

**INTRODUCTION
TO
WORKFORCE
DEVELOPMENT
PLANNING FOR THE
SPORTS SECTOR
IN THE E.U:**

Why a European workforce development plan for the sports sector?

A sector workforce development plan is intended to provide a basis to shape longer-term strategy and inform and stimulate opportunities for action by the industry, public authorities and training providers. At its most fundamental and in many senses most important level, workforce development in a sector improves and extends technical and professional competence.

There are some experiences which have been undertaken at European level in some sub sectors (case of Health and Fitness) and even at sports discipline level (case of Tennis). The objective is to organise actions in a long term perspective and with growing attention to social, cultural and economical needs. “One shot” and “top down” approaches are less and less popular in our E.U. countries which is a big progress.

But considering that sport is under the responsibility of each member state (or, in some countries, under the responsibility of the national sports umbrella organisation) for which reason take care in common at workforce development and even think, in that domain, to a European governance?

Further more, if, for some good reasons, it should appear to the E.U. sports stakeholders, that it would be beneficial to do so, on which basis and within which framework, such an action could be undertaken? Is it possible to extend here the principle of cooperation on voluntary basis which is a core element of European education policies?

Is it serious to imagine that key stakeholders of the sports sector, without ignoring their national and structural differences, would take time to put together on a table some of the challenges which tackle their development and consider that they could promote together some effective coordinated actions to contribute to such an issue?

At least it is our challenge to be taken seriously by our partners, the key stakeholders of the sports sector at European level, while proposing a draft workforce development plan as a start for a discussion.

Our approach will follow quite closely the “methodological guide” we have proposed to handle workforce development plans in the sports sector:

- We will first discuss the framework to be used and the leading body to be constituted to produce a suitable workforce development plan for the sports sector at European level.
- We will then propose a description and an analysis of the situation of the sports sector, its activities, workforce and training systems.
- The following step will be to identify key challenges for the workforce in the short medium and long term
- To end by a draft proposal of what could be the key actions to undertake to face the above challenges.

TWO

2- Which framework for the conception of a European workforce development plan in the sports sector ?

2.1 How to lead the sports workforce development plan?

⇒ The first condition to plan workforce development is to have a *planning body*, able to manage the whole process in a sustainable perspective. We propose to set up a “*European steering committee for sports workforce development*”.

⇒ The second element is the composition of the leading group and the organisation of the work. To run effectively a workforce development plan, the lead must include the key stakeholders of the sector. At European level the sports sector might be represented by:

- The public authorities in charge of sports, with the support of those in charge of employment and education. The informal sports presidency, the European Commission (sports unit) and the European parliament (Education, culture and sports commission) are the three pillars.
 - The European representatives of the “sports movement”, the European Non Governmental Sports Organisation and the European Olympic Committee;
 - The social partners : the European Association of Sports Employers (EASE) and UNI-Europa representing the employees;
 - The European representative organisation of training providers (ENSSEE)
 - A supporting organisation, the European Observatory of Sports and Employment, EOSE.
- The Fitness sector is represented by EHFA.

All the above NGOs have already met and agreed to work together on such a project.

2.2 Which role for a European workforce development plan run at sports sector level?

- We have already mentioned that sub sectors or even single sports disciplines are organising their own workforce development plans, considering that their problems are quite specific. We have to avoid any duplication of efforts and apply the principle of subsidiarity, which states that problems have to be solved at the most effective level. It is clear that it is not the role of the sports sector to state on what must be the profile of a fitness instructor or a tennis coach qualification. But it might be its role to provide a general framework for the qualification of sports instructors and coaches. We will propose further on priorities and action plans based on that principle.

- On the opposite side, there are global European initiatives taken at inter sectoral level which are interesting to follow. That is particularly the case of the building of a “European qualification framework”. The sports sector is taking care of these initiatives and will use them as references.

2.3 Which timescale for the sector investigation and planning

The last point to be discussed is the time scale to be used for the workforce development plan. We have said that a workforce development plan is aiming at giving answers to problems of the workforce in the future. But which future do we target? The next two years? The next four years? The next eight years? More?

Two elements might be considered:

- First, the turn over of the workforce. The existing figures in the E.U. show that in Europe 25% of employees are changing their job position every year and that 15% job positions are disappearing each year (of course others are also created at the same time). In tourism activities, the turn over of employees is near to 100% a year (taking into account the seasonal dimension of the activities) and it is up to 60% in retail trade. We do not have the data for

sports but even if we are within the average, it means that the complete renewal of employees (as an average) takes about 4 years.

- A second criteria, more meaningful in a qualitative perspective, is the training opportunities given to employees. The objectives of the Lisbon agenda are to reach a rate of 15 % of in job employees to follow further education each year, prior to 2010. It means that, as an average, it will take six years to have all employees been trained in a sector.

We propose to use three different timescales

- Short term (2 years)
- Medium term (4 years)
- Long term (8 years).

It means that we will work in reference with long term actions with medium terms action plans and short terms updates

THREE

3-Key facts and figures on sports activities, workforce and training

3.1 The sports system model

We can understand sports as a system, itself included in a broader national and international cultural, economical and political social system

The “sports system” is based on the interaction between for main sub systems. We can represent the whole picture as follows:

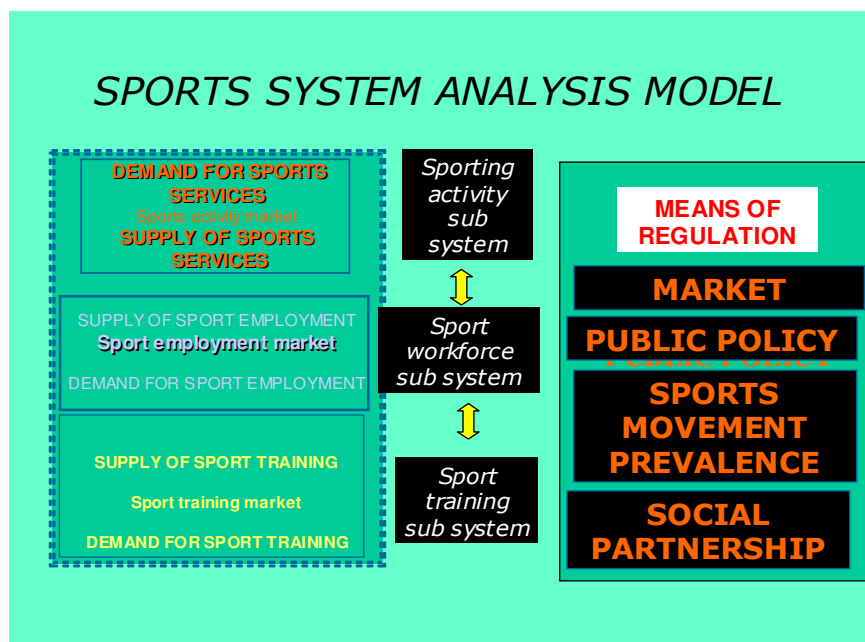


Fig 1: Sports system model

The three "sports sub systems" are composed of a “sport activity sub system” where sports services are “marketed”; a “sports workforce sub system” where the sports workforce is “marketed” and a “sports training sub system” where competences needed for the training of the sports workforce are also “marketed”.

But 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 four 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;
- The *cultural prevalence of a “traditional image of sports”* related to volunteerism and its effects on the organisation of sports in a country (prevalence of the sports voluntary movement
- 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.

3.2 The existing situation of the "system of sporting activities" in the E.U.

3.2.1 The sports sector and the sports industry

Sport today is a major social phenomenon that concerns the fields of leisure, health, social cohesion and education.

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).

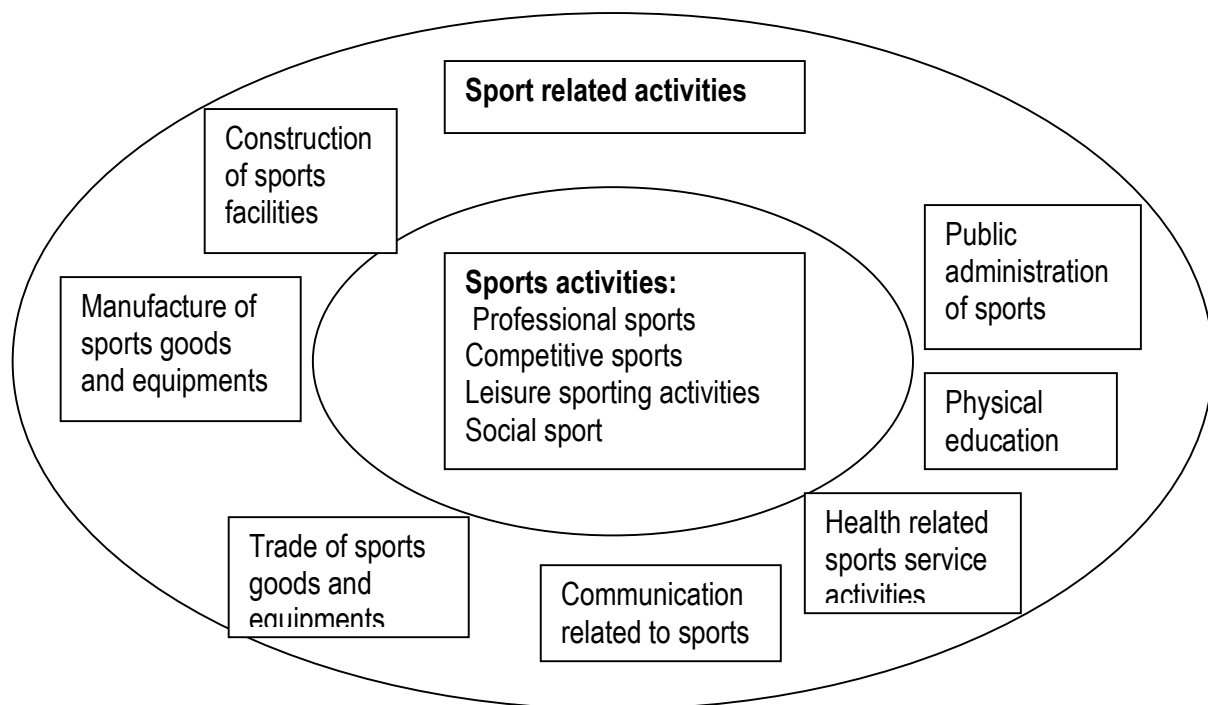


Fig. 2: The sports industry, central activities, peripheral activities

- "**Sports activity**" (also called the "**sports sector**") is confined to the **services activities** which are related directly to practising sports, i.e. supervision of sporting activities (the services of the sports associations are clearly included in this category). This corresponds to NACE group 92.6¹, 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);

- "**Sports-related activities**" (also called, together with the sports activity, the "**sports industry**") are activities which belong to other sectors but are needed for the delivery of sports activities (or exist as a consequence of them). For example, physical education clearly appears as an educational activity which may be related to sport depending on the various

¹ Statistical classification of economic activities in the European Community

countries and to differing degrees. These classes are naturally far more diverse than the first, since they group together industry, trade, education, public administration, etc.

3.2.2 Components of the sports sector and sports related sectors

Sports activity

One of the main indicators to measure sports activities is the level of participation in sports. You will see below the results of one of the last inquiries done in a standardized way (Euro barometer) unfortunately only in 15 member states. We have classified those results by increasing order of the GDP. We can see that the average level of participation at E.U. level is up to 35 % and that there is a close relation between the level of economical development and the level of sports participation. But some “cultural exceptions” are also visible (“The Scandinavian cultural exception” is the most evident).

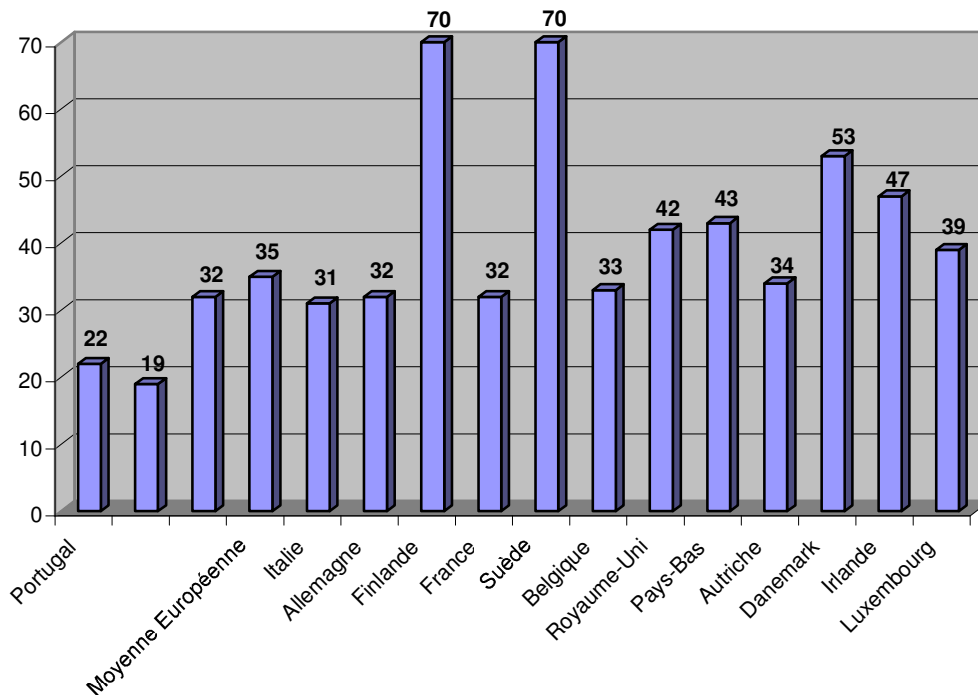


Fig 3: The rate of sport participation in the E.U. countries in relation with the GDP

The sports sector itself 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 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 provides specific services where a sport competitive experience, as a base of education for young people, is combined with an apprenticeship to citizenship and democracy. It constitutes the most important segment of the European voluntary movement. 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). We can estimate the number of people pursuing professional activity in this segment as their main activity at about 250,000 in the twenty-five European Union

countries. The activity is run 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. Services delivered cover a wide range of purposes: health and fitness, relation to the environment, etc... They are organised either by associations (most often also present in the competitive sports sector), or by businesses, often very small businesses. Each sporting leisure field (fitness, racket sports, outdoors including horse riding, sailing, winter sports, mountaineering 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 more than 400,000 people working in this segment of the sports sector in more than 100,000 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 social work and to local public services, strongly 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 are needed; 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; it generates medical and paramedical care and mobilises (if not initiated by) various media, newspapers, magazines, radio, television. Globally those activities mobilize an estimate of 1.5 million workers.

The total activities related to sports (the sports industry) represent as an average *1.7 of the GDP* in the E.U countries (from 0.8 to 2.7)

3.3-The "workforce system" in sport

3.3.1 The workforce in the sports sector

The global number of people working in the sports sector as their main activity is up to 800 000 in the 25 E.U. member states. Ratios per country show huge differences from country to country, partly depending from the level of sporting activities.

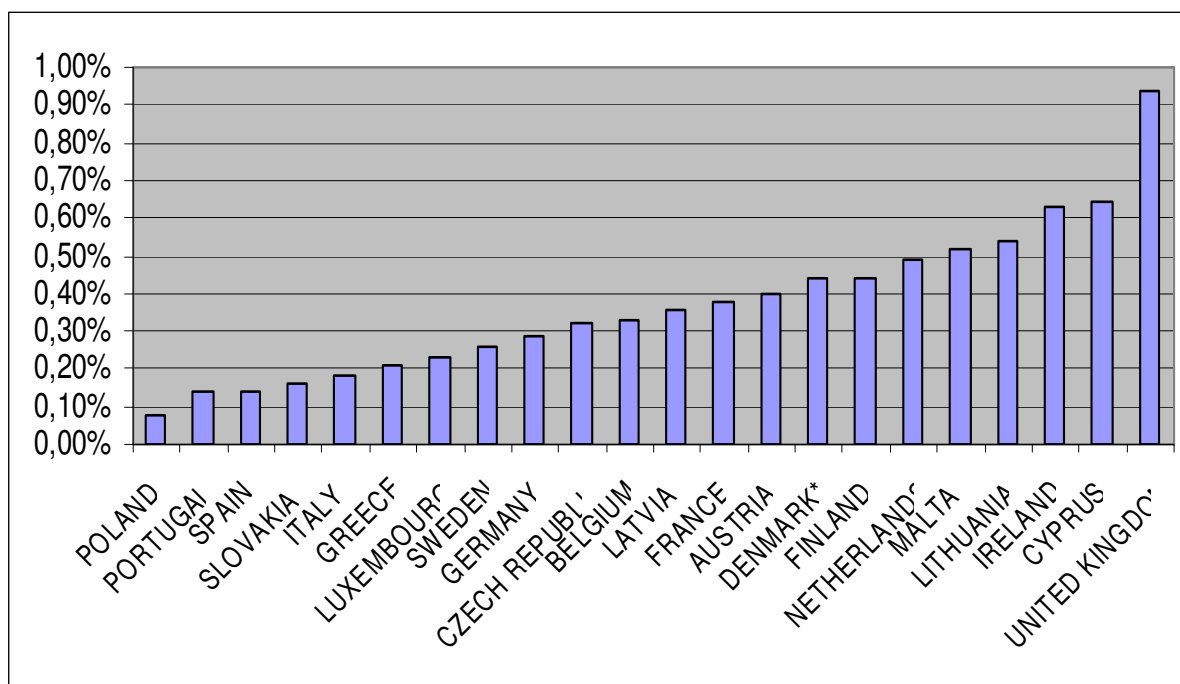


Fig 4: The workforce in the sports sector in the E.U (people having their main activity)

If we refer those numbers to the number of participants, we can have a first approach of the level of “professionalisation” of the sports activities in the different countries. If we ignore the unequal rates of volunteers participating to the production of sports services, it even gives a first idea of the “productivity” of the industry.

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

Tab. 1: The level of professionalisation of the sports activity in the E.U. countries

Whether sporting activities are organised within associations, commercial companies or by public authorities, considerable human resources (unpaid workers or paid staff) must be mobilised for supervision purposes. Within sports associations, unpaid staffs 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. Within the last 10 years the average increase is up to 60% which gives sports one of the leading place for employment growth within all the industries.

This forms a second system that we shall dub the "workforce system in sport ", 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 domain.

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),² we will present now the main type occupations related to sports.

3.3.2 The sport professions

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:³

- ◆ **"professional sportspersons"**, participating in a limited number of sports and in general depending on the sporting events which constitute their livelihood (around 50 000 in the E.U. countries as their main activity);
- ◆ **"sports officials"**, i.e. all those who, as referees, judges or timekeepers directly supervise the conduct of sporting competitions (a limited number of 1000);
- ◆ **"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 (around 100 000 people);
- ◆ **"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 (an estimate of 450 000);
- ◆ **"sports coaches"** responsible for preparing and guiding systematic performance in a given sport (around 150 000).

3.3.3 The 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;

² International Classification of Occupations (ISCO 88, International Labour Office)

³ 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.

- ◆ **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" or "mental 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.

In the sports sector itself we have made distinctions between the 3 main positions for staff members, Managers, Coaches, Instructors or Sports leaders and Clerks, hospitality and Maintenance workers. Within the E.U. countries, we can see huge differences in the work organisation:

<u>Type sports occupations in the sport sector</u>	<u>Maximum national rate</u>	<u>Minimum national rate</u>	<u>E.U. Average rate</u>
Managers	21.3% (UK)	05.6% (PT)	15 %
Instructors, coaches, leaders	52.1% (BE)	11.6% (FI)	35 %
Service and craft workers	80.5% (FI)	38.1%(BE)	50 %

Tab 2: Work organisation in the sports sector at E.U. level

The last qualitative criteria we will present here is related to the level of qualification of that workforce, with some estimates on stocks and annual flows. Using the new European qualification framework (see next paragraph) we can present the following data:

<u>Levels of qualification</u>	<u>Estimated workforce total stock</u>	<u>Estimated workforce annual flow</u>
Level 7 (tertiary "Master") and Level 6 (tertiary "Bachelor")	120 000	30 000
Level 5 ("post secondary") and Level 4 ("upper secondary")	400 000	100 000
Level 3 ("lower secondary")	280 000	70 000

Tab 3: Estimated level of qualification of the sports workforce (stock and flow)

The estimation of the flow is based on general data on workforce turn over in the E.U. (as an average, 25% of the workforce change its job each year).

3.4-The "sports training and qualification 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 stakeholders involved in running this system: *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); *training institutions*, which we tend to refer to as "training providers" We have an estimate of 1800 training institutions present in sports, more than half of them being related to sports federations or confederations, a little less than 25% to higher education and the remaining part either depending from the Ministries of sports, professional organisations or private companies. 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; *vocational courses* are designed to provide the practical skills and knowledge required to carry out a specific profession in a particular field of employment.

We have also to consider the "training pathway", and the form of qualifications delivered (formal or non formal). Most of the qualifications delivered in the sports sector are non formal, which means are not recognized as vocational education and training by the national qualification authorities.

Another aspect relevant to supply is the level of training. The European Union is currently developing a European qualification framework (EQF) based on learning outcomes corresponding to different types of competences, cognitive, functional (skills), personal and ethical(professional behaviour) leading to 8 different levels.

To keep traditional references (which does not correspond to the criteria listed above), the levels of training mostly represented in the sports sector are level 3 (lower secondary education) level 4 (upper secondary education) and 6 (first degree of vocational higher education). Level 5 (post secondary vocational education) and level 7 are less present, even if for different reasons. As in any other sector there is a general increase of the formal levels of qualification, even if the key criteria for employment remain the functional competence, mainly depending on field experience.

<u>Levels of Training</u>	<u>Estimated number of yearly "graduates"</u>
Level 7 (tertiary "Master")	15 000
Level 6 (tertiary "Bachelor")	70 000
	T= 85 000
Level 5 ("post secondary")	15 000
Level 4 (upper secondary)	100 000
	T= 115 000
Level 3 (lower secondary)	T= 150 000

Tab 4: The level and estimated numbers of "graduates" in sports training

As it often happens in very small industries with strong identities, one of the key questions remains the access to the job positions. Recruitment is based on prior field experience and

interpersonal relations; Access to managerial positions mainly related to internal ascending mobility. That means that high level of qualification gained through formal education is not the easiest way to join successfully the industry. That is true as well in associative sport, where there are few chances for somebody coming from outside the “family” to get the job that in the commercial enterprises where previous experiences are very much welcomed. One of the best solutions to solve those problems is to develop alternate training, apprenticeship and for career purposes, further education.

3.5 The relations between the sports workforce system and the training system

The quality of the relation between the workforce and the training systems is a key factor of success. Two aspects are crucial: the reasonable balance between the number of trainees and the level of annual flow of jobs open to recruitment (without expecting a complete adjustment); the qualitative adaptation of the supply of training to training demands. The first aspect is presented in the following table:

<u>Levels of Training</u>	<u>Estimated number of yearly “graduates”</u>	<u>Estimated workforce total stock</u>	<u>Estimated workforce annual flow</u>	<u>Tentative Diagnosis</u>
<i>Level 7 (tertiary “Master”) Level 6 (tertiary “Bachelor”)</i>	15 000 70 000 <i>T= 85 000</i>	120 000	<i>30 000</i>	Exceeding number of graduates
<i>Level 5 (“post secondary”) Level 4 (“upper secondary”)</i>	15 000 100 000 <i>T= 115 000</i>	410 000	<i>100 000</i>	Adapted numbers (even too short)
<i>Level 3 (“lower secondary”)</i>	<i>T= 150 000</i>	280 000	<i>70 000</i>	Exceeding numbers (but also used for the training of volunteers)

Tab 5: Quantitative evaluation of the relations between the training system, the workforce and the job market.

The relation between training supply and demand is characterized by an ever growing and increasing formal level of initial training supply and a weak and poorly formalized further education system. The objective of having 15% of the workforce under training yearly (Agenda 2010) will be difficult to reach if both flexibility and consistency is expected.

FOUR

4- Key challenges for the sports sector workforce development

Following our presentation, the situation of the workforce in the sports sector could be summarized in four main traits to which correspond an equivalent number of challenges:

⇒ **A high level of diversity of the qualifications**: there are more than 1800 training providers delivering more than 12 000 training programmes to nearly 200 000 participants each year in Europe. Most of those programmes are non formal, given as a complement to field practice and delivered by sport governing bodies. But an important number take place also in higher education institutions as initial formal education. Other contributors, such as professional organisations, private companies or public training centres belonging to the Ministries in charge of Sports are also present. As some other sectors such as Agriculture, Culture and Health, sports have “specific” training systems, sometimes (even if less and less) outside of the general national VET system. Efforts have been made to build bridges between those different programmes at national and European levels.

- **The first challenge will be to provide a tool enabling individuals, employers and training providers to compare qualifications at national and European level**

⇒ **A high degree of European mobility in some sports occupations, most of them being regulated**

Sport is one of the sectors with the highest level of conflicts related to European mobility. A majority of countries are regulating access and activity in sports occupations. The general directives (1989 or 1991) are subjects to interpretations by the members’ states and the sports authorities and restrictions to mobility often presented to the European Court of Justice..

- **The second challenge is to bring more transparency and mutual trust on qualification assessment in the sports sector**

⇒ **Short and split careers in an more and more demanding industry** are another trait of the sports sector workforce: the average length of the career is less than ten years, with a necessity, related to higher and higher requirement of “professionalism” (increased competences) to update frequently qualifications and to retrain

- **Promoting the lifelong learning process is the third challenge and one of the key issues for the sports sector workforce at the European, National and Local levels**

⇒ **High presence of volunteers or volunteerism with poor recognition of informal learning** is also an important characteristic of the sports sector. We have already said that the sports sector couldn’t envisage existing any more without the contribution of volunteers. We can add that few of the professionals (in that case understood as “paid personnel”) with the exception of Health and Fitness have reached their position without having served as volunteers for years. There is a huge problem to have those experiences recognised as qualifications, both in the sports sector and in other sectors.

- **The development of the validation of non-formal and informal learning is of particular interest for the sports sector and represent the fourth challenge.**

Those particular actions could be included in a broader action plan covering the three dimensions already identified (see table . Our proposal is nevertheless to concentrate on actions related to the employment/workforce and training sub systems.

Activity	Workforce/employment	Qualification/ Training
1-Promote diversity and complementarity of sub sectors and related services	1- Mobilise the workforce (right persons at the right place) through better image, recognition and working conditions/ wages	1- Promote European qualification framework in sports
2- Promote cooperation between sports service producers and workforce (social dialogue)	2- Facilitate European chosen mobility for staff	2- Promote mutual trust and quality assessment
3- Implement quality of sports services	3- Promote career development for the sports workforce	3- Promote lifelong learning in the training and qualification systems
4- Improve productivity and performance of sports service producers	4- Promote “capitalisation” of experiences within the sports sector (learning organisations)	4- Promote validation of experiences in the training and qualification systems
5- Governance of activities	5- Governance of the workforce	5- Governance of training
Policy/regulation		

Tab 6: Action plan for the European sports sector development

5-Priority actions and planning for workforce development at European sports sector level

5.1 Key orientations to be chosen for the workforce development plan:

Two main orientations seem to be at the base of the conception of a sports sector workforce development action plan at European level:

⇒ Considering the huge diversity of the situation of the workforce and of its production (training) in the different sports sub sectors and E.U. countries, it is important to state that both national and sub sectoral levels will remain the key action levels of direct action;

A global sports sector European workforce development plan will then be concentrated on *shared common information, guidance and coordination*.

- Some years ago an initiative has been taken at the Council of Europe level for the production of *shared European information* (the so-called “clearing house” in Brussels). Such an initiative would be still of high relevance. In the present situation we would suggest at least to agree on the definition and permanent recollection of limited strategic data, using all the recent electronic tools and recent collection of information (for example the “Vocasport” project).

- It will also be crucial to leave that information accessible to the stakeholders, the workforce and the potential workforce for the bodies in charge of *guidance*.

- *Coordination between national and sub sector activities* is another key point. We will encourage cooperation and agreement on common orientations between stakeholders, which could mostly be done within the framework of EOSE and of the “European sports workforce development Steering Committee”

⇒ Some specific direct actions could also be conducted at European sector level, when corresponding to common trends and challenges. We consider here that assuming the leadership and supporting at sub sector and national level *the implementation of a European qualification framework* and of the related actions (the promotion of lifelong learning, the validation of informal and non formal learning, the credit accumulation and transfer and quality assessment) might be a key action under the responsibility of the sports sector at European level.

That will affect directly the usual ways to implement workforce development, one being directed towards training and the other one towards employment policies

5.2 Planning key actions

The action plan for sports workforce development at European sports sector level could be summarized within the following table:

Workforce/employment	Short term (2 years) objectives	Medium term (4 years) objectives	Long term (8 years) objectives
1- Mobilise the workforce (right persons at the right place) through better image, recognition and working conditions/ wages	Establish a sports sector promotion plan for the workforce	Implement a sports sector promotion plan for the workforce	Implement a sports sector promotion plan for the workforce
2- Facilitate European chosen mobility for staff in the sports sector	Establish a general strategy to increase staff mobility, including the use of EC	Increase of 50% of sectoral staff mobility	Increase 100% sectoral staff mobility

	programmes		
3- Promote career development for the sports workforce	Establish a plan to diminish the turn over of the workforce in the sports sector	Diminish the turn over of the workforce in the sports sector up to 10%	Diminish the turn over of the workforce in the sports sector up to 20%
4- Promote "capitalisation" of experiences within the sports sector (learning organisations)	Establish a plan to create a "learning organisation" approach in the sports sector	Implement a "learning organisation" approach in the sports sector	Implement a "learning organisation" approach in the sports sector

Tab. 7: Sports workforce development plan

Qualification/ Training	Short term(2 years) objectives	Medium term(4 years) objectives	Long term(8 years) objectives
1- Promote European qualification framework in sports training and qualification system	Establish a plan for the implementation of the EQF at sports sector level	EQF applied by 50 % of the training providers	EQF applied by 75 % of the training providers
2- Promote mutual trust and quality assessment in the training and qualification sports system	Establish a plan for the implementation of mutual trust and quality assessment	Relevant tools used by 50 % of the training providers	Relevant tools used by 75 % of the training providers
3- Promote lifelong learning in the training and qualification sports systems	Establish a plan for the implementation of lifelong learning in the sports sector	Relevant tools used by 50 % of the training providers	Relevant tools used by 75 % of the training providers
4- Promote validation of experiences in the training and qualification sports systems	Establish a plan for the implementation of the validation of experiences	Relevant tools used by 50 % of the training providers	Relevant tools used by 75 % of the training providers

Tab 8: Sports training development plan

References:

- EOSE (1999) *Sports and Employment in the European Union*, report for the European commission.
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- EUROSEEN (2006), *Workforce Development Plan for the European Health and Fitness Sector*, report for the European commission.
- EUROSEEN (2006) *Workforce Development Plan for the European Tennis Sector*, report for the European commission.