proficient people whether they are working on professional or voluntary basis.

And finally: "Good governance" in sports is what we are all striving at!

Qualified vocational training is needed as precondition for a positive development of future management, training and coaching in sports.

But still voluntary work and leadership remains an indispensable element of the NGO sport structures in Europe. It is therefore important to recognize these peoples idealism as a valuable quality and also give them opportunities to follow and take part in vocational training – full time or part time – thus improving their chances to qualify for leading functions and meet the demands of today's and tomorrows sport.

Let me also give some basic comments on vocational training.

Quite a long time vocational training has been offered at universities for teacher training in physical education and for instructor and coach education in different sports as well as courses in sports physiology, psychology, medicine, sociology etc.

But the increasing role of sport in society and the more and more commercialized sports motivates that some subjects and educations are given high priority as for example Sports management. Today the demands for skills in finance, justice and business negotiations - to mention some fields - are a must for an advanced management position in sports.

Also Health promotion and Health Care using sports as a tool is a sector which now and in the future needs well educated managers, animators and instructors. And why should not venue managers and staff of sport facilities receive professional training in order to enable them to better understand and respond to demands of different categories of users, visitors and customers.

And last but not least, regular further training must be available for everyone employed or voluntarily working in sports. This remark is made in the light of today's reality that this is not always the case.

I will bring forward to you some thoughts about roles and responsibilities on different levels and for different programs.

There is definitely a need for better transparency, curriculum coherence and quality assurance. I believe that there will be a balancing act for the future concerning academic VET programs and the strive for unified competence recognition.

The national sports organizations should ensure high quality training and education of their professional and voluntary leaders, coaches, administrators etc. With a fast developing global sport sector there is already existing links between national and international federations in order to assure quality and competence. And some has also developed assessment procedures and certificate levels.

I will also emphasize the importance of respecting the specificity of sports and national conditions. With high ambition to unify VET programs in all European countries there is still cultural and structural conditions that have to be considered.

The international sport organizations could – and some already do – take the initiative to organize for example advanced coach- and referee training on international level. Let me mention The European Handball federation with its Master Coach program as one example. Others are PGA in golf etc.

The public sector should ensure vocational training – both initial and further training – offered by universities and colleges. Hopefully in cooperation with national sport organizations where both parties respect each other and take advantage of successfully developed VET programs.

Dear friends, this was some glimpses of my viewpoints on the very important theme you are going to discuss at this conference – VET sport systems.

The sports movement needs well educated, aim-directed and committed leaders. Therefore Vocational Training adapted to the demands of the sport world of today is of greatest importance. I look forward to future extended cooperation with you in this field and wish all of you fruitful discussions, great inspiration and good results during this conference.

Thank you and Good Luck!