



SKILLS

SUSTAINABILITY STRATEGIC PLAN:

Series of recommendations and
priority actions



TABLE OF CONTENTS



| | |
|---|----|
| I - INTRODUCTION | 4 |
| 1.1 - About the SKILLS project | 5 |
| 1.2 - The need for a Sustainability Plan | 5 |
| II - SUSTAINABILITY | 6 |
| 2.1 - Introduction to sustainability | 7 |
| 2.2 - The impacts of the SKILLS project during its lifetime | 7 |
| 2.3 - Dissemination during the SKILLS project lifetime | 9 |
| III - SUSTAINABILITY THEMES AND RECOMMENDATIONS | 10 |
| Theme 1 - Improving and continuing labour force research | 11 |
| Theme 2 - Disseminating and influencing | 12 |
| Theme 3 - Capacity Building | 13 |
| Theme 4 - COVID Recovery | 14 |
| IV - SUSTAINABILITY THEMES AND RECOMMENDATIONS | 16 |
| V - SUSTAINABILITY STRATEGIC ACTION PLAN | 18 |
| | 20 |



INTRODUCTION

1.1 - ABOUT THE SKILLS PROJECT

This Sustainability Plan is the final output from the SKILLS project, (official title 'Continuing the journey towards a skilled workforce for the sport and physical activity sector in Europe'). SKILLS was an innovative two-year small collaborative project with six partners, co-funded by the EU's Erasmus+ Sport programme. It started in January 2020 and completed successfully in December 2021, following its second European workshop 'Skills and workforce development challenges in the sport sector' which gathered representatives of seven umbrella organisations covering different parts of the sector on 8 December 2021 following a similar event in 2020.

SKILLS built on the success of the ESSA-Sport Project (concluded 2019) which established a reliable methodology for the collection and analysis of sport sector labour market statistics, working closely with Eurostat and national statistics offices in the (then) 28 nations of the EU, and carried out the first-ever sport employer skills survey across the EU (nearly 4,000 responses).

The SKILLS project aimed to continue to track workforce and skills developments in the sport sector and deepen some of the key strands of ESSA-Sport. It consisted of the following four main activities:

- Desk research, analysis and dissemination of updated statistics on the size and characteristics of the sport labour market in Europe
- Identification and awareness raising of the realities and trends of the sport sector in terms of skills needs and challenges
- Monitoring and supporting the implementation of existing national action plans for the sector and collation of good practice examples (Compendium of selected good practice examples towards a skilled workforce for the sport sector)
- Promoting and encouraging dialogue and networking on the topic of «skills and workforce development» for the sector.

1.2 - THE NEED FOR A SUSTAINABILITY PLAN

The SKILLS partners were clear from the outset that they did not want the project's focus and outcomes to be limited to the two years of the project's lifetime. Instead, their vision was that after completion of the project, the innovative outputs, in particular the Compendium of selected good practice examples towards a skilled workforce for the sport sector, would continue to influence good practice and relevant education, training and continuing professional development in the years that follow. More than this, the partners were also committed to continuing the highly successful approach and methodology used in the project which concentrated on the collection and analysis of labour market data and the need to identify and evaluate the skills challenges which the sector faces, now heightened by the COVID-19 pandemic. This final output of the project, therefore, is intended to provide a launch pad for the dissemination of the products and further research for at least three years into the future. For the SKILLS partners, sustainability will reinforce the continuity of the outputs and methodology and safeguard their legacy into the future.

The goal of this plan is to outline sustainability measures for the SKILLS project culminating in a Sustainability Strategic Action Plan for the sector outlining 10 recommendations with timing, audience activities and responsible organisations.



SUSTAINABILITY

2.1 - INTRODUCTION TO SUSTAINABILITY

Sustainability in the context of a small collaborative research project such as SKILLS refers to the continuation of a project's goals, principles and methods to achieve desired outcomes beyond the funded period. Ensuring and encouraging sustainability means creating the conditions to make sure the goals of the project continue to be met through ongoing activities that are consistent with the conditions and resources that are available after the official funding period ends. Only through the sustainability of the project's aims and the use of the final outputs can the desired long-term impacts of the project be achieved.

In relation to the SKILLS project, the legacy and sustainability of the project's innovative outputs can help to achieve the desired benefits to education and workforce development in the sector in the medium and long term for the benefit of the whole field of sport both nationally and at the European level.

2.2 - THE IMPACTS OF SKILLS PROJECT DURING ITS LIFETIME

The SKILLS project builds on the European Sector Skills Alliance for Sport (ESSA-Sport) where the vision and mission were:

VISION: "an EU-wide system of education, training and qualifications that supports the development of a fully skilled and competent workforce that will enable sport and physical activity sector to deliver its full economic and social potential".

MISSION: "to create a mechanism for research, sharing and exchange at EU and national level that will support a dialogue between employment and education to improve the supply of skills and enhance the lifelong learning and career opportunities of those working in the sector and result in the effective delivery of sport and physical activity to the whole community".

This vision and mission are equally applicable to the SKILLS project. Building on previous work in the sector, the SKILLS project has helped to define the labour market for sport in the EU and address its realities and future needs – it has also presented evidence for change and encouraged the whole sector in actions towards that change. Through harnessing the experience and expertise of the partners and other EOSE members, the project provided an excellent showcase of good practice examples in vocational education and training reform to bring education closer in line with labour market requirements.

Through these achievements, SKILLS has facilitated further steps towards ensuring a workforce equipped with the skills to deliver increased and sustained participation in sport and physical activity, improved health and well-being and grow business opportunities. The impact of SKILLS during its lifetime can be summarised as follows according to different categories of beneficiaries:

>> Impacts on participating organisations

- Benefits to learners and employees through implementing the skills development solutions in their own organisations
- Personal development of the participating staff through liaison with other partners
- Increased understanding of EU policy and Vocational Education and Training (VET) tools
- Developing a wider network of good practice at EU and national levels.

These impacts are significant for the partners and others who participated. However, the full potential for lasting change cannot be realised within a two-year timeframe and the project's legacy must include continuing and deepening these developments.

Impacts in the longer term which need to be pursued through sustainability include:

- Increased capacity to contribute to European projects
- Being regarded a leader in skills development in sport at national and European level
- Actively supporting the skills agenda by implementing skills solutions in their organisation
- Putting in place sustainable structures to debate skills at the national level

>> Impacts of SKILLS across the whole sport sector

In this area, there is a very wide range of beneficiaries including:

- Sport employers (sport bodies, sport clubs, sport federations, sport for all organisations, fitness clubs, outdoor providers, sport facility providers etc)
- Sport workers, paid and unpaid
- National Sports councils and Ministries
- International/European sport federations
- National sport movement (e.g., Olympic Committee, Sport Confederation, Federations, Clubs)
- Universities and training providers
- European sport network organisations (umbrella bodies)

The impacts include:

- Common and recognised definition of the sport sector in relation to labour market statistics
- Better understanding of the realities, characteristics, trends, tendencies of sport employment in EU
- Competent/trained workforce enhancing the sector to meet objectives expressed by national governments
- Better understanding of occupational standards and learning outcomes approach and their use in skills development and training
- Better understanding of the workforce characteristics and education needs
- Improved quality/transparency of education and training in sport

Continuing and future impacts which need to be pursued through sustainability include:

- Further integration of sport into National Qualification Frameworks
- A change and modernisation of existing sport vocational education and training systems to better match the realities and expectations of the labour market
- Regular and permanent dialogue and exchanges at the EU and national level between various stakeholders of the sector (demand and supply) to properly understand employment and skill needs
- Development of occupational standards and adapted qualifications/training programmes for various sport occupations based on the ESCO work
- Sport labour market data regularly collected and analysed
- An understanding of sport as a sector of employment and the related issues around skills and competencies of the workforce (paid and unpaid)
- An increase of employment and volunteering in the sector through clear training and career pathways
- A better link between worlds of education and employment
- An improved quality and access to education and training
- More people and participants attracted by the sport sector.

2.3 - DISSEMINATION DURING THE SKILLS PROJECT LIFETIME

Dissemination and valorisation during the lifetime of the SKILLS project helped to reach a number of these beneficiaries and included:

>> A project communications strategy which:

- Identified the principal barriers to effective dissemination
- Confirmed the target groups (as identified above)
- Implemented dissemination activities (as described below) and monitored their impact
- Connected with existing European networks and portal

>> A web platform which:

- Established an area of the EOSE website dedicated to SKILLS news, events and innovative activities
- Was updated throughout the project lifetime

>> Dissemination and valorisation activities, including:

- A catalogue of PowerPoint slides to support partners in spreading the key messages and outputs from the project
- Partners attending relevant events at various levels to raise awareness and promote the project's objectives and activities
- Use of social media to enhance impact
- Press releases and articles to reach target groups and beneficiaries
- European and national fact sheets on labour market analysis
- The two annual European workshops which gathered European sport organisations, including umbrella bodies, who are well-placed to cascade key messages.





SUSTAINABILITY THEMES AND RECOMMENDATIONS

It is clear from feedback from the partners and other sources of project evaluation data and information, that the activities described above have been successful in achieving the primary aims of the project, i.e., within the two-year lifetime, in terms of short-term dissemination and impact. However, this initial level of success has highlighted to the partners the potential to go further and do more through a sustainability action plan, and they are determined to do so.

THEME 1: IMPROVING AND CONTINUING LABOUR FORCE RESEARCH

Recommendation 1.1: Continue to collect and analyse up to date statistics on the European sport labour market

During the lifetime of the SKILLS project, EOSE and the partners continued to collect, analyse and publish findings concerning the size, characteristics, realities and tendencies of the sport labour market. This has included continuing to develop closer working relationships with Eurostat and national statistics offices across Europe. The findings have been warmly received by stakeholders in sport who feel the work has strengthened their own understanding of the sector and its labour market and has highlighted a number of challenges, especially the impact of COVID on shrinking the number of those employed and the specific negative effects on some demographics, in particular youth, women, part-time workers and those with low educational achievements.

Stakeholders feel this enhanced and evidence-based understanding will inform their activities in the sector and put them in a better position to formulate more targeted responses, including the capacity to lobby at national and EU levels and promote the value of the sport sector and highlight its needs. This valuable research must continue and be improved – for example, by getting to a more granular level in the statistics which are collected and analysed.

Recommendation 1.2: Carry out a new European employers' skills survey, improving data collection methods

However, the SKILLS project did not repeat the Employer Skills Survey, which was an important component in the forerunning project, ESSA-Sport (2019). The ESSA-Sport Employer Skills Survey revealed a considerable amount of rich data on skills needs and shortages in the sector across a range of key occupations and identified/prioritised a number of challenges which employers were facing in terms of recruiting and upskilling their human resources. It was felt, however, that, when the SKILLS application was made, it was too soon to replicate the exercise. Since then, it has become clear, both from anecdotal evidence and evidence from SKILLS and other projects which EOSE is leading, that skills needs are evolving rapidly, mainly because of COVID. This may have led, for example, to different approaches to health and safety, a greater demand for digital skills and a heavier emphasis on micro-entrepreneurship and self-employment.

Validation of these suggestions and the discovery of new tendencies is now a high priority, and the time is right to undertake a new Employer Skills Survey, building on and improving what has been achieved by ESSA-Sport. Although the ESSA-Sport survey managed to gather nearly 4,000 responses from sport organisations, we know that these represent only a fraction of those across Europe and one improvement will be to leverage a higher return rate next time, in particular by harnessing the research capacities of EOSE's academic members and partners and their students.

THEME 2: DISSEMINATING AND INFLUENCING

Recommendation 2.1: Regularise the publication of the workforce factsheets on an annual basis

- SKILLS was successful in translating the complex analyses of the labour market statistical data into highly attractive and easily digestible factsheets with infographics which clearly communicated the key findings both at European and national levels. There is a clear demand for these factsheets to continue to be published since these are most efficient way of disseminating for a wide and diverse audience. Stakeholders felt publication of these factsheets should become an annual and anticipated event in the life the sport sector.

Recommendation 2.2: Regularise the annual European Skills and Workforce Development Challenges in Sport workshops

- Publication of the factsheets is one important dissemination activity. However, it is also important that stakeholders have the opportunity to scrutinise and debate the findings. SKILLS was able to do this by organising two European workshops ('Skills and workforce development challenges in the sport sector') at the close of 2020 and 2021 in which the latest findings were revealed and discussed. Sport sector stakeholders who participated found the discussions extremely valuable in clarifying their own understanding and beginning to identify the implications for their organisations.
- The sport umbrella organisations who participated felt these events gave them the confidence to further cascade the findings via their networks. Like the publication of the factsheets, they would appreciate these workshops becoming annual events with the opportunity to network between meetings on specific issues of interest.

Recommendation 2.3: Regularise the annual national Skills and Workforce Development Challenges in Sport workshops

- SKILLS also created, through the factsheets and the design and distribution of a common deck of PowerPoint slides, the opportunities for partners and other stakeholders to hold forums at the national level. This enabled national stakeholders to consider their own national factsheets and evaluate the implications for their own countries. Once again, there is so much interest in the labour market data and skills updates that there is a clear case to continue these no longer on an ad hoc basis but as annual events which could follow on from the European workshops.

Recommendation 2.4: Continue to promote regular and sustained dialogue at EU level

- The annual findings of the sport sector labour market statistics and, where appropriate, the employer skills surveys are clearly of great potential importance in assisting the EU to formulate strategies and policies for the sector. In addition to its responsibilities for the management of Erasmus+, the EU's Directorate General for Youth, Sport, Education and Culture (DG EAC) is also responsible for developing evidence-based policy in the field of sport and the EU Work Plan for Sport and is active in economic dimension of sport – in particular innovation in sport, and sport and the digital single market and sport and society – in

- particular social inclusion, the role of coaches, education in and through sport, sport and health, sport and environment and sport and media. In line with recommendations 2.2 and 2.3, it would be logical to build opportunities to share the research outcomes with representatives of DG EAC to inform the evidence base, ideally after the stakeholder workshops at European and national levels. Indeed, it would be logical to ask stakeholders at both types of workshop to identify what they think the implications of the employment statistics, characteristics, trends and challenges facing the workforce and employers may be for EU sport policy and future workplans. Other key stakeholders to include in such discussions include sport expert groups and Cedefop on including EOSE's statistical findings in their Skills Panorama.

THEME 3: CAPACITY BUILDING

Recommendation 3.1: Building the capacity of members and partners to develop and use occupational standards for nationally accredited qualifications in sport which align with the European Qualifications Framework (EQF)

- Research carried out through the SKILLS project has highlighted the value of occupational standards in defining job roles and employer expectations (see, for example the Latvian case study in the Compendium) and the importance of nationally recognised qualifications (see, for example the case studies for Luxembourg and Portugal). In addition, through earlier and parallel EOSE projects (for example, S2A, ONSIDE and CHANGE), using the innovative 7-Step Model for Lifelong Learning, robust sets of occupational standards have been developed by employers and industry experts for different parts of the sport sector. Formal accreditation, however, of qualifications based on these standards has continued to be a challenge.
- There is a need, therefore, for stakeholders in the industry to become equipped to design or adapt occupational standards according to the needs of their labour markets and to develop standards-based qualifications which meet the requirements of national qualifications' authorities. If such qualifications can be developed, this will enhance the chances for mobility for holders of these qualifications both within their countries and across Europe through the EQF.
- We propose, therefore, to organise and run a series of capacity-building workshops for partners and members on the principles of occupational standards research and development, the application of the 7-Step Model and the processes to follow to design modular qualifications based on these standards.

Recommendation 3.2: Building the capacity of members and partners to forge stronger links between education and employment

- Many of the good practice examples researched and showcased in the SKILLS Compendium of Good Practices highlight the value of close working relationships between education and employment in order to deliver fit-for-purpose training solutions in the sport sector (see, for example Lithuania, Belgium and the UK). The knowledge gained through initiatives such as these needs to be shared across the stakeholder community so that other countries may be stimulated to follow a similar path when seeking to professionalise and upskill their sport managers and workers.

THEME 4: COVID RECOVERY

Recommendation 4.1: Researching and showcasing examples of good practice solutions in responding to the negative impacts of COVID on the employment of youth and women in the European sport labour force

The collection and analysis of labour market statistics at the European and national levels has revealed significant employment trends for 2020 and strong suggestions through consultations with members and partners that these trends will be repeated and possibly strengthened during 2021 when those statistics are available. Of particular significance is the decline in the number of youths employed (16-24 years, down by 7.9%), women (down by 5.9%), young women (down by 17.5%) and part-time workers (down by 6.9%) and a growth in the number of self-employed workers (up by 6.7%). The decline in young workers is especially concerning since the sport workforce tends to have a more youthful profile (21.8% of sport workers are under 25, compared to only 8.1% in the EU workforce as a whole) and everyone agrees that young people are the industry's future. Equally worrying is the decline in women employed – since sport already lags behind the EU workforce as a whole in terms of gender equity (44.1% in sport compared to 46.4% in the EU as a whole). The outlook for young women is particularly troubling.

Given that 2022 has been decreed Year of Youth by the European Commission (partly as a result of the specific sacrifices made by young people during the pandemic), it seems appropriate to rise to these challenges firstly by publicising this disastrous situation (which SKILLS is already doing through its dissemination work package) but also by researching and making available good practice solutions – how is the sector proposing to address these employment issues?

We propose, therefore, to carry out research across the sport sector in Europe to identify more specifically what the nature of the problem is (why are youth and women being disproportionately affected?) and to discover either through existing good practices what solutions may be appropriate or through debate with the key stakeholders.

Recommendation 4.2: Reviewing and updating ESSA-Sport National Action Plans

As mentioned earlier, SKILLS built on the success of the ESSA-Sport project (2017-2019) and adopted many of its processes for the collection and analysis of labour market statistics. Each partner in that project also worked with stakeholders at country level to create, consult on and disseminate national action plans for their sport sector. Whereas these plans were well-researched and highly appropriate at the time, they predated the COVID pandemic and its impact on the sector. These plans would normally be reviewed on a five-yearly cycle, but COVID has so radically changed the nature of the game, that the review point needs to be brought forward.

We recommend, therefore, that each national partner reconvenes its national stakeholder group, looks again at the actions it proposed in 2019 and examines how these plans may be affected and may need updating as a result of COVID.





N

ROLE OF THE SKILLS PARTNERS IN SUSTAINABILITY

ROLE OF THE SKILLS PARTNERS IN SUSTAINABILITY

The SKILLS consortium which delivered the project gathered partners from a variety of stakeholders in the sport sector across Europe, as presented in the introduction of this report.

During the life of the project, each of the partners were encouraged to serve as an ambassador and undertook concrete actions to promote, present and encourage the use of SKILLS's activities and outputs. This work included writing and publishing articles on different channels (e.g., websites, newsletters etc), speaking at various conferences, seminars and workshops, distributing the project's flyers, promoting and dispatching invitations to the final event, being active on social media and utilising other networking opportunities – a broad portfolio of actions aimed at raising the profile of the project.

The partners have made a strong and unanimous commitment to continue to advocate for the SKILLS project outputs after the end of the funded period of the project and to enhance the legacy of the project and support its sustainability. They all agreed that the SKILLS project should be considered as only a milestone in the continuing journey towards a skilled and professional workforce in sport and that this journey must continue.

As part of the sustainability of this project, partners will continue to look for ways to maximise the usage of the outputs and act as a shining light and as exemplar organisations to others in the sector who can learn from their example.



V SUSTAINABILITY STRATEGIC ACTION PLAN

SUSTAINABILITY STRATEGIC ACTION PLAN

This Plan is concluded by a Sustainability Strategic Action Plan developed and agreed by the SKILLS partners outlining 10 aims and the timing, audience, methods/ activities and responsible organisations.

VISION: “an EU-wide system of education, training and qualifications that supports the development of a fully skilled and competent workforce that will enable sport and physical activity sector to deliver its full economic and social potential”.

MISSION: “to create a mechanism for research, sharing and exchange at EU and national level that will support a dialogue between employment and education to improve the supply of skills and enhance the lifelong learning and career opportunities of those working in the sector and result in the effective delivery of sport and physical activity to the whole community”.

Theme 1: Improving and Continuing Labour Market Research

| Timeline | Action | Audience | Methods / Activities | Responsibilities |
|-------------|--|---|--|---|
| 2022 - 2024 | 1.1 Continue to improve and carry out labour market research on annual basis | <ul style="list-style-type: none"> - EOSE members and networks - Eurostat - National statistics offices | <ul style="list-style-type: none"> - Continue to build close working relationships with Eurostat and national statistics offices - Refinement of data collection and analysis methods - Collection of data - Analysis of data - Identification of key trends, characteristics, tendencies and challenges | <ul style="list-style-type: none"> - EOSE - EOSE Members - EOSE Partners |
| 2022 - 2023 | 1.2 Carry out a new European employers' skills survey | <ul style="list-style-type: none"> - EOSE - Universities - Employers' organisations - European/international sport federations - National governments, sports councils and relevant agencies - National sport federations - Sports clubs - Municipalities | <ul style="list-style-type: none"> - Identification of key themes to be explored in the survey - Identification of organisational types and organisations to be surveyed - Identification of distribution methods - Design of online survey questionnaire - Piloting and finalisation of online survey questionnaire - Distribution of notices about questionnaire with links to online survey platform - Follow-up activities to optimise questionnaire completion using students from university partners in selected countries - Collection and analysis of data - Production of report summarising findings | <ul style="list-style-type: none"> - EOSE - EOSE Members - EOSE Partners |

Theme 2: Disseminating and Influencing

| Timeline | Action | Audience | Methods / Activities | Responsibilities |
|-------------------|---|--|---|---|
| 2022 - 2024 | 2.1 Regularise the publication of the European and national workforce factsheets on annual basis | <ul style="list-style-type: none"> - European Commission - EU sport network associations - EU social partners - European/international sport federations - Global Association of International Sports Federations - National governments, sports councils and relevant agencies - National sport federations - National sport for development associations - Education and training providers - Practising workforce - Students | <ul style="list-style-type: none"> - Professional design of digital fact sheets - Uploading of digital factsheets to website - Notice of publication of digital factsheets - Distribution of digital factsheets via EOSE networks and partner networks | <ul style="list-style-type: none"> - EOSE - EOSE Members - EOSE Partners |
| 2022 - 2024 | 2.2 Regularise the annual European Skills and Workforce Development Challenges in Sport workshops | <ul style="list-style-type: none"> - EU sport network associations - EU social partners - European/international sport federations - Global Association of International Sports Federations - National governments, sports councils and relevant agencies - Education and training providers | <ul style="list-style-type: none"> - Set purpose and agenda for workshops - Identify appropriate participants - Prepare presentations based on research findings - Distribute invitations and papers - Research and set appropriate date and format (in person or online) for workshops - Deliver presentations and Q&A - Collect views from participants on reasons for and implications of findings - Discuss possible actions - Record discussions and outcomes | <ul style="list-style-type: none"> - EOSE - EOSE Members and Partners at European level |

| Timeline | Action | Audience | Methods / Activities | Responsibilities |
|-------------------|---|---|---|---|
| 2022 - 2024 | 2.3 Regularise the annual national Skills and Workforce Development Challenges in Sport workshops | <ul style="list-style-type: none"> - National sport federations - Education and training providers - National social partners | <ul style="list-style-type: none"> - Discuss purpose and agenda for workshops with national partners - Identify appropriate participants by national partners - Prepare presentations based on research findings for use by national partners - National partners distribute invitations and papers - Deliver presentations and Q&A by national partners - Collect views from participants on reasons for and implications of findings - Discuss possible actions | <ul style="list-style-type: none"> - EOSE - EOSE Members and Partners at national level |
| 2022 - 2024 | 2.4 Continue to promote regular and sustained dialogue at EU level | <ul style="list-style-type: none"> - European Commission (DG EAC) - Associated bodies, e.g., <i>European expert groups for sport</i> - Cedefop | <ul style="list-style-type: none"> - Set purpose and agenda for discussions - Identify appropriate participants - Prepare presentations based on research findings - Distribute invitations and papers - Research and set appropriate date and format (in person or online) for discussions - Deliver presentations and Q&A - Collect views from participants on reasons for findings - Identify potential implications for EU sport policies and work plans - Record discussions and outcomes | <ul style="list-style-type: none"> - EOSE - EOSE Members - EOSE Partners |

Theme 3: Capacity Building

| Timeline | Action | Audience | Methods / Activities | Responsibilities |
|----------|--|---|--|---|
| 2022 | 3.1 Building the capacity of members and partners to develop and use occupational standards for nationally accredited qualifications in sport which align with the European Qualifications Framework (EQF) | <ul style="list-style-type: none"> - EOSE members - EOSE partners - EOSE network - Employers' organisations - Education and training providers | <ul style="list-style-type: none"> - Discuss and agree purpose, duration, structure and format (in person or online) for learning programme - Identify appropriate participants - Prepare, distribute and analyse training needs analysis questionnaires - Discuss and agree learning outcomes and content - Prepare learning materials and activities - Distribute invitations and papers - Deliver programme to learners - Carry out evaluation of learning - Discuss and agree possible follow-up activities | <ul style="list-style-type: none"> - EOSE - Relevant EOSE Members |
| 2023 | 3.2 Building the capacity of members and partners to forge stronger links between education and employment | <ul style="list-style-type: none"> - EOSE members - EOSE partners - EOSE network - Employers' organisations - Education and training providers | <ul style="list-style-type: none"> - Set purpose and agenda for capacity building - Identify appropriate participants - Prepare presentations based on good practice examples - Distribute invitations and papers - Research and set appropriate date and format (in person or online) for capacity building - Deliver presentations and Q&A - Collect views from participants on key learning points - Identify potential implications for participants' work linking education and employment - Record discussions and outcomes - Prepare guidelines on good practice linking education and employment | <ul style="list-style-type: none"> - EOSE - Relevant EOSE Members |

Theme 4: COVID Recovery

| Timeline | Action | Audience | Methods / Activities | Responsibilities |
|----------|---|--|--|---|
| 2023 | 4.1 Researching and showcasing examples of good practice solutions in responding to the negative impacts of COVID on the employment of youth and women in the European sport labour force | <ul style="list-style-type: none"> - International sport federations - European sport federations - National sport federations - Youth and female sport workers - EU sport network associations - Education and training providers - Social partners (employer organisations and trade) | <ul style="list-style-type: none"> - Identification of key themes to be explored in the research - Identification of organisational types and organisations to be engaged - Design of research templates - Finalisation and application of research templates - Follow-up activities to optimise research using students from university partners in selected countries - Collection and analysis of data - Production of report summarising good practice examples | <ul style="list-style-type: none"> - EOSE - EOSE Members - EOSE Partners |
| 2022 | 4.2 Reviewing and updating ESSA-Sport National Action Plans | <ul style="list-style-type: none"> - Government ministries - National sport federations - National sport for development associations - Sport clubs - Municipalities - Education and training providers - Social partners (employer organisations and trade unions) | <ul style="list-style-type: none"> - National partners review information and data collected through previous research and consultation activities - National partners identify key implications for national action plans - National partners consult on key implications with their stakeholder networks - National partners revise national action plans in line with findings and consultations | <ul style="list-style-type: none"> - EOSE - Relevant EOSE national members and partners |



SKILLS PROJECT - PARTNERSHIP



CONTACT DETAILS:

EOSE
1, Grande rue des Feuillants
69001 Lyon
France
eosesec@eose.org // 0033 (0) 437 431 939



www.eose.org
<https://projects.eose.org/skills/>

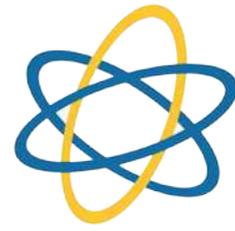


CROATIAN ASSOCIATION FOR
SPORT MANAGEMENT



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



SKILLS



EOSE Secretariat
1, Grande rue des Feuillants
69001 Lyon - FRANCE

Tel.: +33 (0) 437 431 939
Mail: eosesec@eose.org
Web: www.eose.org



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.