

ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

**Analysis of labour market
realities and challenges in
the sport and physical
activity sector**



Belgium

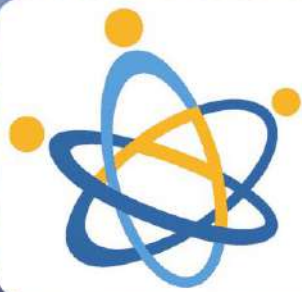
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1

THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

a) The ESSA-Sport Project

The aim of the ESSA-Sport project, funded by the European Commission under the Erasmus+ programme, was to establish a European Sector Skills Alliance covering the full breadth of the sport and physical activity sector across the European Union. The project was a direct response to the identified needs and challenges of the sport and physical activity sector.

The 3-year project, which began in October 2016, aimed to create a knowledge base and plan for action within the sector on the key issues of skills and workforce development which are central to helping the sector grow, to equip those working or volunteering with the right skills and to enable the sector to fulfil its potential as a social, health and economic driver. The overall ambition was to create an evidential basis for change and improvement, to create a major consultation on skills and to build a lasting consultation network at national and European level to take forward the conclusions and recommendations made in national and European Reports.




The project has identified skill needs and future priorities based on national and European level research and consultation activities.

The consortium, composed of 20 national coordinators and 5 European networks, is proud to have generated new knowledge and data as well as consultation activities at all levels to support policy and priority actions in the sport and physical activity sector.

b) The National Report

This National Report presents the main findings collated and analysed through the ESSA-Sport project at the national level.

Each nation in Europe has its own specificities, realities and challenges in terms of employment and skills in sport and the aims of the national report are:

-  to describe the national sport and education systems
-  to present new knowledge gathered for the sector in terms of employment and skills
-  to propose concrete conclusions and recommendations/ priority actions for implementation at the national level.

c) The sport and education system

The first step of the overall process was for all national coordinators to conduct a series of desk research activities using a common methodology.

Firstly, in Section 2 of this report, there is a presentation of key political, geographical, economic and population factors and characteristics of the national labour market.

Section 3 presents the characteristics, evolution and future perspective of the national sport and physical activity sector/system.

The overall national education and training system is presented in Section 5 whereas the way it is specifically organised in the sport and physical activity sector is presented in Section 6.

d) Sport Labour Market Statistics

Section 4 of the national report focuses on the work carried out by national coordinators and main findings obtained in an attempt to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

Indeed, to make an impact on the sector and allow it to unlock its potential to improve people's lives, it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies. This information has been missing for many years since the last (partial) attempt to get a European map of employment for the sector took place in 2004 (Vocasport project, EOSE 2004).

The aim of the current initiative was to fill a knowledge gap by undertaking wide research activities at both European and national levels to identify the scale and scope of employment in the emerging and growing sport and physical activity sector.

NACE is the statistical classification of economic activities in the European Community, while ISCO is the International Standard Classification of Occupations. The ESSA-Sport consortium has been successful in collecting the most relevant NACE and ISCO data related to the sport sector, gathered from National Statistics Offices and the European body Eurostat. This data on the size and characteristics of the sport labour market at the national level is presented in section 4.

e) European Employer Skills Survey

Following the desk research and collection of available statistics for the sport labour market, the focus was then to design and launch the first ever European Employer Skills Survey for the sport and physical activity sector. The objective was to consult the widest variety of employers from the sector and collate data on the labour market, skills needs, gaps and shortages, future tendencies/perspectives, realities and difficulties to recruit and retain staff and volunteers.

In the context of a dynamic and complex labour market, gathering information on current and future skill needs can support better matching of education, training and employment.

In recent years, better understanding of labour market needs and skills matching have featured prominently on the policy agenda of many countries, driven by both rapid technological advances and global competition. Skills matching can also help reduce unemployment, particularly among young people. It helps to build a better life for individuals by improving employability, social mobility and inclusion.

The ambition through the design and launch of the first ever European Employer Skills Survey for the sport and physical activity sector was to identify and analyse the growing and changing labour market, to build an up to date picture of employment, and to identify the skill needs and future priorities based on national and EU level research – building a skills map for the sector.

The main results and key information from the European Employer Skills Survey at the national level are presented in Section 7 of this report.

f) Consultations and conclusions

Once all of the employment and skills data had been gathered from sources of labour market statistics and the Employer Skills Survey conducted, the aim in each country was then to discuss and consult on the data with relevant national stakeholders, through meetings, round-tables, one-to-one discussions etc. A summary report on consultation activities implemented at the national level is presented in Section 8.

Finally, it was the aim of the ESSA-Sport project to implement a bottom-up approach and present national findings and conclusions from the entire project and all activities including desk research, data collection and consultation.

The development of recommendations and actions for the sector to tackle the identified challenges will ensure the legacy of the ESSA-Sport project as the sector builds on the data collected for sustained reforms to improve skills of paid staff and volunteers and meet the potential of the sport and physical activity sector. National conclusions and recommendations are presented in Sections 9 and 10 of this report.



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NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET

a) national key facts about Belgium

Belgium is situated in the west of Europe. Its surface area of 30 528 km² makes it a small country, however, its location makes it the economic and urban nerve centre of Europe. Thanks to its central location, Belgium serves as a spring board to the European Union. Belgium has a population (in 2018) of 11 376 070 ¹(meaning a population density of 372,6 inhabitants per km². 51.00 percent of the total population is female and 49.00 is male³ . In 2018, the country's gross domestic product was EUR 450 577 million⁴ and the gross domestic product per capita was EUR 39 500⁵ In 2018, the inflation was 2.05 percent⁶. In 2018, the active population percentage was 65.0%, while the unemployment rate was 5.9 % of the active population⁷.

Belgium is a federal state, composed of communities and regions. This complex three-level structure results in the fact that the power to make decisions is not the exclusive preserve of the federal government and the federal parliament. The leadership of the country is in the hands of various partners, who independently exercise their authority within their domains (Belgium website⁸). The Federal State, the Communities and the Regions are equal from the legal viewpoint and are on an equal footing but have powers and responsibilities for different fields. The next level down is occupied by the provinces. At the bottom of the pyramid, we find the municipal councils, which are the levels of administration that are closest to the inhabitants. The two latter are under the supervision of the higher authorities (Vocasport⁹).

The government type of Belgium is a federal parliamentary democracy under a constitutional monarch. Within the Federal State, the legislative power is exercised by the Federal Parliament on the one hand, consisting of two assemblies (the Chamber of Representatives and the Senate) and on the other hand the Government, in other words the King and the Ministers. The Federal government exercises the federal executive power and implements the legislation. Broadly speaking, the powers of the Federal State cover everything connected with the public interest. In the general interest of all Belgians, the federal State manages (till the end of year 2010) the foreign affairs, national defence, justice, finance, social security, important parts of national health and domestic affairs. However, the communities and the regions also have the power to establish and maintain foreign relations (Belgium website and Vocasport). The distribution of competences among the high authorities was modified according to the sixth reform of the state which was voted by the Parliament in 2013.

¹ Statistics Belgium, <https://statbel.fgov.be/fr/themes/population/structure-de-la-population>, retrieved 24/03/2019

² Statistics Belgium, <https://statbel.fgov.be/fr/themes/population/structure-de-la-population>, retrieved 24/03/2019

³ Statistics Belgium, <https://statbel.fgov.be/fr/themes/population/structure-de-la-population>, retrieved 24/03/2019

⁴ Statistics Belgium, <https://fr.countryeconomy.com/gouvernement/pib/belgique>, retrieved 24/03/2019

⁵ Statistics Belgium, <https://fr.countryeconomy.com/gouvernement/pib/belgique>, retrieved 24/03/2019

⁶ Statistics Belgium, <https://fr.inflation.eu/taux-de-inflation/belgique/inflation-historique/ipc-inflation-belgique-2018.aspx>, retrieved 24/03/2019

⁷ Statistics Belgium, <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/emploi-et-chomage#news>, retrieved 24/03/2019

⁸ Official Belgium internet website, <https://www.belgium.be/en> retrieved 24/03/2019

⁹ De Knop, P., Wylleman, P., Leblicq, S. (Vocasport 2004), http://eose.org/our_work/vocasport-vocational-education-and-training-related-to-sports-in-europe-situation-trends-and-perspectives/, retrieved 24/03/2019

Figure 1. The 3 Regions of Belgium



Apart from the Federal State, there are three Regions (figure 1). The names of the three regional institutions are borrowed from the name of the territory they represent: the Flemish Region, the Brussels-Capital Region and the Walloon Region. Regions have powers in fields that are connected with their region or territory. They have powers relating to the economy, employment, agriculture, water policy, housing, public works, energy, transport (except Belgian Railways), the environment, town and country planning, modernization of agriculture, nature conservation, credit, foreign trade, supervision of the 10 provinces, 589 municipal councils and local (intercommunal) utility companies (Belgium website¹⁰ and Vocasport¹¹). New competencies are to be transferred to regions (and communities) as a follow up of the sixth reform of the State (2013).

Figure 2. The 3 Communities of Belgium



In addition there are three Communities (figure 2.) They are based on the “language”: the Flemish, French and German-speaking Communities. The Communities are based on the concept of “language” which is related to the individual”. Therefore, the Communities have powers for culture, education, the use of languages and matters relating to the individual which concern on the one hand health policy and on the other hand assistance to individuals (protection of youth, social welfare, aid to families, immigrant assistance services, ...). A crucial point is that since sport and physical education is a cultural affair, the communities have power for this matter (with the exception of sport facilities which is a matter of the regions). Moreover, since Brussels is a bilingual region (Dutch and French are official languages), the Dutch and French-speaking

¹⁰ Official Belgium internet website, <https://www.belgium.be/en>, retrieved 24/03/2019

¹¹ De Knop, P., Wylleman, P., Leblieq, S. (Vocasport 2004), http://eose.org/our_work/vocasport-vocational-education-and-training-related-to-sports-in-europe-situation-trends-and-perspectives/, retrieved 24/03/2019

Communities are competent in Brussels regarding sport, education, etc. Regions and Communities also have powers relating to scientific research and international relations in those fields. In Flanders, the powers of the Community and the Region are exercised by a single Parliament and a single Government: the Flemish Parliament and the Flemish Government (Vocasport¹²).

b) Overall data on the labour market in Belgium

The following tables give details on the Belgian labour market.

We first present a detailed overview of the population by gender and age class (Table 2.1). The most recent figures show an increase of the total population as it reached 11 376 070 by January 2018.

Table 2.1. Total Belgian population per gender and categories of age

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)				
		Female	Male	0-14	15-24	25-54	55-64	65+
2018	11376070	5597906	5778164					
2017	11322088	5568005	5754083					
2016	11267910	5730978	5537902	1911975	1314542	4524850	1435982	2062561
2015	11209044	5709950	5505094	1904328	1319746	4539727	1415255	2030588
2014	11150516	5676207	5474309	1894436	1325051	4543683	1393508	1993838
2013	11099554	5652066	5447488	1884756	1329173	4547741	1377759	1959125
2012	11035948	5622147	5413801	1873326	1327239	4547214	1363697	1924472
2011	10951266	5581032	5370234	1856529	1322713	4537110	1352115	1882799
2010	10839905	5527684	5313221	1832233	1311350	4518832	1321324	1859160
<i>Please indicate the source</i> https://statbel.fgov.be/fr/themes/population/structure-de-la-population retrieved 24/03/2019								

Table 2.2 and 2.3 present the total active population as well as data related to employment and unemployment. Table 2.3 gives a detailed view of employment according to NACE Codes sections.

¹² De Knop, P., Wylleman, P., Leblieq, S. (Vocasport 2004), http://eose.org/our_work/vocasport-vocational-education-and-training-related-to-sports-in-europe-situation-trends-and-perspectives/, retrieved 24/03/2019

Table 2.2. Total Belgian active population and data on unemployment and employment

	TOTAL ACTIVE POPULATION ¹³	TOTAL UNEMPLOYED PERSONS	NUMBER OF PERSONS IN EMPLOYMENT ¹⁴						
			TOTAL EMPLOYED PERSONS	BY GENDER (%)		BY AGE (%)			
				Female	Male	15-24	25-54	55-64	65+
2016	4920684	421390	4449292	42,33	57,67	6,54	78,97	14,48	/
2015	4920384	423040	4497344	42,94	57,06				
2014	4900891	416353	4484539	44,36	55,64				
2013	4847422	368389	4479035	44,68	55,32				
2012	4816862	346404	4470458	45,66	54,34				
2011	4851128	405538	4450590	46,56	53,44				
2010	4768748	379379	4389370	46,29	53,71				
<i>Please indicate the source</i>		https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/emploi-et-chomage#news , retrieved 24/03/2019							

Table 2.3. Total number of employed persons per economic sectors in Belgium (NACE Rev.2 Codes¹⁵)

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
A - Agriculture, forestry and fishing	19691	20093	20985	20838	22463	22057
B - Mining and quarrying	2979	2904	2792	2719	2461	2396
C - Manufacturing	502664	495823	483016	472487	464405	465009
D - Electricity, gas, steam and air conditioning supply	18012	18010	17852	17499	16956	16979
E - Water supply; sewerage, waste management, remediation activities	15895	16147	16283	16073	16104	16315
F - Construction	216063	215323	209364	203648	199782	199961
G - Wholesale and retail trade; repair motor vehicles/motorcycles	485873	485716	482809	483512	485365	487266
H - Transportation and storage	219963	216034	212663	212527	213404	214362
I - Accommodation and food service activities	110969	108969	107975	109941	111559	112111
J - Information and communication	92413	92483	92694	93177	94690	96916
K - Financial and insurance activities	130483	129538	127417	125542	125138	124846
L - Real estate activities	18201	18752	19075	19290	19682	19981
M - Professional, scientific and technical activities	139182	141806	143853	146367	149029	151883
N - Administrative and support service activities	321243	321497	324851	342148	362390	373919

¹³ The Active Population also called Labour Force, is the population employed or unemployed

¹⁴ Employment is defined as the number of people engaged in productive activities in an economy. The concept includes employees, self-employees and family workers.

¹⁵ See <http://ec.europa.eu/eurostat/documents/3859598/5902521/KS-RA-07-015-EN.PDF>

O - Public administration and defence; compulsory social security	212129	206027	203999	201258	198147	196365
P - Education	366258	364777	369037	377077	381243	382630
Q - Human health and social work activities	426246	432857	438698	447688	457476	462945
R - Arts, entertainment and recreation	31055	31238	31194	31556	32759	33596
S - Other service activities	75213	75596	75194	75220	72266	71105
T - Activities of households as employers	42634	42951	42925	43335	42196	42044
U - Activities of extraterritorial organisations and bodies	2786	2808	2856	3062	3366	3406
<i>Please indicate the source</i>	http://www.onss.be/fr/statistiques/publications/emploi-salarie - La valeur 2016 est calculée (Q1 + Q2 + Q3 + Moyenne Q4 2014 et Q4 2015)/4 – visited May 05, 2017					

It is worth to note, in Table 2.3, that Section R “Arts, entertainment and recreation” (where sport and physical activity are embedded) shows a limited growth.

Table 2.4. Mean consumption expenditure of private household on sporting goods by COICOP consumption purpose (purchasing power standards), in Belgium

Mean consumption expenditure of private household on sporting goods by COICOP consumption purpose (purchasing power standards)	
	2010
Total	31264,00
Major durables for outdoor recreation	70,90
Major durables for indoor recreation	25,60
Maintenance and repair of other major durables for recreation and culture	2,30
Equipment for sport, camping and open air recreation	36,00
Recreational and sporting services	223,50

http://knoema.fr/sprt_emp_edu/ visited April 30, 2017

Table 2.5. Educational attainment of the Belgian population aged 25 and older

Reference year	Population 25 years and older (thousands)	No schooling (%)	Incomplete primary (%)	Primary (ISCED 1) (%)	Low er secondary (ISCED 2) (%)	Upper secondary (ISCED 3) (%)	Post-secondary non-tertiary (ISCED 4) (%)	Short-cycle tertiary (ISCED 5) (%)	Bachelor's or equivalent (ISCED 6) (%)	Master's or equivalent (ISCED 7) (%)	Doctoral or equivalent (ISCED 8) (%)
1970	5.727	x	5,5	60,6	19,9	8,8	x	x	x	x	x
2006	7.539	x	7,5	15,7	19,1	29,5	1,5	x	x	x	x
2008	7.651	x	7,0	14,7	17,9	31,0	2,0	x	x	x	x
2009	7.711	x	6,7	13,8	17,7	31,1	2,2	x	x	x	x
2010	7.774	x	7,3	13,0	17,9	30,0	1,7	x	x	x	x
2011	7.829	x	7,1	12,8	17,3	30,6	2,4	x	x	x	x
2012	7.887	x	7,5	12,2	17,1	30,5	2,3	x	x	x	x
2013	7.948	x	7,0	11,4	17,3	31,3	2,5	0,3	17,9	11,8	0,5
2014	8.010	x	6,1	11,5	18,3	31,2	1,3	0,3	17,8	13,0	0,5
2015	8.073	x	4,9	10,7	18,1	32,9	1,2	0,4	18,2	13,0	0,6
2016	8.133	x	4,3	10,9	17,7	33,3	1,2	0,4	18,5	13,0	0,6



<http://data.uis.unesco.org/>, retrieved on 30/03/2019

Table 2.5 shows that the evolution of educational attainment of the population aged 25 and older grows to reach 13 % of this population with a Master's degree or equivalent in 2015



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THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) The “national” sport system

In Belgium, sport (activities) is (are) organized by the sport governing bodies and the sport clubs. The communities have power for sport. Each community (French, German and Dutch-speaking) has its own Ministry of Sport. The French and Dutch-speaking communities have promulgated several decrees to organize sport in their Community and have their own sports administration. The role of the authority is to promote sport participation, to support private initiatives and to adjust possible shortcomings of sports organizations. Also, they take initiatives in the field of sport structures, sports for all and support of elite sport through their administration, for instance. For Flanders (Dutch-speaking Community) this is Sport Vlaanderen¹⁶ – *Agency for the Advancement of Physical Development, Sports and Outdoor Recreation*) and for the French-speaking Community it is **Adeps** (*Administration générale de l'aide à la jeunesse, de la santé et du sport, DG sport – Administration for youth, health and sport, see Adeps website¹⁷*). Other key stakeholders of the national sport system are the Belgian Olympic and Interfederal Committee (BOIC), the Ministries of Sport, the Flemish sport training provider (VTS: Vlaamse Trainersschool, see VTS website¹⁸), the Dutch and French-speaking associations of Sport Federations (VSF and AISF), the sport governing bodies and local authorities. We will now focus on the role and influence of each of the main stakeholders.

b) The Belgian Olympic and Interfederal Committee

The Belgian Olympic and Interfederal Committee (BOIC) is the National Olympic Committee representing the Olympic Movement and its values in Belgium. It is recognized by the International Olympic Committee (IOC¹⁹) and member of the European Olympic Committees (EOC²⁰). The BOIC is the Olympic partner for elite sport. Its focus is therefore on elite sport and on the activities for which it is given responsibility or for which it can bring an added value. Beyond the promotion of Olympic values and services to sport federations, the BOIC support elite athletes. Thus, it has role as supporter, coordinator and leader in partnership with the Sport Ministries and their administration (Belgian Olympic and Interfederal Committee website²¹).

c) Dutch-speaking Ministry of Sport, Sport Vlaanderen and Vlaamse Trainersschool

The Dutch-speaking (or Flemish) government has the possibility to develop its own sport policy due to the fact that Sport does no longer belong to the policy of Culture.

Sport Vlaanderen (*Agency for the Advancement of Physical Development, Sports and Outdoor Recreation*) is the sport administration of the Flemish government, in relation with the Ministry of Sport. Sport Vlaanderen is, since April 2006, an internal independent agency with its own legal personality (*Intern Verzelfstandigd Agentschap met rechtspersoonlijkheid, IVArp*)²². Sport Vlaanderen subsidizes the Flemish sport federations and the provinces, cities, municipal councils and the Flemish community in Brussels (VGC) for their “sport for all” organizations. Also, Sport Vlaanderen is in charge of the Sport promotion to encourage Flemish, in particular young people, to play a sport frequently (in sport clubs, for instance). Sport Vlaanderen puts in place Flemish elite sport organizations and plays a crucial role in coordinating the different elite sport actors (Belgian Olympic and Interfederal Committee, elite sport federations, elite athletes).

¹⁶ Previously named Bloso (Agentschap voor de Bevordering van de Lichamelijke Ontwikkeling, de Sport en de Openlucht recreatie)

¹⁷ Adeps website, <http://www.adeps.be>, available on January 30, 2019.

¹⁸ Vlaamse Trainersschool website, <http://www.bloso.be/vts>, available on January 30, 2019.

¹⁹ International Olympic Committee, <http://www.olympic.org>, available on January 30, 2019.

²⁰ European Olympic Committees, <http://www.eurolympic.org>, available on January 30, 2019.

²¹ Belgian Olympic and Interfederal Committee website, <http://www.olympic.be>, available on January 30, 2019.

²² Decree of the Dutch speaking Community of the 7th May 2004

The Flemish government also recognises through decree the Vlaamse Trainersschool (VTS) as the legal sport training provider in Flanders for trainers, coaches, sport club administrators, sport officials, lifeguards, etc.). Since January 1994, this organization was established as a partnership between Sport Vlaanderen, Flemish sport federations and Flemish universities and university colleges with sport programs in physical education. Through the VTS, Sport Vlaanderen provides and recognizes a framework of sport training.

In Flanders, there are 89 sport federations (51 recognized and subsidized, 23 recognized and non subsidized, 15 non recognized and non subsidized), 14 560 subsidized sport clubs, and 1 383 501 dutch speaking members (Sport Vlaanderen, 2017²³).

d) French-speaking Ministry of Sport and Adeps

The Ministry of Sport of the French-speaking Community recognizes and subsidizes the French sports

Federations through the Decree of the 8th December 2006, adopted in January 2008 (which modified the Decree of April 26, 1999). Through this decree, the government of the French-speaking Community organizes Sport in its Community.

Adeps is a public service. It is the sport administration of the French-speaking Community. It implements the sport policy in its Community according to the Decrees regarding sport. Adeps is responsible for the recognition of sport federations and the follow-up of this recognition, the organization of sport activities and sport camps, elite sport support, etc.

The mission of Adeps is to promote physical and sport activities for French-speaking people in Belgium (in Brussels and Wallonia) in putting in place sport for all activities, sport camps within the 18 sport centres. It financially supports (2018 figures) sport activities developed by public administrations or youth associations, 59 sport federations and 7 274 sport clubs (661 136 sport members)²⁴, and French-speaking elite athletes through individual fellowships in partnership with the Belgian Olympic and Interfederal Committee.

e) Sport councils in Flanders and in the French-speaking Community

Flanders and the French speaking Community each have a sport council, respectively the “Vlaamse Sportraad” (VS) and the “Conseil supérieur de l'Education physique, des Sports et de la Vie en Plein air” (CSS – Conseil Supérieur du Sport). The Flemish sport council gives advices in sport and other domains where sport is concerned. Its members are independent experts and representatives of the civil society. The French speaking sport Council gives advices in all projects related to decrees in the field of sport. Half of its members are representatives of sport federations and the other half are representatives of sport members, sport press, sport in army, sport in school, sport in university, sport in firms, sport medicine, sport for all, sport for disabled, sport for elderly.

²³ Sport Vlaanderen Year Report 2017, https://kics.sport.vlaanderen/Bloso/Gedeelde%20%20documenten/Jaarverslagen%20Bloso/180726_Jaarverslag_Sport_Vlaanderen_2017.pdf, retrieved on 27/03/2019

²⁴ Chiffres clés Sports 2018, Fédération Wallonie- Bruxelles http://www.directionrecherche.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=295b2a1d544e64e79cf11544e197cc0633481b21&file=file_admin/sites/sr/upload/sr_super_editor/sr_editor/documents/statistiques/CC2018_web.pdf, retrieved on 27/03/2019

f) German-speaking Ministry of Sport and sport commission

The Ministry of Sport in the German-speaking Community of Belgium (about 70 000 inhabitants) recognizes and gives subventions to sport clubs and sport federations in its Community. 15 sport federations, 257 sport clubs are recognized²⁵ for a total of 25000 members (Figures 2018) (Website of the German speaking Community of Belgium ²⁶)

A sport commission has also been created to organize and supervise training for sport monitors and to give advice on general sport issues to the Ministry of Sport of the German-speaking Community. This commission includes professional in the field of Sport, mainly sport teachers. They are elected through Decree for 2 years. The president of the Commission is the Head of Department of the Ministry of Sport of the German-speaking Community.

g) Association of sport federations and sport clubs

Sport federations have the requirement to organize sport activities and competitions for their sport clubs and members. They develop and promote their sport as their main goal. The recognition and financial support for sport federations is regulated by decrees. Sports federations can, if they meet the imposed conditions, be recognized and obtain subsidies for basic assignments (organization of education courses and in-service training, guidance of sports clubs, promotion of their own sport, organization of regional activities, supply of information) and eventually supplementary subsidies for optional assignments (youth sport projects, sport camps, elite sport, priority policy). Nevertheless, to obtain these subsidies, they have to split to create sport governing bodies for each Community because Sport is a matter of Communities. Thus, they receive their grants from the Ministries of Sport (French, German and Dutch-speaking) and their administration. However, there are still national sport federations in Belgium grouping the Communities sport federations for international recognition and relationships with the Belgian Olympic and Interfederal Committee. Most of time, these national sport governing bodies are composed of members of the Communities sport federations. In general, the development of sport and sport promotion (organization and management of sport activities, sport training, elite support, etc) is achieved by Communities sport governing bodies for the members of their Community.

The sports federations and the umbrella organizations are non-profit sports organizations. 51 sport federations are recognized and subsidized by the Flemish Ministry of Sport though Sport Vlaanderen ²⁷. 57 sport federations are recognized and subsidized by the French-speaking Ministry of Sport though Adeps ²⁸. 15 sport federations are recognized by the German-speaking Ministry of Sport (Decree of April 19, 2004) ²⁹. Note that these Community sport federations include different people organizing sport differently in their Community; however, they could be of the same sport. For instance, the sport federation of Handball is split into 3 different sport federations, one for each Community. There are also other sport federations which are not recognized but which could be included as a member of the umbrella of sport federations in Flanders or in the French-speaking Community of Belgium.

²⁵ Decree of the German speaking Community of April 19, 2004

²⁶ Website of the German-speaking Community of Belgium, 2018. http://www.ostbelgiensport.be/desktopdefault.aspx/tabid-4862/8611_read-48364/, retrieved on 27/03/2019

²⁷ Sport Vlaanderen Year Report 2017, https://kics.sport.vlaanderen/Bloso/Gedeelde%20%20documenten/Jaarverslagen%20Bloso/180726_Jaarverslag_Sport_Vlaanderen_2017.pdf, retrieved on 27/03/2019

²⁸ Chiffres clés Sports 2018, Fédération Wallonie- Bruxelles http://www.directionrecherche.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=295b2a1d544e64e79cf11544e197cc0633481b21&file=file_admin/sites/sr/upload/sr_super_editor/sr_editor/documents/statistiques/CC2018_web.pdf, retrieved on 27/03/2019

²⁹ Website of the German-speaking Community of Belgium, 2018. http://www.ostbelgiensport.be/desktopdefault.aspx/tabid-4862/8611_read-48364/, retrieved on 27/03/2019

In Flanders, the umbrella organization of the Dutch-speaking sport federations is called the Vlaamse Sportfederatie (VSF). It aims to contribute positively to the development of high standard sport federations in Flanders. Its mission is to act as a representative of sport federations in Flanders, to inform and support them and to detect research and study assignments (Vlaamse Sportfederatie website³⁰)

In the French-speaking Community of Belgium, the umbrella organization of the French-speaking sport federations is called Association Interfédérale du Sport Francophone (AISF). The AISF is recognized by the Ministry of Sport and represents the whole network of sport federations in the French speaking Community of Belgium. The goal of the AISF is the development of the French-speaking sport through sport promotion and support to sport federations and sport clubs. The mission of the organization is to help the development of French-speaking sport federations and their sport clubs, to represent the French-speaking sport and increase sport participation in the French-speaking Community (Association Interfédérale du Sport Francophone website³¹)

h) Local authorities: municipalities and provinces

Local sport administrations are organized by the municipalities, the provinces or the French speaking community and the Flemish Community Commission in Brussels. If they meet the imposed conditions, sport administrations can be recognized and subsidized. The subsidy is a budget for sport promotion and is calculated on the basis of the number of inhabitants, the appointed sport functionary and the available sport infrastructure. The recognition and subsidization is regulated by decree. The task of the sport administration is to stimulate general sports practice among the population (Vocasport³²)

The role of the French local authorities varies depending on the local sports policy. Some provinces and municipalities have an important (in staff and activities) sports administration, while other has no sports administration (Vocasport³³). They can ask the Walloon Region to support them in expenditures regarding sport accommodations and facilities. They are pushed by the government to suggest projects involving several municipalities.

i) Fitness industry

In the Fitness industry, the BBF&W: Belgische Beroepsvereniging voor de Fitness - en Wellnessindustrie (Belgian association of professionals in the fitness and wellness industry³⁴) is in charge of the promotion of the fitness sector and has to serve its interests.

³⁰ Vlaamse Sportfederatie website, <http://www.vlaamsesportfederatie.be>, available on January 30, 2019.

³¹ Association Interfédérale du Sport Francophone website, <http://infosport.be>, available on January 30, 2019.

³² De Knop, P., Wylleman, P., Leblicq, S. (Vocasport 2004), op. cit.

³³ De Knop, P., Wylleman, P., Leblicq, S. (Vocasport 2004), op. cit.

³⁴ Belgische Beroepsvereniging voor de Fitness - en Wellnessindustrie website, <http://www.fitness.be/>, available on January 30, 2019



ESSA-SPORT

Improving the Supply of Skills to the Sector

4

SPORT LABOUR MARKET STATISTICS



4. SPORT LABOUR MARKET STATISTICS

a) National desk research on Labour Market statistics

1) Objective

The overall objective of this work was to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

Indeed, in order to make an impact on the sector and allow it to unlock this potential to improve people's lives and have an impact on health, employment and the economy it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies. This information has been missing for many years as the last attempt to get a European map of employment for the sector was during the VOCASPORT initiative in 2004.

The aim of the initiative was to fill a knowledge gap by undertaking research to properly identify the scale and scope of employment in an emerging and growing sector.

Each ESSA-Sport national coordinator received a detailed guideline, to enable them to implement a consistent desk research to collate all labour market statistics available at national level for our sector.

2) Working methodology

The overall scope of the work through the project is the widest sport and physical activity sector defined by the Council of Europe (2001) as *"all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels"*. In the report, we will use the "sport sector" having the meaning of the broad sector of "Sport and Physical Activity".




National coordinators have worked to establish a direct relationship with their National Statistics Office (NSO) to discover what information exists for the sector or can be specifically produced by the NSO to meet the project requirements, and to supplement this with other industry sources.

Each NSO is differently structured so national coordinators had to find the right person which could be a person or a team dedicated to the sport/culture/education sector, or the person in charge of the Labour Force Survey (LFS), or sometimes a computer specialist in charge of extraction of data etc.

At the same time, EOSE has entered into dialogue with Eurostat to supplement this data with additional analysis based on the European-wide Labour Force Survey.

3) Targeted statistics (Statistical definition)

To summarise the overall process, the work carried out through the ESSA-Sport national desk research and in collaboration with National Statistics Offices (NSO) and Eurostat was to collate data/statistics on the number of:

-  Persons having a sport-specific occupation (ISCO 342) in the sport sector (NACE 93.1), *e.g. professional athletes*
-  Persons having a non-sport specific occupation in the sport sector (NACE 93.1), *e.g. managers, receptionists*
-  Persons having a sport-specific occupation (ISCO 342) outside the sport sector (Other NACE codes).

The ambition was to try to breakdown these statistics about the sport labour market by gender, age, level of education, type of employment (employed or self-employed) and type of working contract (full-time or part time).

In terms of period, national members were asked to search for available statistics for the period from 2011 to 2017 to be able to identify the evolution of the sector in terms of employment since 2011.

The statistical definition used for the collection of available statistics (Figure 4.1.) can be summarised as follows:

Figure 4.1. Statistical definitions of the occupations in sport



Indeed, the goal of each national coordinator was to try to obtain statistics to identify the size and characteristics of the box I (Sport occupations ISCO 342 within the sport sector NACE 93.1), the box II (Sport occupations ISCO 342 outside the sport sector NACE 93.1), and the box III (Non-sport specific occupations within the sport sector NACE 93.1).

The addition of I + II + III would then provide the total employment for the sport sector based on our statistical definition.

4) NACE and ISCO Classifications

All registered organisations across Europe are classified under a NACE codes. The goal of the desk research was to interrogate these codes to identify organisations whose main business is the provision of sport.

NACE is the “*statistical classification of economic activities in the European Community*” and is the subject of legislation at the European Union level, which imposes the use of the classification uniformly within all the Member States.

NACE is a basically four-digit classification³⁵ providing the framework for collecting and presenting a large range of reliable and comparable statistical data according to economic activity in the fields of economic statistics (e.g. production, employment and national accounts) and in other statistical domains developed within the European statistical system (ESS).

In terms of NACE codes for which data were targeted through the desk research, the goal was to ask for all available data with a 4-digit breakdown as follows:

³⁵Source: http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Statistical_classification_of_economic_activities_in_the_European_Community_%28NACE%29

93: Sports activities and amusement and recreation activities

- 93.1 Sports activities (3 digits)
 - 93.11 Operation of sports facilities (4 digits)
 - 93.12 Activities of sport clubs
 - 93.13 Fitness facilities
 - 93.19 Other sports activities

The codes under 93, define the organisations whose main business is classified as sport.

Then, once the national coordinators collated available data on the number of persons working in a sport organisation (NACE 93.1), there was a need to source data on the occupations that exist both under the NACE 93.1 codes but also within other organisations classified under other NACE codes.

In doing so, we wanted to try to collect data on people having a sport specific occupation but employed in organisations with a broader role than just sport *e.g. local authorities, hotels, residential activity centres, universities and schools.*

This was achieved through the cross-matching of ISCO-08³⁶ (occupational codes) with additional NACE codes (not just NACE code 93).

The International Standard Classification of Occupations (ISCO-08) was adopted through a resolution of a Tripartite Meeting of Experts on Labour Statistics held in December 2007. This resolution was subsequently endorsed by the Governing Body of the ILO (International Labour Organization) in March 2008.

The ISCO-08 divides jobs into 10 major groups:

- 1 - Managers
- 2 - Professionals
- 3 - Technicians and associate professionals

34 Legal, Social, Cultural and Related Associate professionals (main heading)

342 Sport and Fitness Workers (3 digits)

3421 - Athletes and Sports Players (4 digits)

3422 - Sports Coaches, Instructors and Officials

3423 - Fitness and Recreation Instructors and Programme Leaders

- 4 - Clerical support workers
- 5 - Service and sales workers
- 6 - Skilled agricultural, forestry and fishery workers
- 7 - Craft and related trades workers
- 8 - Plant and machine operators, and assemblers
- 9 - Elementary occupations
- 0 - Armed forces occupations

³⁶ Source : http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_172572.pdf

Each major group is further organised into sub-major, minor and unit groups. The basic criteria used to define the system are the skill level and specialisation required to competently perform the tasks and duties of the occupations.

In the context of the ESSA-Sport project, the desk research involved the collation and summary analysis of existing researches in which data has been collected from primary research and this report provides a summary of the main findings and statistics for the sector in Belgium.

b) Purpose of the national sport labour market

This report presents the analysis of the main findings collated for Belgium and this data was used to implement consultation activities and to discuss with national stakeholders the realities and challenges of the labour market.

In order to provide an overall picture, we have decided to include each time the figures and graphs for the European level (EU-28) so it can help identify the communalities and differences of the national sport sector compared with the European picture.

The collection of statistics has been a challenge in most of the EU Member States so it was agreed with national coordinators to move forward using Eurostat statistics when available as it gathers the most consistent source of statistics for the sport labour market in each of the 28 Member States.

This research report provides main figures and percentages as well as graphs from the statistics collated from Eurostat. The report contains data for both NACE and ISCO at 3-digit level (NACE 93.1 and ISCO 342) because of the inconsistency of statistics and lack of data at 4-digit level for many countries.

It is important to highlight that this analysis is the best information available about the situation from available statistics but is not necessary the exact reality.

c) Structure of the national sport labour market report

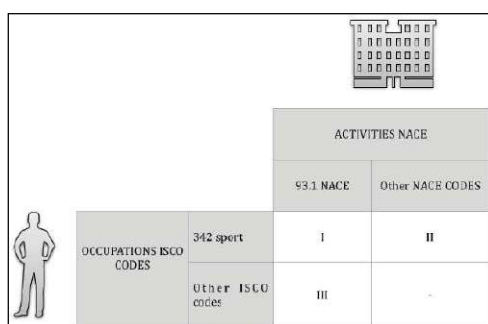
The report mainly includes three sections of content.

> The first one is about the sport sector itself defined as NACE 93.1.

Through this section you will find information about the size, evolution and characteristics of the sport sector as it is defined in our statistics approach.

That includes people having an occupation within the sport sector (NACE 93.1) so working in a sport facility, a sport club, a fitness centre etc.

4.2. Statistical definitions of the NACE 93.1 and ISCO 342 occupations in sport



These persons can have a sport-specific occupation (e.g. a coach) but also a non-specific sport occupation (e.g. manager).

On the summary chart, that corresponds to the boxes I and III.

> The second section focuses on the specific sport occupations defined as ISCO 342.

Through this section you will find information about the number of people having a sport occupation (ISCO 342).

The ISCO category 342 includes all sport and fitness workers which means professional athletes and sport players, sport coaches, sport instructors, sport officials, fitness instructors, programme leaders etc.

On the summary chart, that corresponds to the boxes I and II.

> The third section highlights the best possible estimation of the total employment in the sport sector based on our statistical definition (I + II + III).

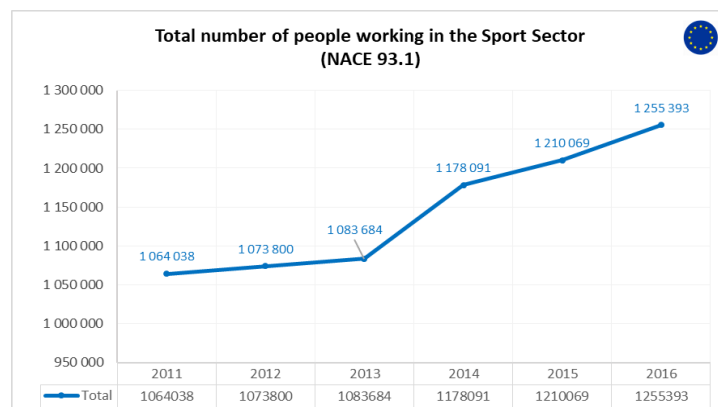
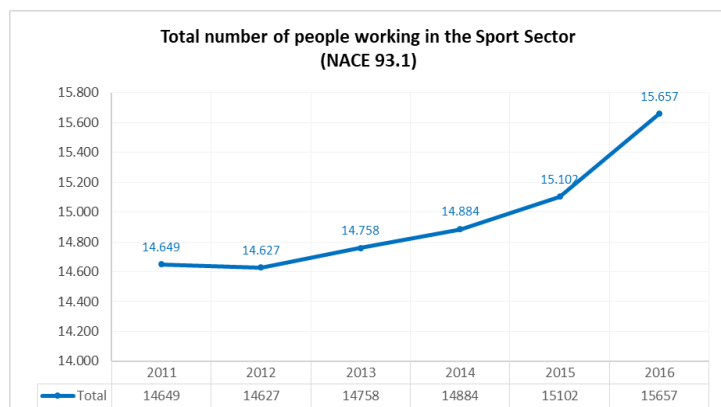
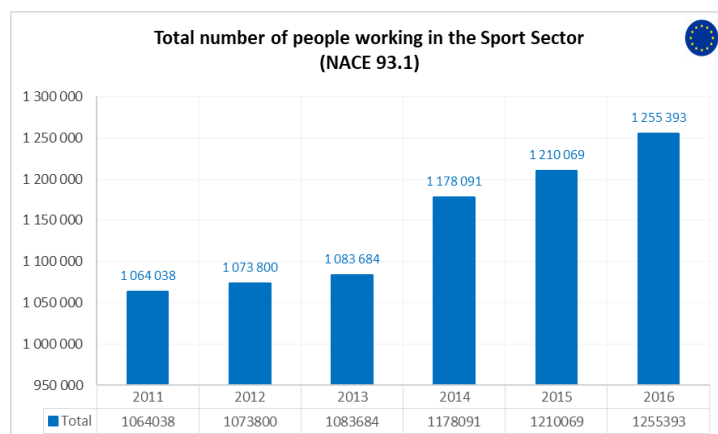
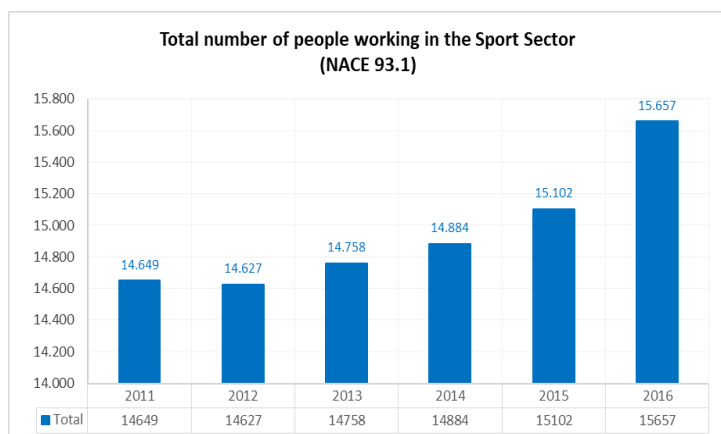
In order to obtain such data, we have been able to identify the number of people having a sport occupation (ISCO 342) within the sport sector (NACE 93.1) and those having a sport occupation outside the sport sector (Other NACE codes). This was the only condition to be able to produce a total figure for the employment in the sport sector being in our case I + II + III.

Moreover, we also included a graph underlining the proportion of the total employment in the sport sector compared to the overall total employment in Belgium.

d) Total number of people working in the sport sector (NACE 93.1)

1) Overall picture, total NACE 93.1

Table 4.1. Total number of people working in the sport sector (NACE 93.1) in Belgium (left) and in Europe (right)



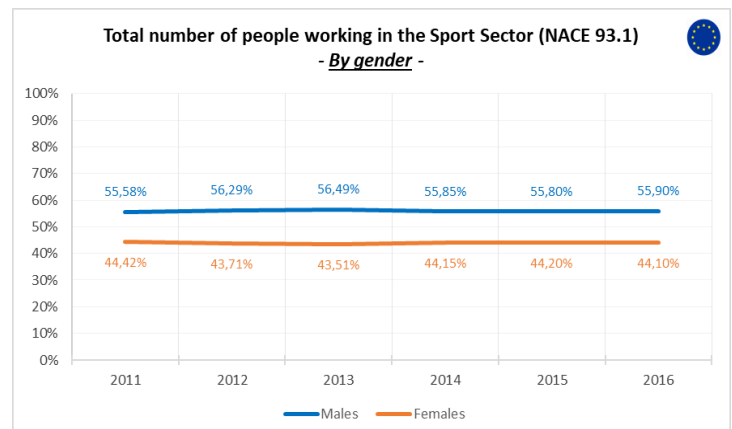
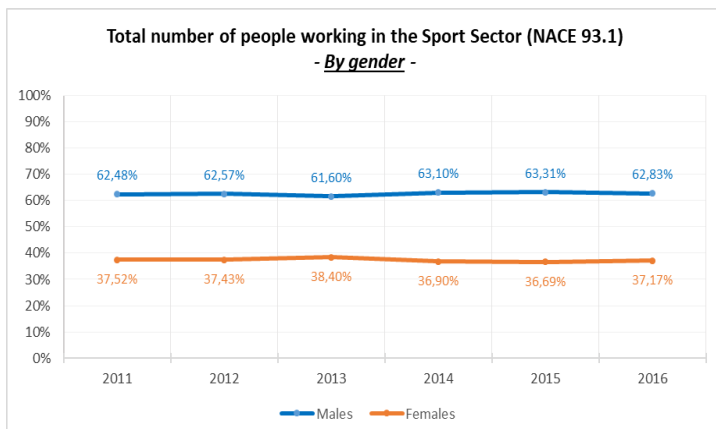
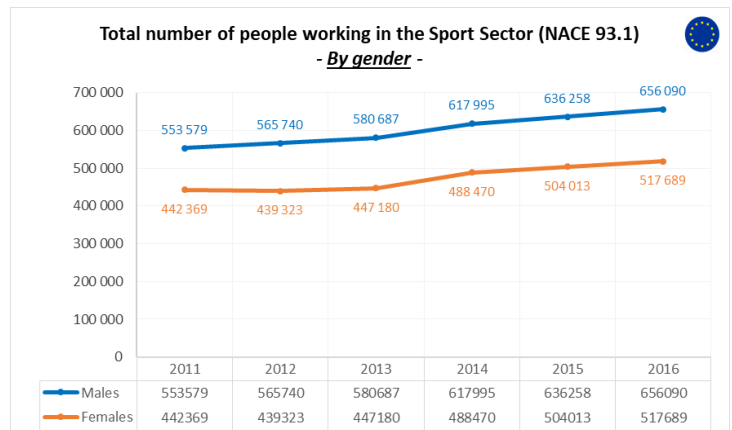
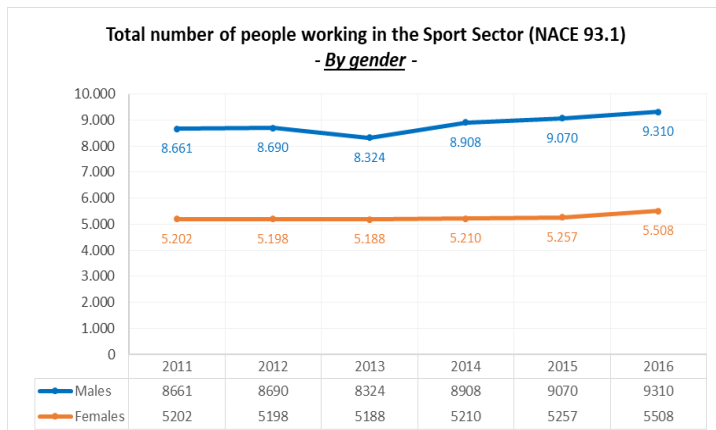
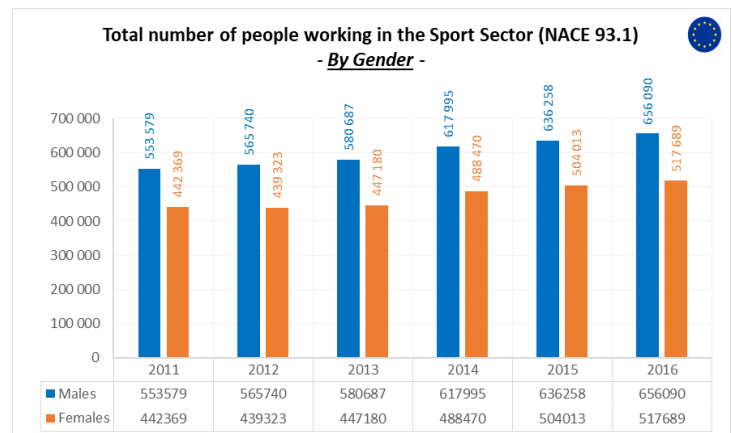
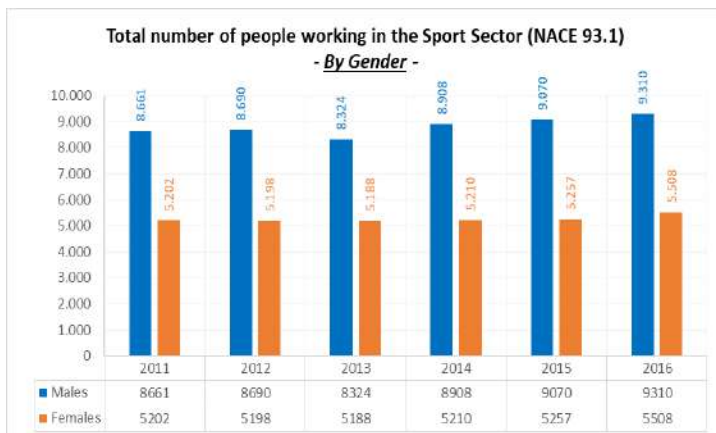
The Belgian sport system, either in the Flemish, French speaking and German speaking Communities, is based on the intervention of public authorities in the sport sector.

By subsidising the employment in sport federations and developing the Communities Sport Agencies (Sport Vlaanderen, ADEPS, DG), public authorities limit the growth of employment in sport, accordingly to the budgets devoted to sport.

Consequently, the eventual growth of employment in the sport sector relies largely on private (for profit and non-for profit), non-subsidised sport organisations.

2) Total number of people working in the sport sector (NACE 93.1) - By gender

Table 4.2. Total number of people working in the sport sector (NACE 93.1) in Belgium (left) and in Europe (right), by gender



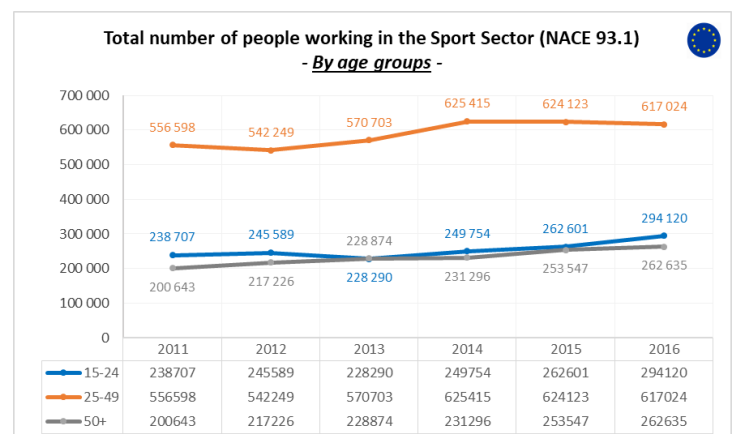
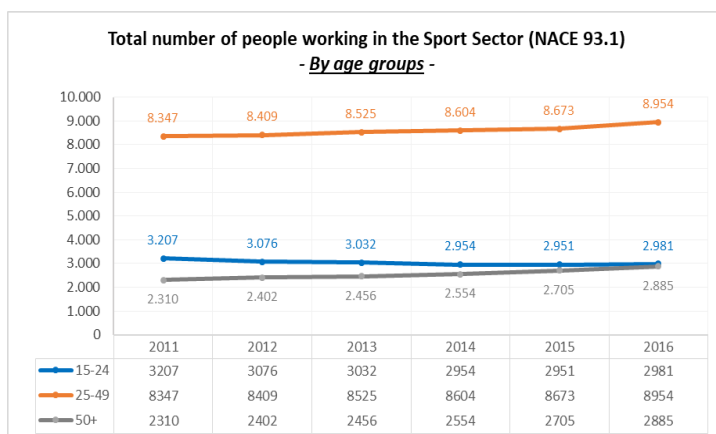
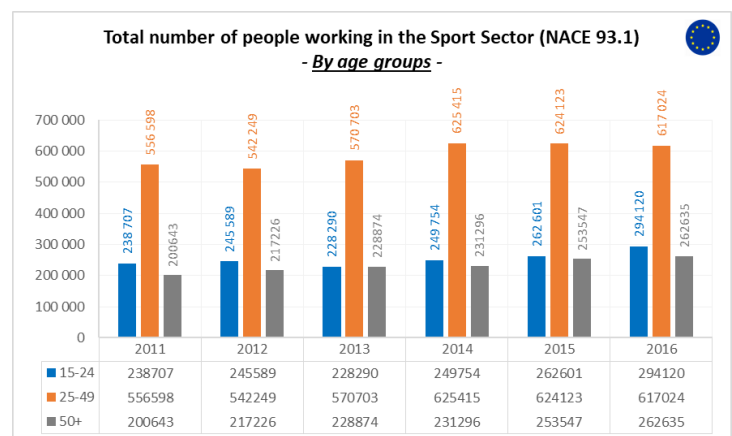
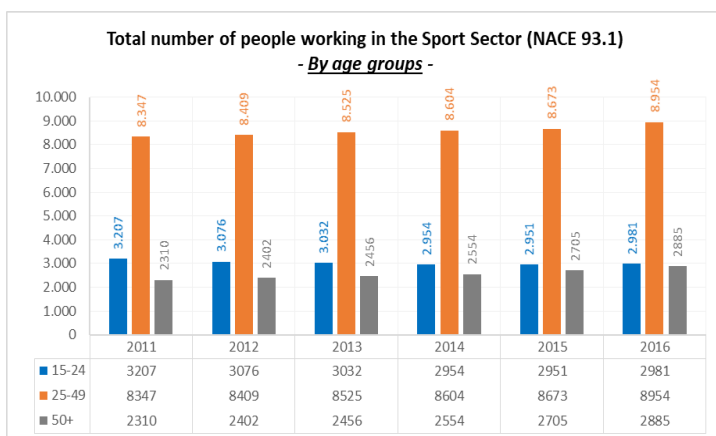
Sport employment in Belgium by gender shows limited increase over the period 2011-2016. This limitation affects particularly females although the small percentages of total employment should be considered. It is worth to note that in 2015 the share of sport employment in total employment was 0,44% while the European mean reached 0,74%.

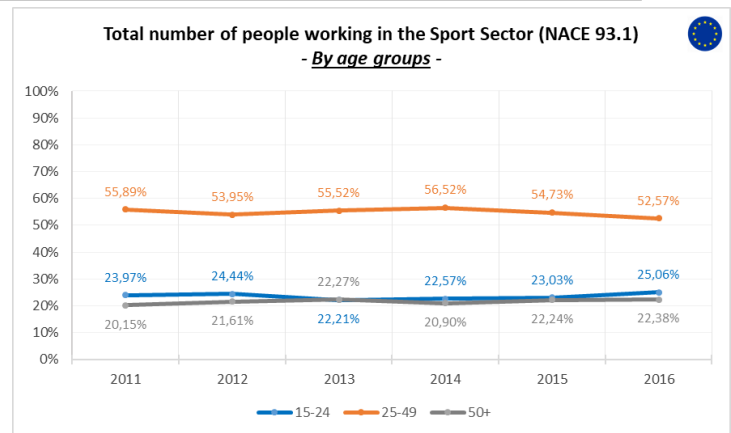
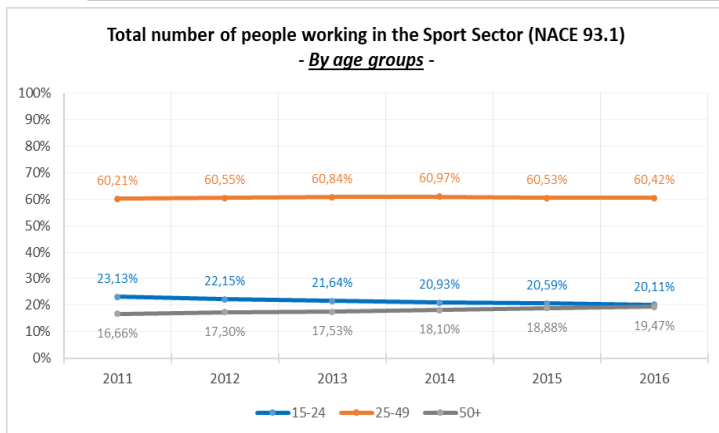
This brings us back to the fact that the Belgian sport system, either in the Flemish, French speaking and German speaking Communities, is based on the intervention of public authorities in the sport sector. Indeed, by subsidising the employment in sport federations and developing the Communities Sport Agencies (Sport Vlaanderen, ADEPS, DG), public authorities limit the growth of employment in sport, accordingly to the budgets devoted to sport.

The share of women and men employed in sport, in 2016, shows that women are less employed in sport in Belgium than the mean European values, with a rate of 37,17% (instead of 44,10%). When comparing these figures with the total employment in Belgium, women are under-represented.

3) Total number of people working in the sport sector (NACE 93.1) - By age groups

Table 4.3. Total number of people working in the sport sector (NACE 93.1) in Belgium (left) and in Europe (right), by age group



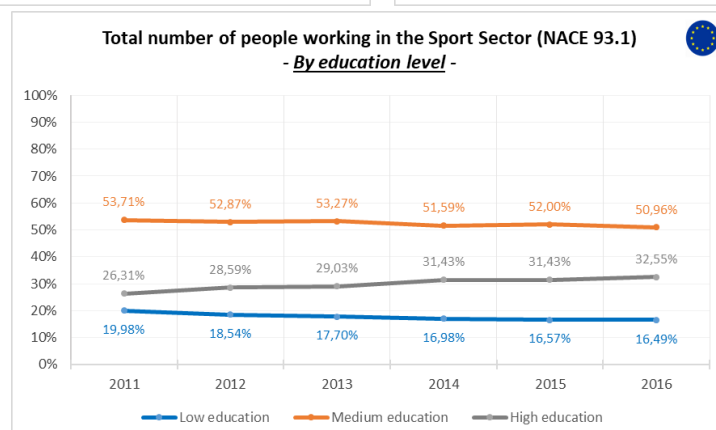
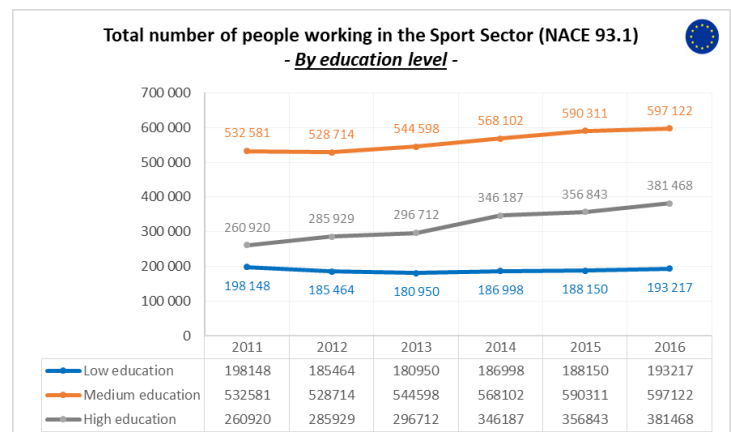
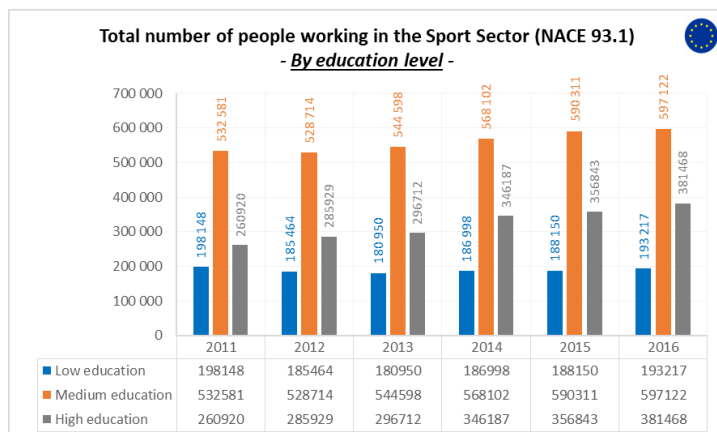


An analysis of sport employment in Belgium by age groups shows that the majority of employment (2/3 of the total employment in the sport sector) is to be found in the group 25 to 49 years. A small decrease in the period 2011-2016 is noted in the group 15 to 24 years while a small increase appears in the group 50+.

We are not surprised by the dominance of the group 25-49 as it is in line with the European figures. Interesting is that the employment in the group 15-24 is slightly decreasing while it is growing in the group 50+. One hypothesis justifying this could be the development of sporting activities for the 50+ people, on the one hand. On the other hand the slight decreasing in the group 15-24 could be explained by the request of public authorities to equip sport organisations (more specifically sport federations) with qualified coaches and instructors, acquiring their qualifications through ADEPS or Sport Vlaanderen technical diplomas and Higher Education degrees.

4) Total number of people working in the sport sector (NACE 93.1) - By level of education

Table 4.4. Total number of people working in the sport sector (NACE 93.1) in Europe, by level of education



It is worth to note that the shares of people with tertiary education, based on Eurostat figures from 2015, employed in sport and in total employment in Belgium, is far higher than those in Europe.

Table 4.5. People with tertiary education employed in sport and in total employment, 2015 (%)

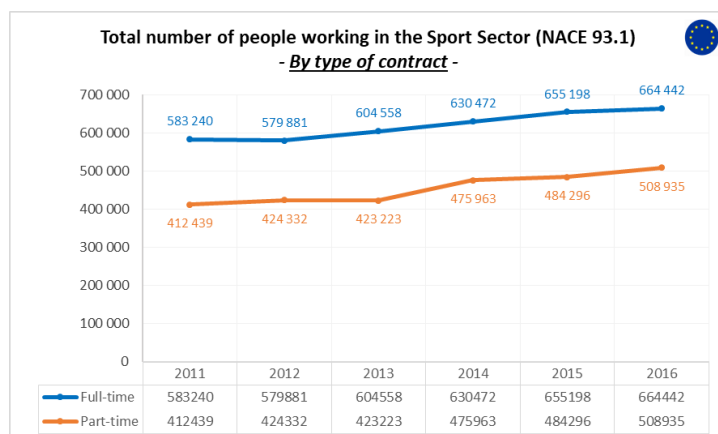
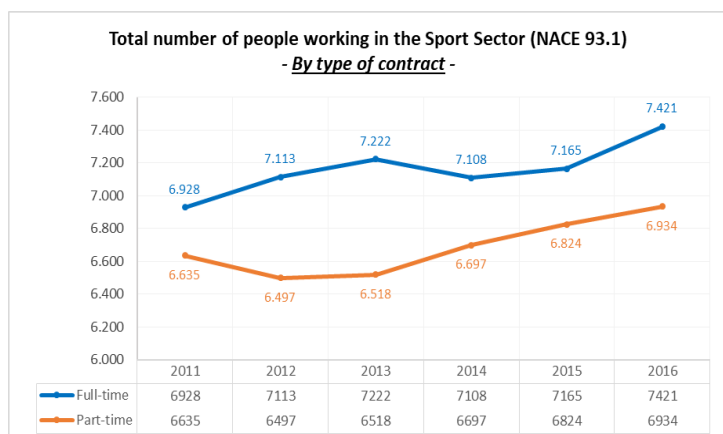
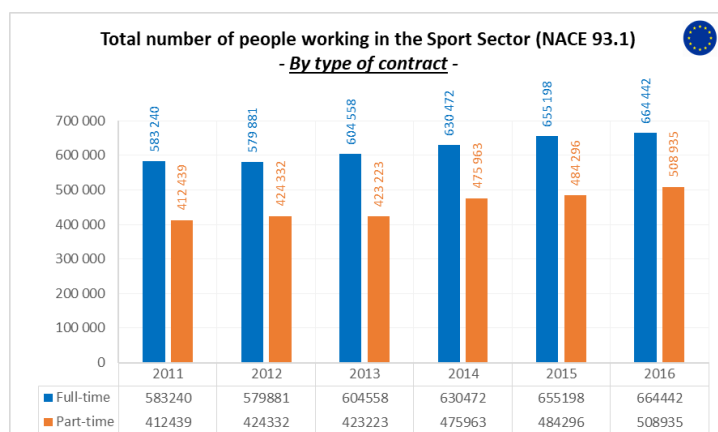
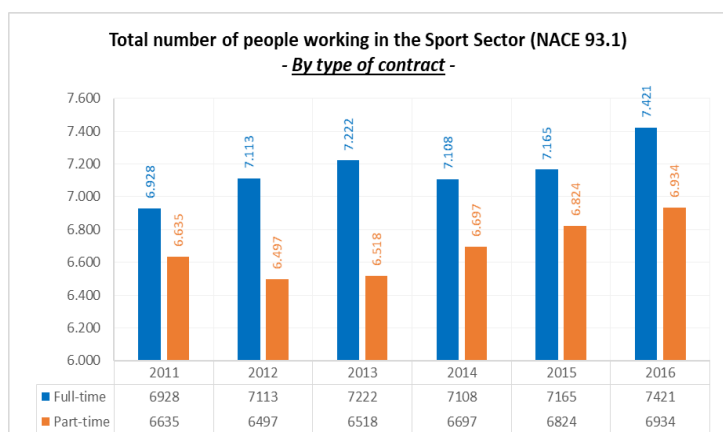
People with tertiary education employed in sport and in total employment, 2015 (%)		
	Sport	Total
EU-28	35	33
Belgium	40	43

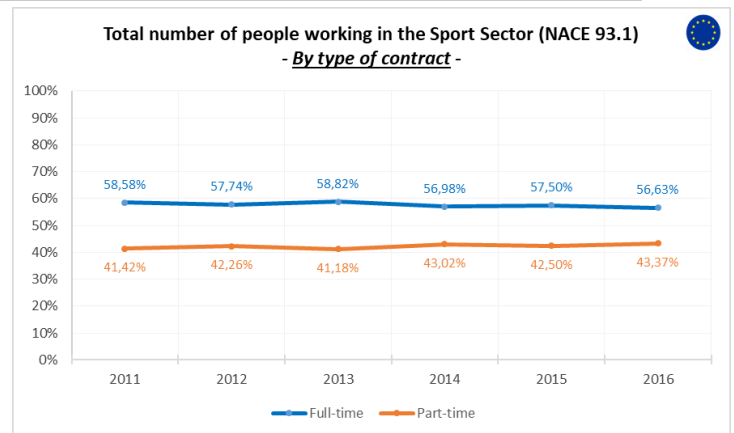
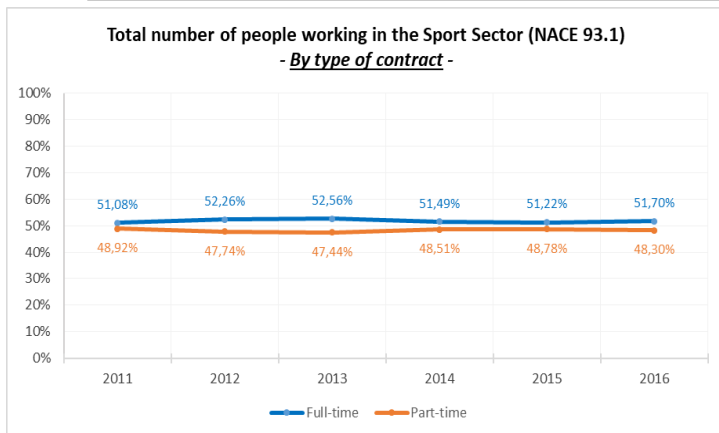
Source: Eurostat (online data codes: sprt_emp_edu and cult_emp_artpc)

When confronting these figures with those related to employment in sport according to age groups, the growth of the figures of people aged 25-49 and the decrease of the figures of people aged 15-24 can also be analysed in the perspective of tertiary education.

5) Total number of people working in the sport sector (NACE 93.1) – By type of contract

Table 4.6. Total number of people working in the sport sector (NACE 93.1) in Belgium (left) and in Europe (right), by type of contract





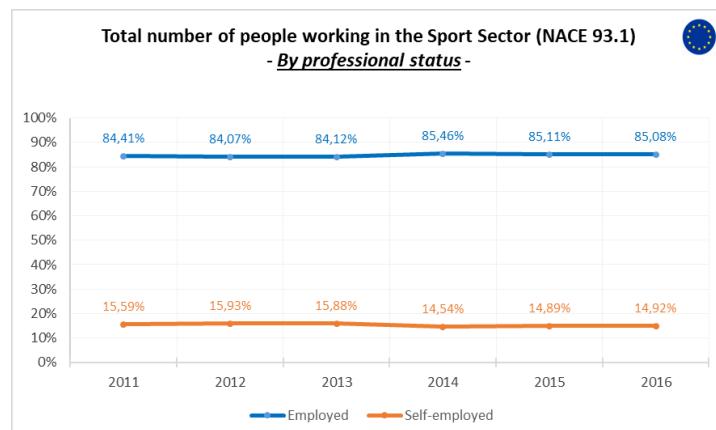
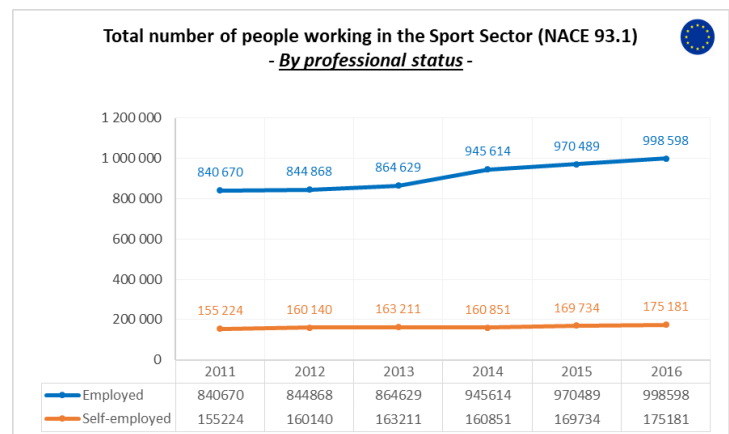
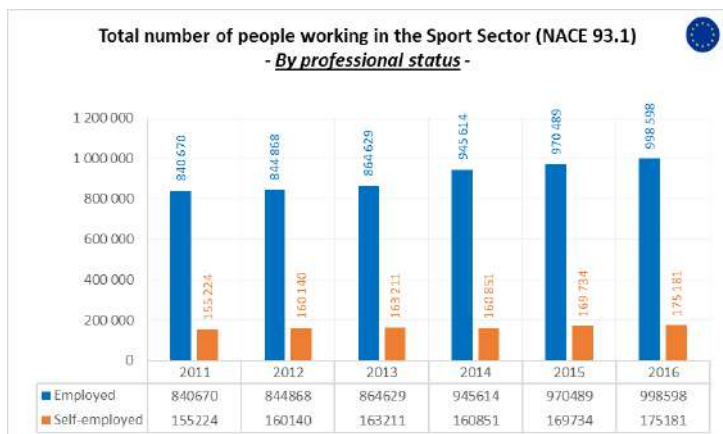
When analysing the type of contract (full-time / part-time) of people employed in the sport sector, both types evolve parallel (see %) while the total number of both categories is slightly growing. Belgian figures are similar to European figures. It is worth to remember that we estimate that the growth is mainly related to private (for profit and not for profit) non-subsidised organisations.

Part-time contracting is important in sport for several reasons:

- Seasonal sporting activities is a reality in this context,
- Sport occupation appears quite often to be a secondary occupation, next to another professional activity.

6) Total number of people working in the sport sector (NACE 93.1) – By professional status

Table 4.7. Total number of people working in the sport sector (NACE 93.1) in Europe, by professional status



With no specific figures for the Belgian case, we rely on European figures. We believe that the dominance of employer status is linked to the fact that, in many European countries, the sport system, like in Belgium, is based on the intervention of public authorities in the sport sector. Indeed, by subsidising the employment in sport federations and developing National Sport Agencies, public authorities develop employed status in subsidised sport organisations, accordingly to the budgets they devote to sport. Self-employment, in Belgium, is mainly linked to private (for profit and not for profit) non-subsidised organisations.

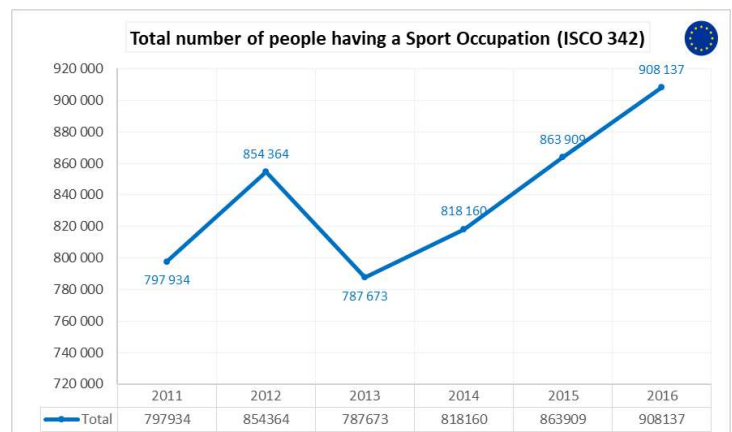
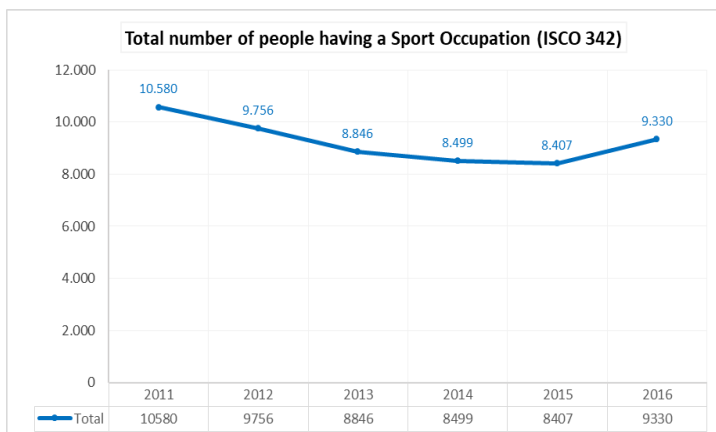
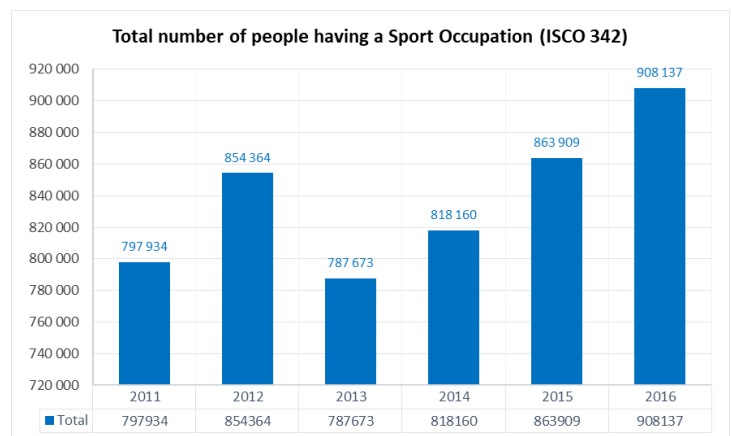
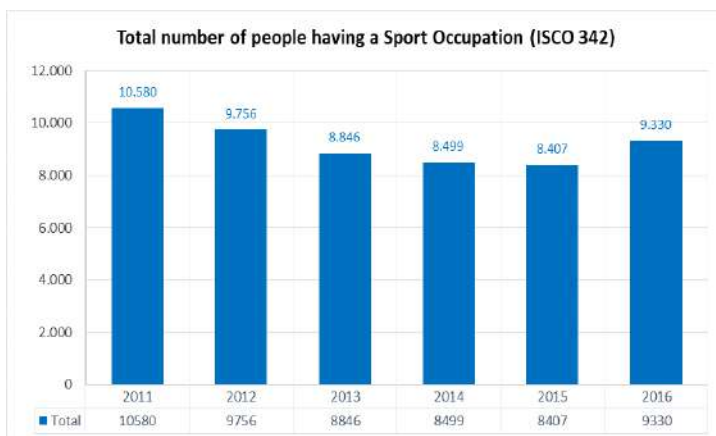
We believe that the fitness industry is an important provider of self-employed sport actors.

e) Total number of people having a sport specific occupation (ISCO 342)

We believe a preliminary remark is needed when dealing with sport specific occupations in Belgium. Indeed sport in our country is largely organised on a voluntary basis. As a consequence, the reader should make a clear distinction between sport occupation (not necessarily linked to an employment contract) and employment.

1) Overall picture, total ISCO 342

Table 4.8. Total number of people having a sport specific occupation (ISCO 342) in Belgium (left) and in Europe (right)



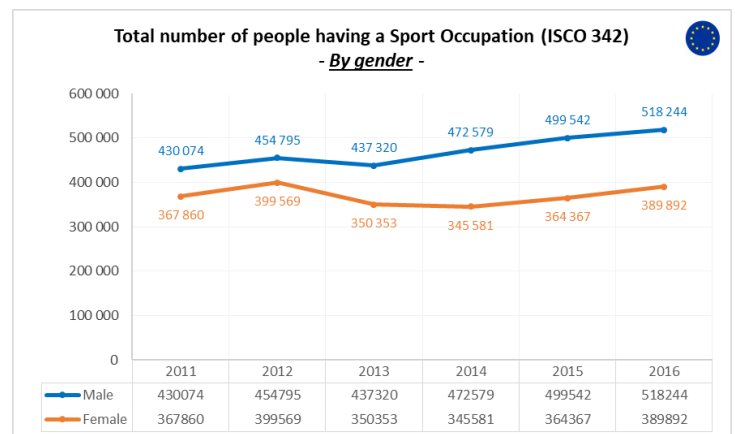
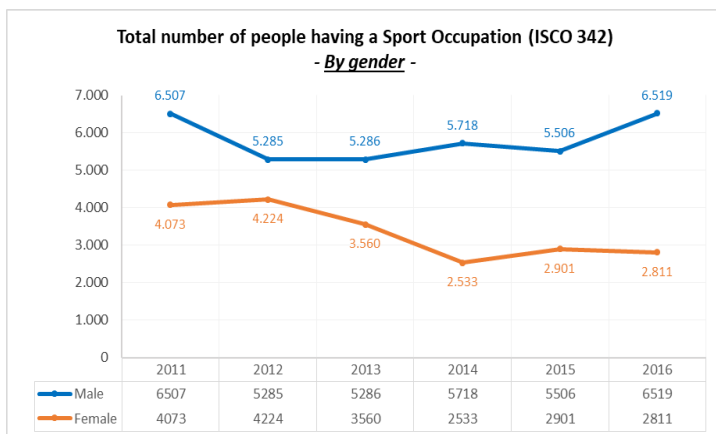
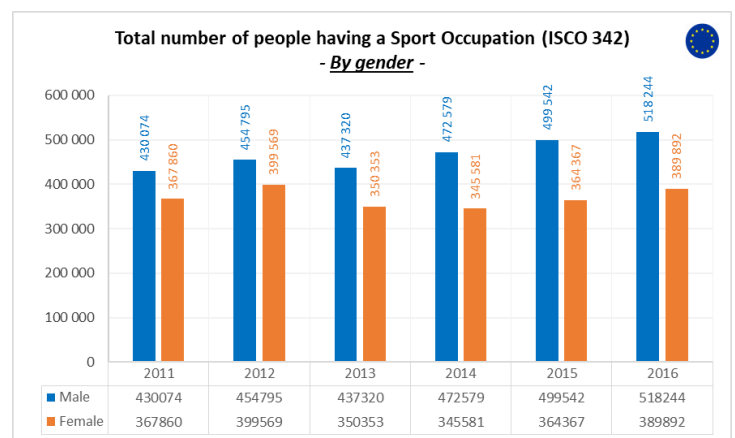
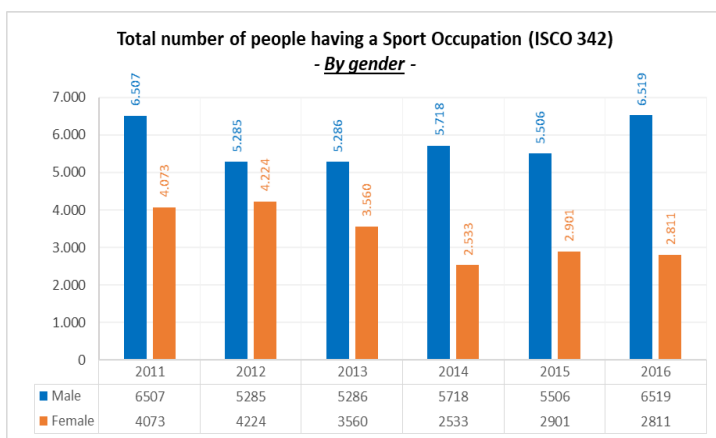
The evolution of the number of people having a sport occupation in Belgium appears not to be in line with the European evolution. Athletes and Sports Players (ISCO 3421), Sport Coaches, Instructors and Officials (ISCO 3422), Fitness and Recreation instructors and Programme Leaders (ISCO 3423) figures have been decreasing over the years (2011-2015) in Belgium when growing significantly at the European level.

A recent growth (2016) could be attributed to the fact that public authorities in Belgium are now focussing on the competencies of Sport Coaches, Instructors and Officials (ISCO 3422). They request a significant proportion of qualified Sport Coaches and Instructors in sport federations and sport clubs. In 2017, Sport Vlaanderen organised 1395 courses, with 8489 participants. 4728 Sport Coaches and Instructors graduated from the Vlaamse Trainers School ³⁷.

In 2016, ADEPS graduated 2315 initiators, educators and coaches. This represented a growth of 10,3% when compared to 2015. It is worth to note that the programmes were totally reshaped in 2012, with the consequence that the figures prior 2012 cannot be confronted with the figures starting in 2012³⁸.

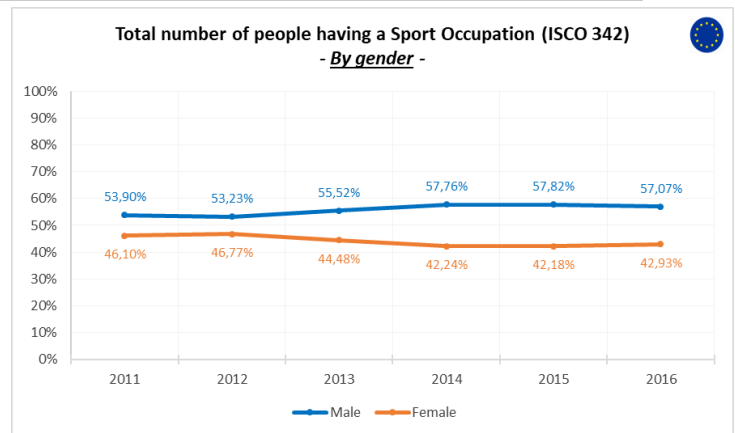
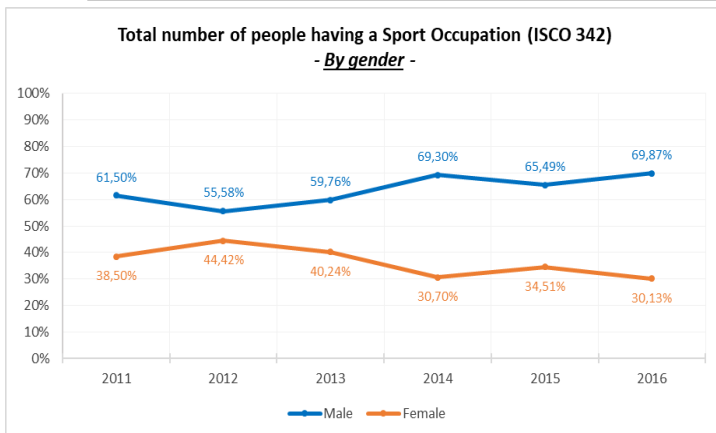
2) Total number of people having a sport specific occupation (ISCO 342) - By gender

Table 4.9. Total number of people having a sport specific occupation (ISCO 342) in Belgium (left) and in Europe (right), by gender



³⁷ Sport Vlaanderen Year Report 2017, https://kics.sport.vlaanderen/Bloso/Gedeelde%20%20documenten/Jaarverslagen%20Bloso/180726_Jaarverslag_Sport_Vlaanderen_2017.pdf, retrieved on 27/03/2019

³⁸ Chiffres clés Sports 2018, Fédération Wallonie- Bruxelles http://www.directionrecherche.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=295b2a1d544e64e79cf11544e197cc0633481b21&file=file_admin/sites/sr/upload/sr_super_editor/sr_editor/documents/statistiques/CC2018_web.pdf, retrieved on 27/03/2019



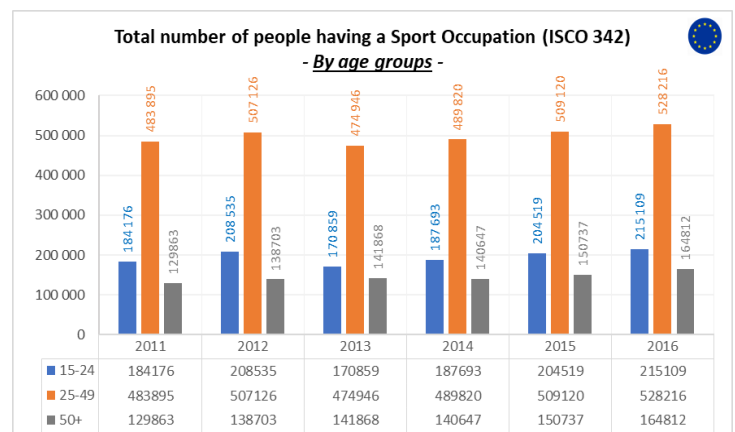
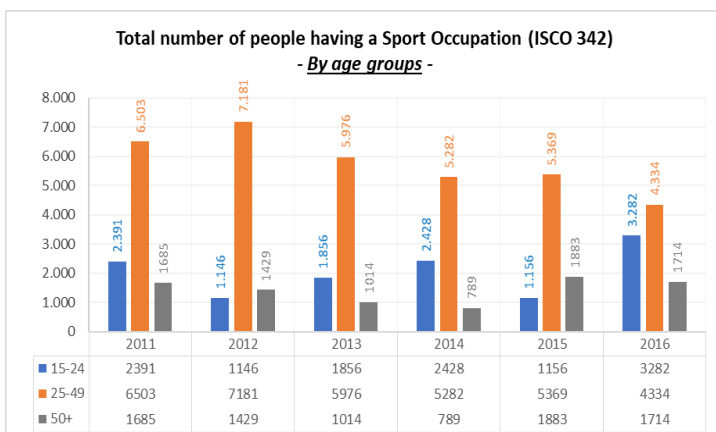
Sport specific occupation, in Belgium by gender, shows limited male increase over the period 2011-2016. In the meantime, female sport specific occupation decreases. This is not in line with European figures.

This is in line with the fact that the Belgian sport system, either in the Flemish, French speaking and German speaking Communities, is based on the intervention of public authorities in the sport sector. Indeed, by subsidising the employment in sport federations and developing the Communities Sport Agencies (Sport Vlaanderen, ADEPS, DG), public authorities limit the growth of employment in sport, accordingly to the budgets devoted to sport. Moreover, the share of women and men employed in sport, in 2016, shows that women are less employed in sport in Belgium than the mean European values, with a rate of 37,17% (instead of 44,10%). When comparing these figures with the total employment in Belgium, women are under-represented.

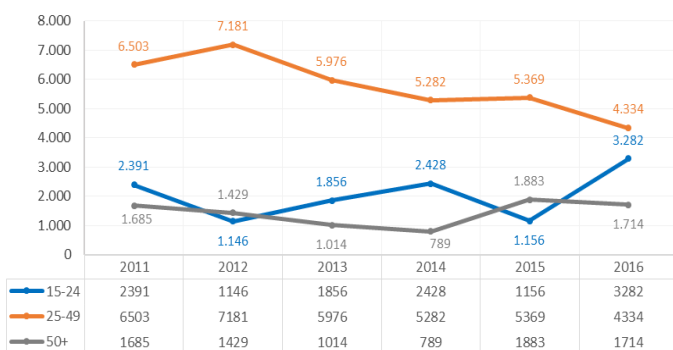
The share of women and men in sport, in 2016, shows that women are less engaged in sport specific occupations than the mean European values, with a rate of 30,13% (instead of 42,93%). When comparing these figures with the total number of people engaged in sport specific occupations in Belgium, women are significantly under-represented.

3) Total number of people having a sport specific occupation (ISCO 342) - By age groups

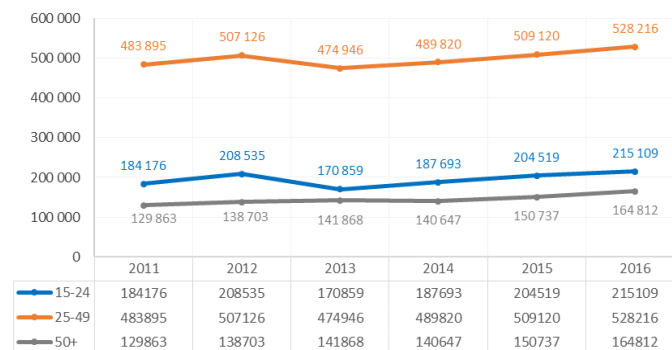
Table 4.10. Total number of people having a sport specific occupation (ISCO 342) in Belgium (left) and in Europe (right), by age group



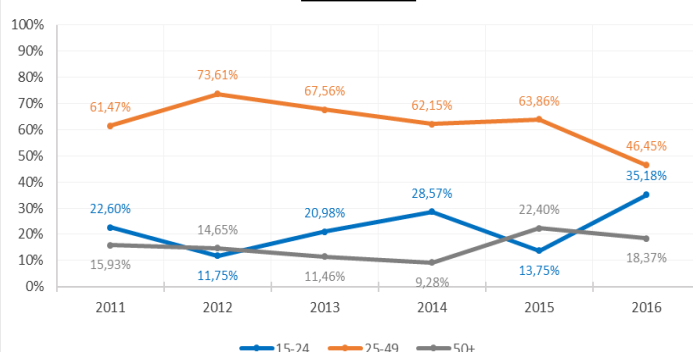
Total number of people having a Sport Occupation (ISCO 342)
- *By age groups* -



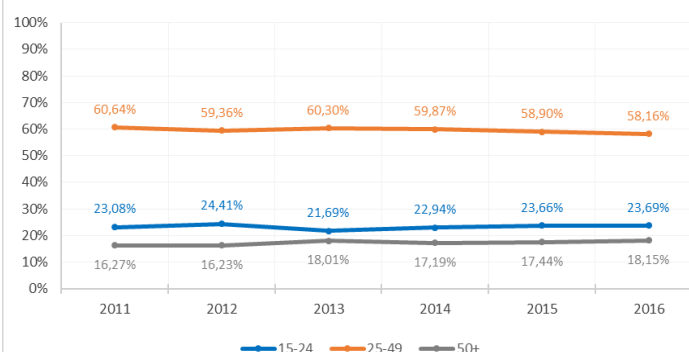
Total number of people having a Sport Occupation (ISCO 342)
- *By age groups* -



Total number of people having a Sport Occupation (ISCO 342)
- *By age groups* -



Total number of people having a Sport Occupation (ISCO 342)
- *By age groups* -



When analysing sport employment in Belgium by age groups we underlined that the majority of employment (2/3 of the total employment in the sport sector) was to be found in the group 25 to 49 years. A small decrease in the period 2011-2016 was noted in the group 15 to 24 years while a small increase appears in the group 50+. We estimated that the dominance of the group 25-49 was in line with the European figures. Interesting was that the employment in the group 15-24 was slightly decreasing while it was growing in the group 50+. We hypothesized this could be due to the development of sporting activities for the 50+ people, on the one hand. On the other hand the slight decreasing in the group 15-24 could be explained by the request of public authorities to equip sport organisations (more specifically sport federations) with qualified coaches and instructors, acquiring their qualifications through ADEPS or Sport Vlaanderen technical diplomas and Higher Education degrees.

Considering the numbers of people having a sport occupation (ISCO 342), we obtain a different image. While European figures show stability, Belgian figures show an increase of the 15-24 having a sport occupation.

Table 4.11. Total number of people having a sport specific qualification from the Vlaamse Trainers School (Flemish speaking Community, in 2017)

Aantal gediplomeerden per cursussoort 2017

	<=18j		19-20j		21-25j		26-30j		31-35j		36-40j	
Cursussoort	Man	Vrouw	Man	Vrouw	Man	Vrouw	Man	Vrouw	Man	Vrouw	Man	Vrouw
Initiator	340	304	196	138	511	275	254	105	210	62	272	62
Instructeur B	10	1	22	12	227	96	106	31	89	6	119	8
Trainer B	1	0	3	0	86	30	67	12	57	6	63	1
Trainer A	0	0	0	0	25	12	6	3	0	0	7	0
Hoger Redder	215	154	107	51	117	73	29	15	22	6	16	4
Andere	1	4	1	4	30	23	10	1	4	0	2	0
Subtotaal	567	463	329	205	996	509	472	167	382	80	479	75

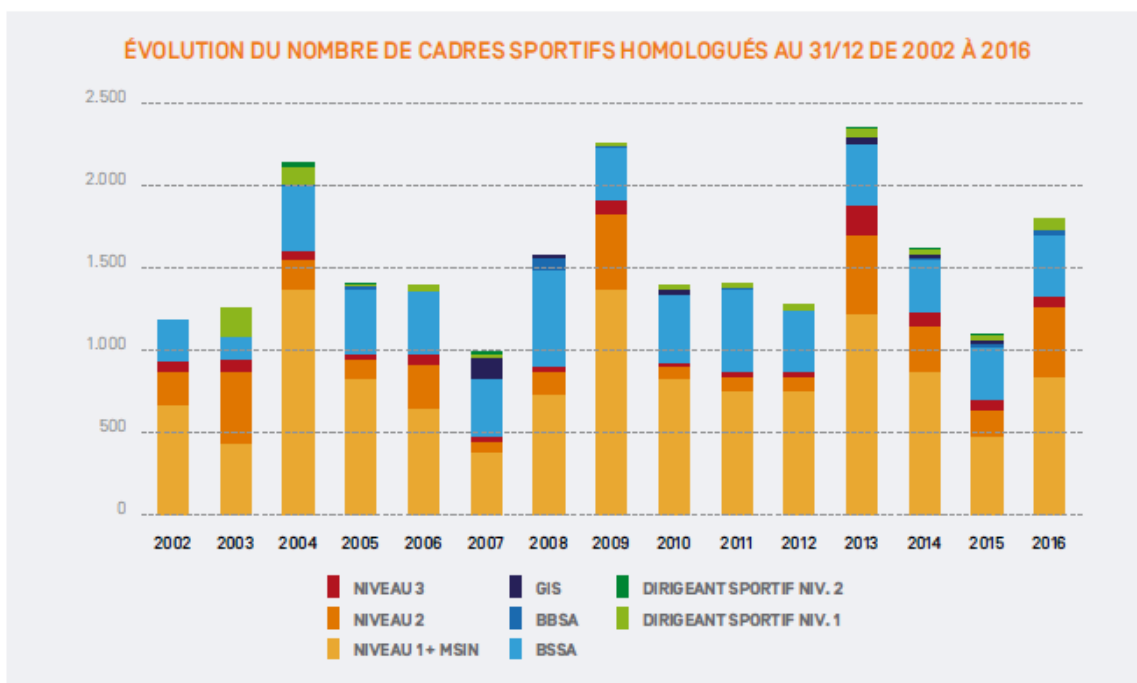
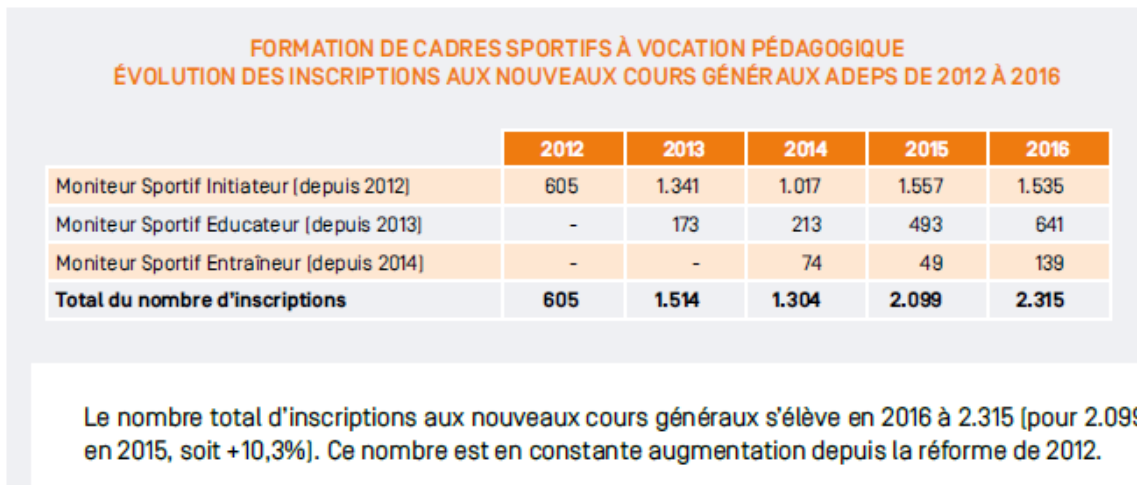
41-45j		46-50j		51-55j		56-60j		61-65j		>65j		Eindtotaal
Man	Vrouw	Man	Vrouw	Man	Vrouw	Man	Vrouw	Man	Vrouw	Man	Vrouw	
172	29	108	24	56	20	22	13	14	9	5	1	3.202
83	10	38	1	13	2	4	1	2	0	1	0	882
53	2	31	2	14	10	6	0	1	0	1	0	446
6	1	7	3	1	0	1	0	0	0	0	0	72
9	6	14	4	7	4	2	0	2	0	0	0	857
2	1	0	1	1	0	0	0	0	0	0	0	85
325	49	198	35	92	36	35	14	19	9	7	1	5.544

We hypothesize that this recent growth (2016) could be attributed to the fact that public authorities in Belgium are now focussing on the competencies of Sport Coaches, Instructors and Officials (ISCO 3422). As they request a significant proportion of qualified Sport Coaches and Instructors in sport federations and sport clubs, we believe that young people – more specifically 21-25 years old - are particularly concerned by acquiring sport competencies based on qualifications, either non-academic (ADEPS – Sport Vlaanderen) or academic (Higher Education).

In 2017, Sport Vlaanderen organised 1395 courses, with 8489 participants. 4728 Sport Coaches and Instructors graduated from the Vlaamse Trainers School. The table presented here shows indeed that 3069 from 5544 graduates, in 2017, were 25 or less (55%), with a special concentration of 21-25 age group.³⁹

³⁹ Sport Vlaanderen Year Report 2017,
https://kics.sport.vlaanderen/Bloso/Gedeelde%20%20documenten/Jaarverslagen%20Bloso/180726_Jaarverslag_Sport_Vlaanderen_2017.pdf,
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Table 4.12. Total number of people having a sport specific qualification from ADEPS (French speaking Community, in 2017)



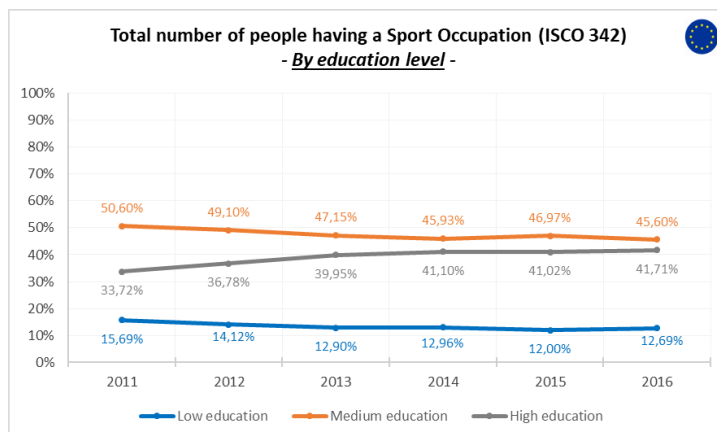
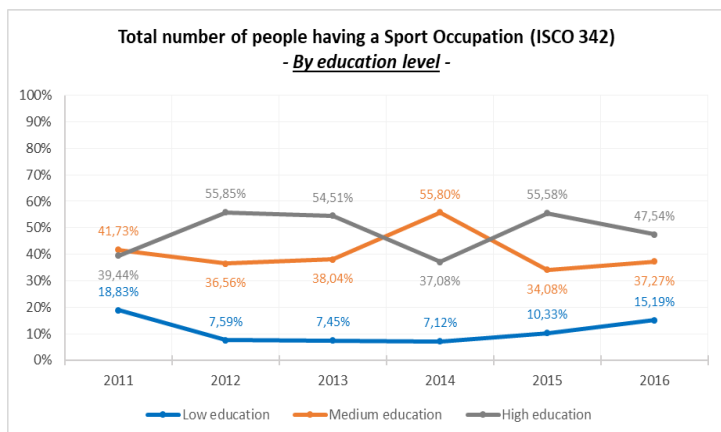
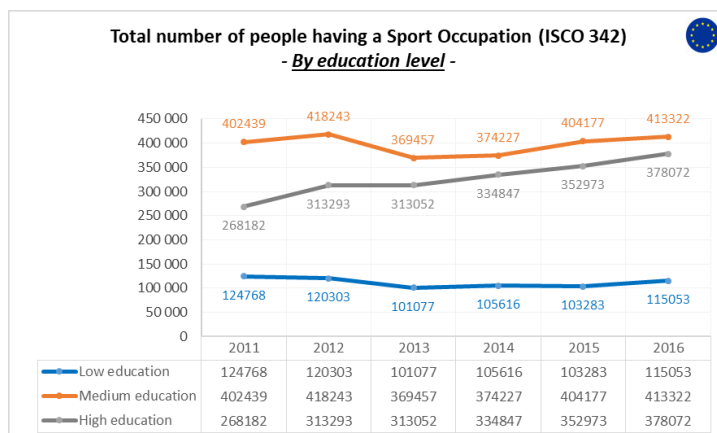
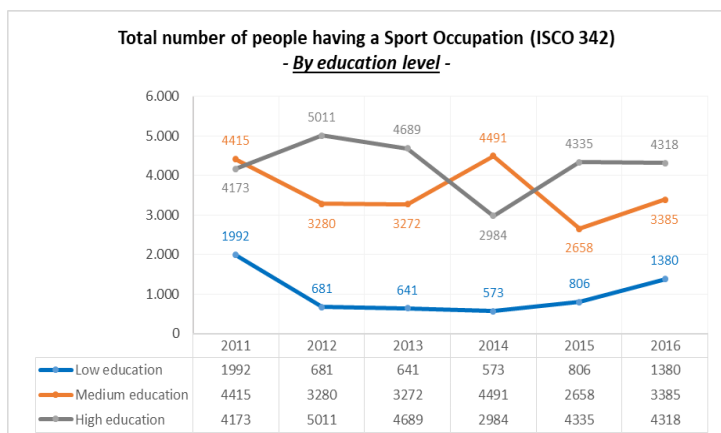
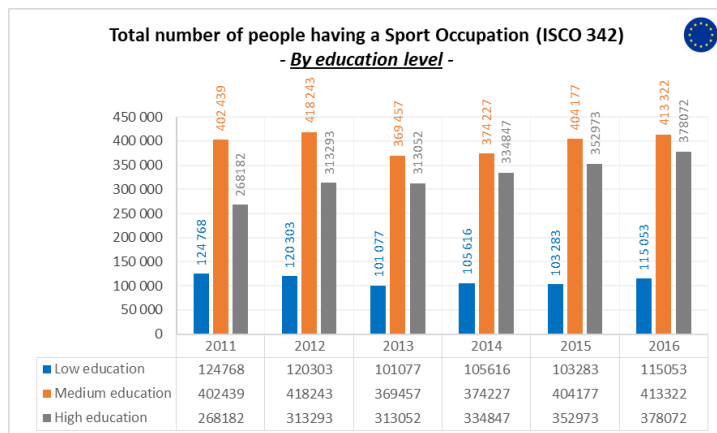
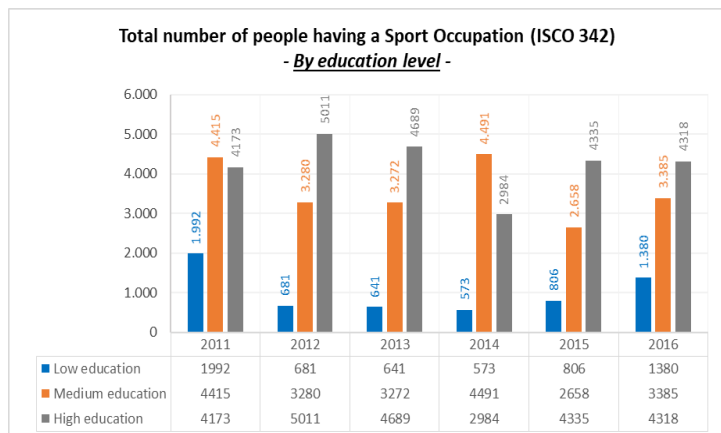
In 2016, ADEPS graduated 2315 initiators, educators and coaches. This represented a growth of 10,3% when compared to 2015. It is worth to note that the programmes were totally reshaped in 2012, with the consequence that the figures prior 2012 cannot be confronted with the figures starting in 2012⁴⁰.

⁴⁰ Chiffres clés Sports 2018, Fédération Wallonie- Bruxelles

http://www.directionrecherche.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=295b2a1d544e64e79cf11544e197cc0633481b21&file=file_admin/sites/sr/upload/sr_super_editor/sr_editor/documents/statistiques/CC2018_web.pdf, retrieved on 27/03/2019

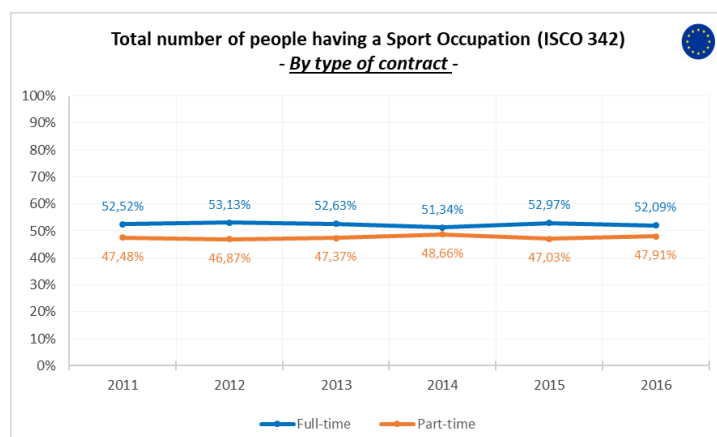
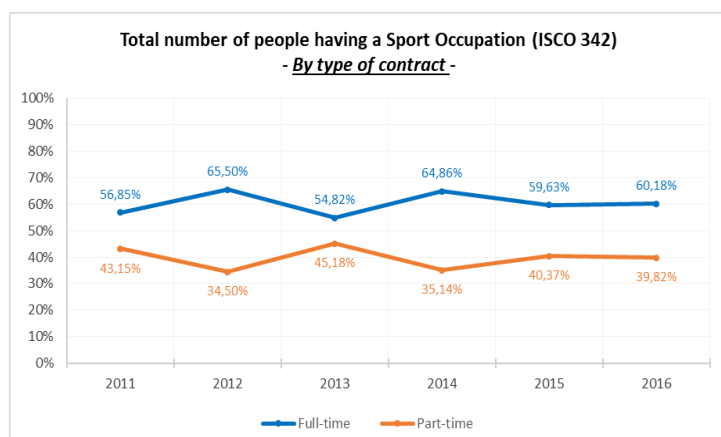
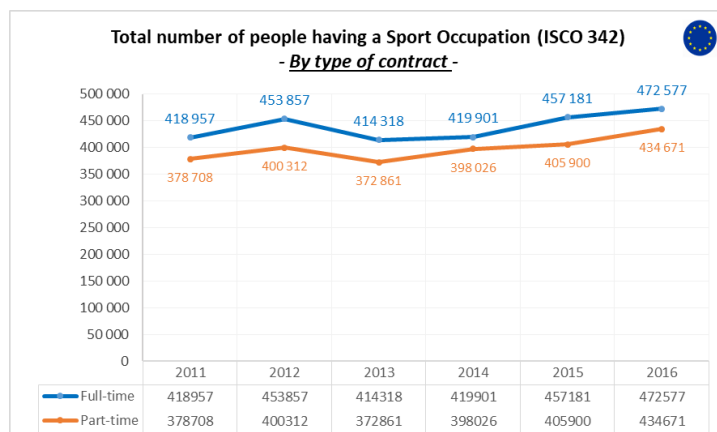
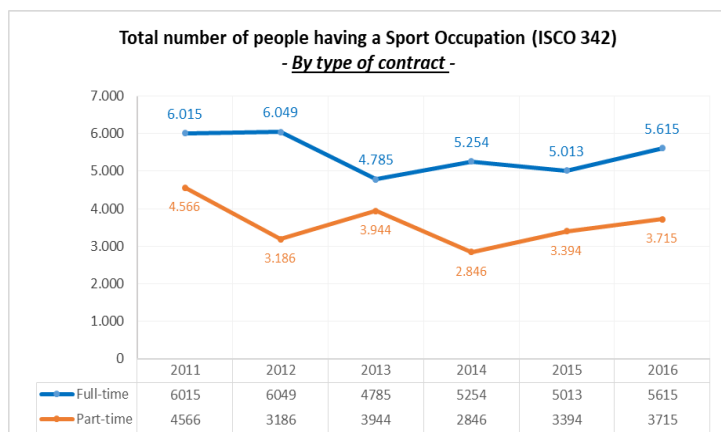
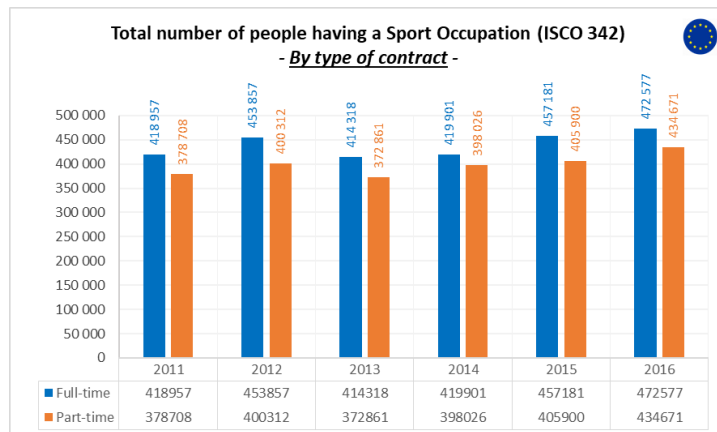
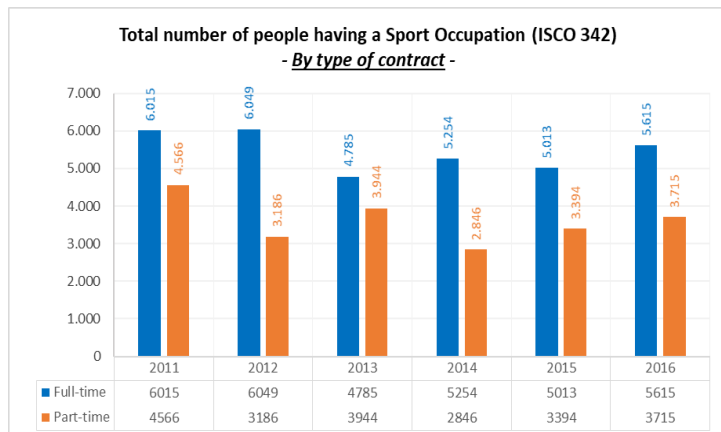
4) Total number of people having a sport specific occupation (ISCO 342) - By level of education

Table 4.13. Total number of people having a sport specific occupation (ISCO 342) in Belgium (left) and in Europe (right), by education level



5) Total number of people having a sport specific occupation (ISCO 342) – By type of contract

Table 4.14. Total number of people having a sport specific occupation (ISCO 342) in Belgium (left) and in Europe (right), by type of contract



When analysing the type of contract (full-time / part-time) of people having a sport occupation, both types evolve parallel (see %) while the total number of both categories is slightly growing. Belgian figures are similar to European figures. It is worth to remember that we estimate that the growth is mainly related to private (for profit and not for profit) non-subsidised organisations.

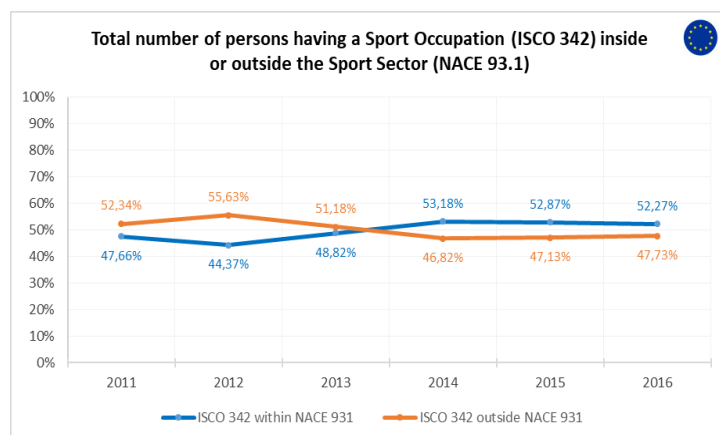
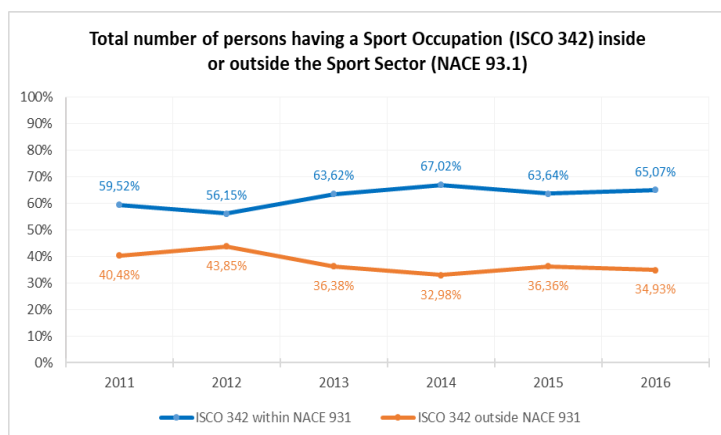
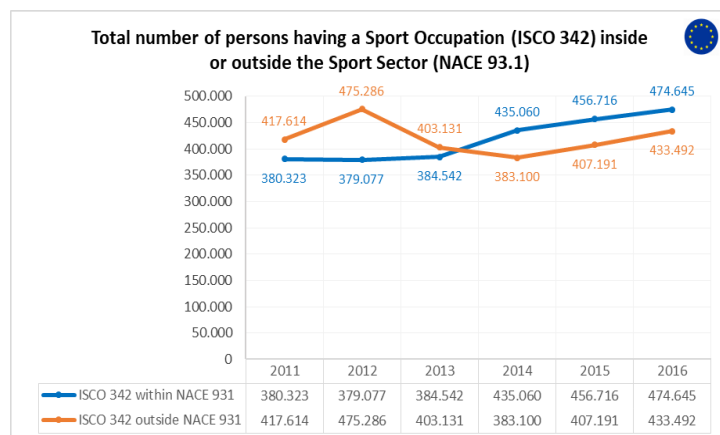
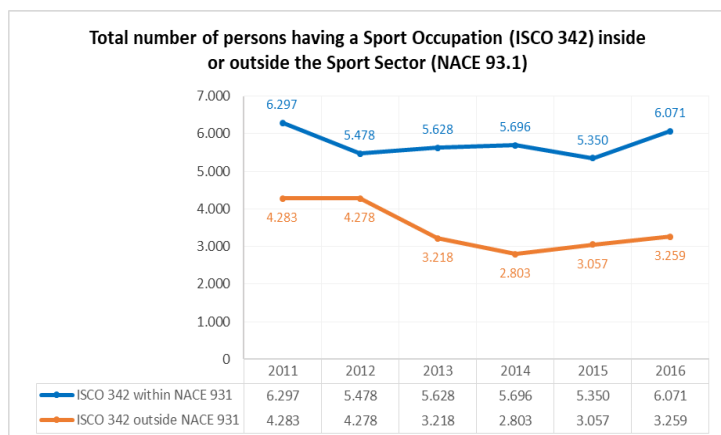
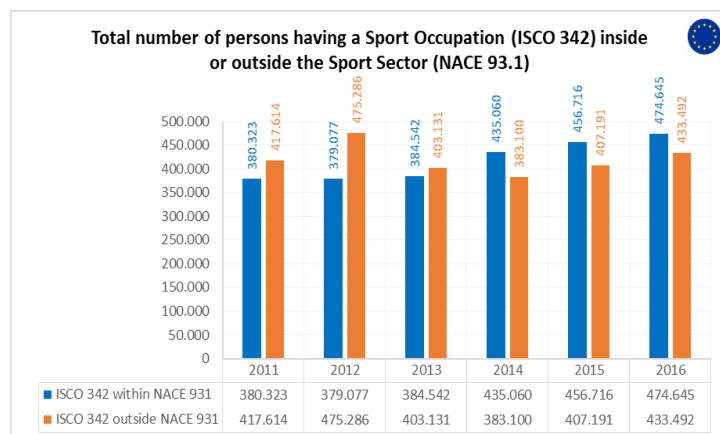
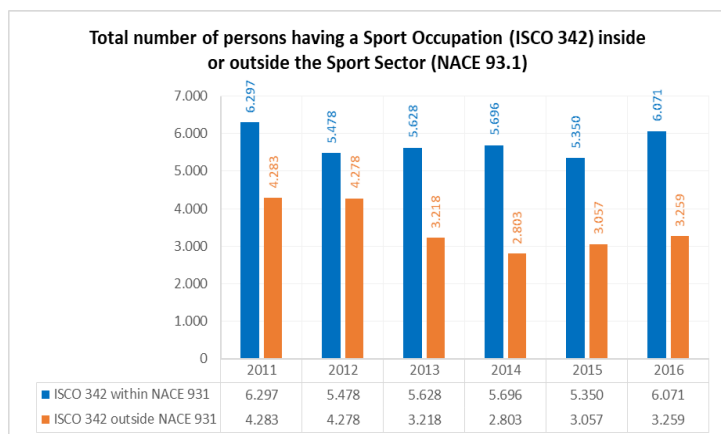
Next to people having a sport occupation with contract, we also refer to our initial statement underlining the fact that sport occupations in local clubs and Communities (Flemish, German and French speaking) sport federations are often voluntary occupations.

f) Total employment in the sport sector (NACE 93.1 + ISCO 342 outside NACE 93.1)

1) Total number of people having a sport occupation within or outside the sport sector

The figures below correspond to the total number of people having a sport occupation (ISCO 342) within the sport sector (NACE 93.1) and those having a sport occupation outside the sport sector (Other NACE codes). We have been able to cross-tabulate NACE versus ISCO and this was the only condition to be able to calculate a total figure for the employment in the sport sector.

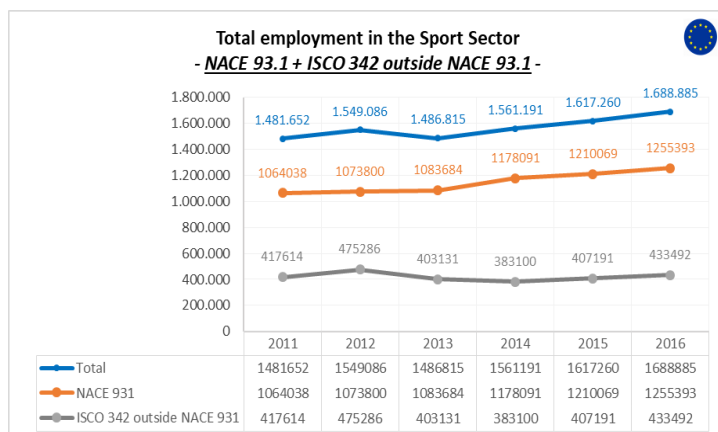
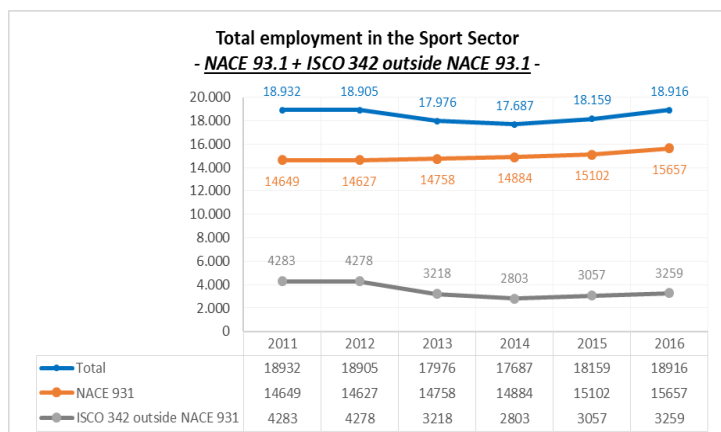
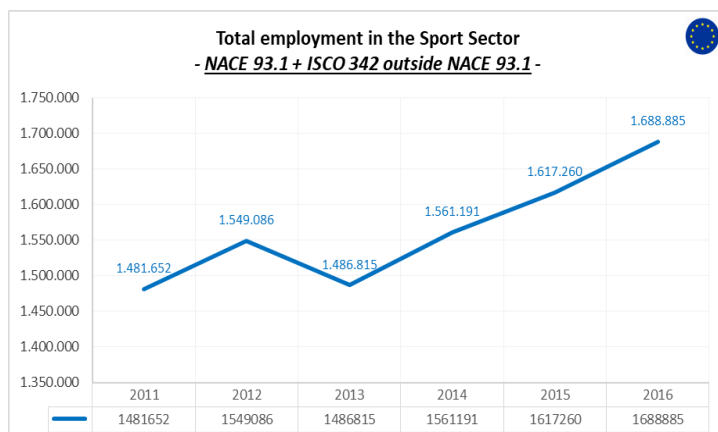
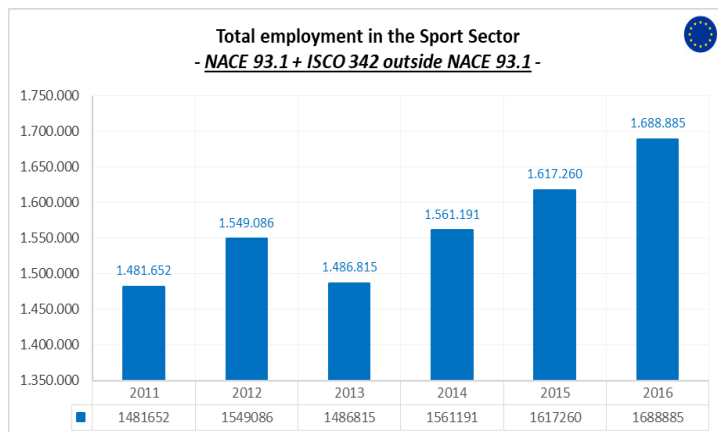
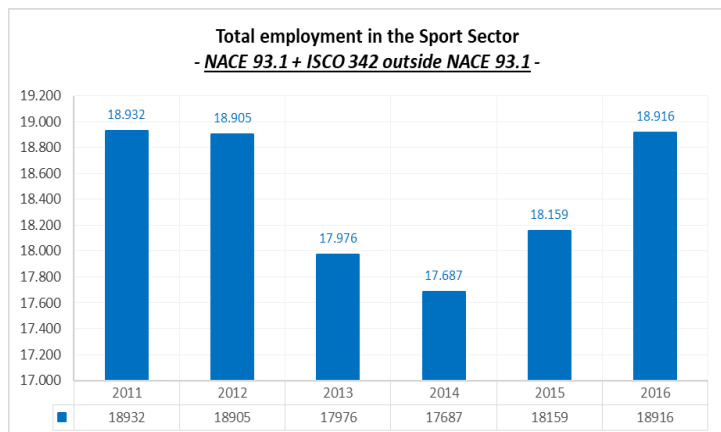
Table 4.15. Total number of people having a sport occupation (ISCO 342) within or outside the sport sector, in Belgium (left) and in Europe (right)



Belgian figures are significantly different from European ones. The share of ISCO 342 occupations outside NACE 931 is low (34,93% versus 47,73%). The Belgian sport system explains this as recognised and subsidised sport federations are major employers. However the “outside” occupation and employment grows.

2) Total employment in the sport sector (NACE 93.1 + ISCO 342 outside NACE 93.1)

Table 4.16. Total employment in the sport sector (NACE 93.1 + ISCO 342 outside NACE 93.1), in Belgium (left) and in Europe (right)

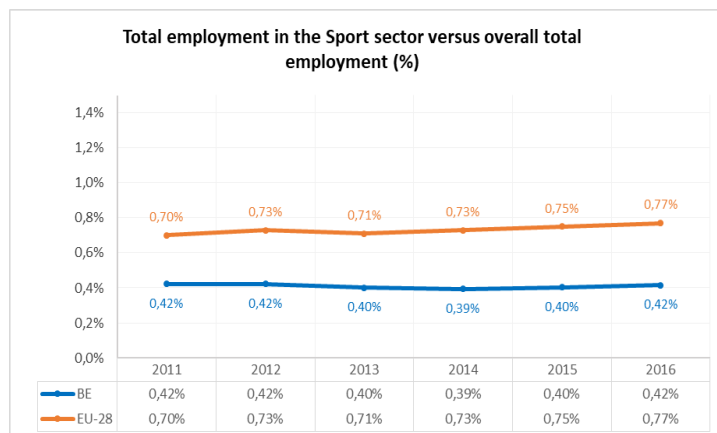


We question a change of methodology to explain the dip in between 2012 and 2016.

While total employment is slightly growing in Europe, it is stable between 2011 and 2016 in Belgium. In the previous pages we noted a growth in male sport employment and sport occupation parallel to a decrease in female sport employment and sport occupation in Belgium. It is worth to note that, at the European level, female sport employment and sport occupation increased on the same period.

3) Total employment in the sport sector versus overall total employment (%)

Table 4.17. Total employment in the sport sector versus overall total employment (%), in Belgium and in Europe



Once more we underline the fact that the Belgian sport system, either in the Flemish, French speaking and German speaking Communities, is based on the intervention of public authorities in the sport sector.

By subsidising the employment in sport federations and developing the Communities Sport Agencies (Sport Vlaanderen, ADEPS, DG), public authorities limit the growth of employment in sport, accordingly to the budgets devoted to sport.

This is, to our analysis, the main explanation for lower figures in Belgium compared to general European figures.

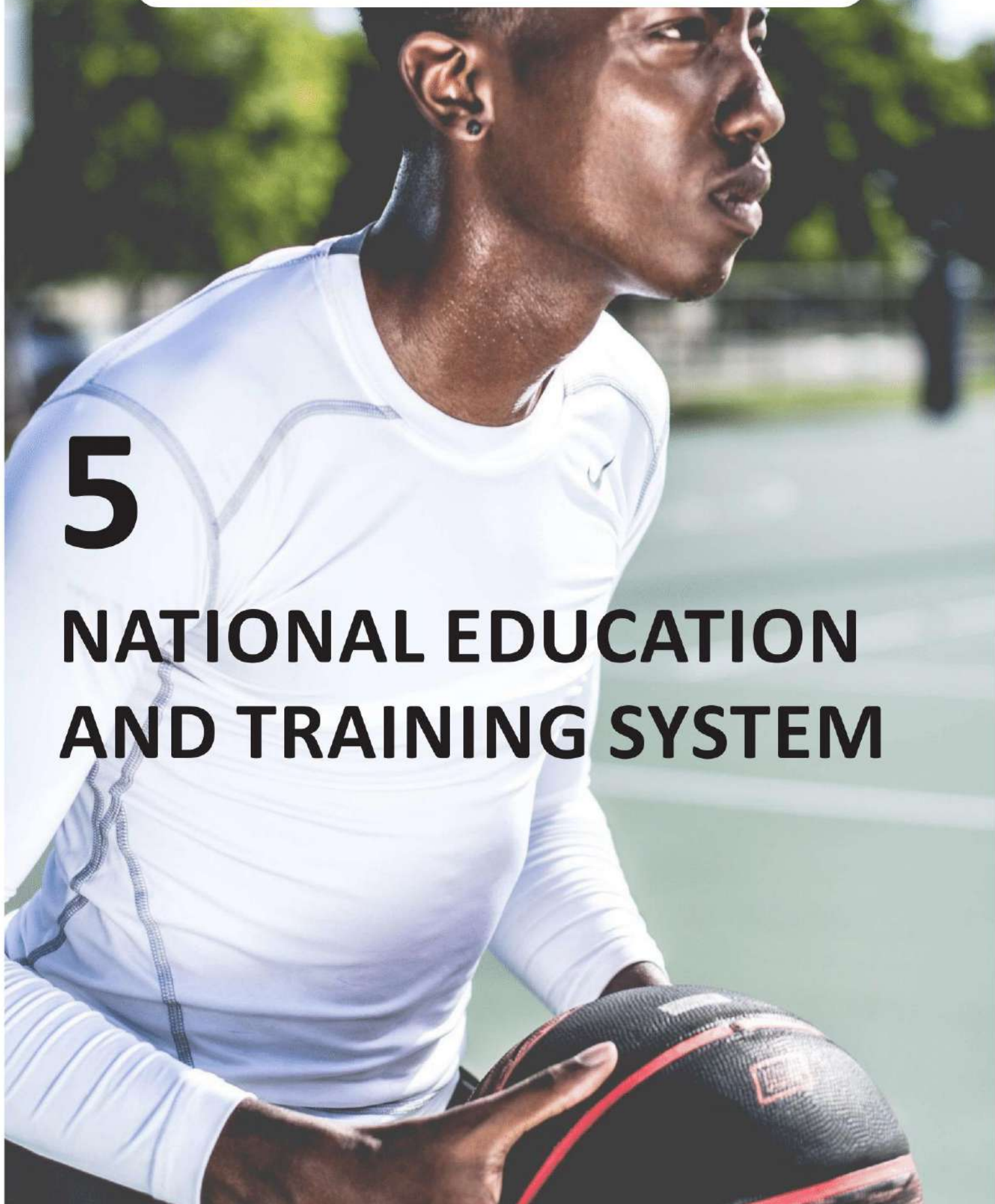


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

(Belgium website⁴¹, Vocasport⁴² and Euridyce 2013-2014⁴³)

a) Structure of Education

Since 1831 the Constitution has guaranteed freedom of organization in the Belgian educational system. The post-war educational system was explicitly oriented towards raising the level of education of the population and the democratization of education. The financial barriers which restricted school attendance were removed. Primary and secondary education became free and an extensive system of social allowances and grants was introduced. The level of education in Belgium today is one of the highest in Europe. Responsibility for education was devolved to the three communities in 1988, with the exception of: the length of compulsory education, the minimum conditions for the award of certificates and the pension scheme for teachers, which remains a federal responsibility (Simon, van Griethuysen, Hellemans, Verhelpen & De Streel, 2001⁴⁴). Two groups organize the structure of education: the private sector and the public sector. The latter includes municipalities, provinces and communities. There are three education networks: community schools, subsidized private schools (mainly catholic schools) and subsidized official schools (organized by communes and provinces). Each organizing authority is entitled to set up any type of school: nursery, primary, secondary, higher, special, art, social advancement.

Schooling is compulsory from the age of 6 to 18, but at the age of 15, pupils can transfer to a part-time system (part-time vocational secondary education). Nursery schools can be attended at the age of two and a half. Primary education lasts 6 years and is followed by another 6 year cycle of secondary education. Secondary education starts at 12 years of age. Secondary education includes general, technical, artistic and professional programmes. Education is free throughout the period of compulsory education. In the case of higher education (university or non-university), registration is subject to the payment of a registration fee. In 1989, competence for education was transferred to the communities. Simultaneously, a greater autonomy has been granted to schools. Since September 2004, higher education in Belgium has been modified to follow the Bologna process including three studying cycles (bachelor, master and doctorate) and in which each year equals 60 credits.

b) Vocational Education and Training (VET) system

In Belgium, vocational education and training exists at the level of secondary education and at the level of higher education. Vocational secondary education is a practice-oriented type of education in which young people learn a specific occupation in addition to receiving general education. From the age of 15 or 16, pupils can transfer to a part-time system. They can choose training in part-time vocational secondary education. They can also opt for a work placement while receiving entrepreneurship training or for a recognized part-time training course. After their training, they receive a "Qualification Certificate". Adults can also choose to follow this Vocational Education and Training system. Different Flemish, German and French-speaking awarding bodies deliver this kind of Vocational Education and Training in part-time or full time for young people and adults. Center for Part time Education (CDO: Centra voor Deeltijds Onderwijs; ZTU: Zentrum für Teilzeitunterricht; CEFA : Centre de formation en alternance), Part time training center

⁴¹ Official Belgium internet website, idem

⁴² De Knop, P., Wylleman, P., Leblieq, S. (Vocasport 2004), op. cit.

⁴³ The structure of the European Education Systems 2013-2014. Schematic Diagrams (2013-2014),.

http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf, available on December 14, 2013.

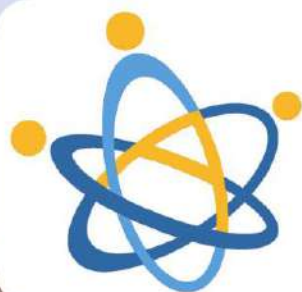
⁴⁴ Simon, R., van Griethuysen, C.-A., Hellemans, J., Verhelpen, P., De Streel, J.-M. (2001). Vocational education and training in Belgium. Thessaloniki: European Centre for the Development of Vocational Training.

(CDV: Centrum Deeltijdse vorming), Training in middle and small-sized enterprises (EFP : Espace formation PME; IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen mittelständischen Unternehmen), The Flemish Agency for Entrepreneurial Training (SYNTRA: Het Vlaams Agentschap voor Ondernemersvorming), Walloon Institute of part-time training for freelance and middle and small-sized enterprises (IFAPME : Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises).

The general condition for admission to higher education is the certificate of secondary education (Diploma hoger secundair onderwijs - Certificat d'enseignement secondaire supérieur). This could be obtained through the education system, but also vocational educational training (VET). In the latter, the delivery of the diploma or degree is examined by a Commission (Jury Central, Examencommissie).

Higher education comprises education leading to the Bachelor's and the Master's degree as well as post-graduate education and doctoral programmes. Bachelor education is profession or academic oriented and last 3 years. Master education is academic oriented and can have a professional orientation besides. Higher education is provided by the colleges of higher education and the universities. Colleges of higher education provide higher professional education leading to the Bachelor's degree. They can also organize academic education leading to the Bachelor's degree. Colleges give their students high-quality initial training in both theory and practice, to produce support material, to carry out applied research, to implement continuing training schemes, to cooperate with the socioeconomic world and to cooperate internationally. Universities provide higher academic education leading to the Bachelor's or Master's degree. The tasks of universities are to safeguard, disseminate and advance science and knowledge. Research and education are therefore closely linked, whereas the purpose of the training given to colleges is to pass on scientific knowledge and its applications in the various occupations for which they educate students. Up to now, people wishing to teach in general upper secondary education and higher education need to obtain an additional certificate, the 'aggregatiediploma - agrégation de l'enseignement secondaire supérieur'. This certificate may be obtained either while completing a licence or after a licence has been obtained (Simon et al., 2001⁴⁵).

⁴⁵ Simon, R., van Griethuysen, C.-A., Hellemans, J., Verhelpen, P., De Streel, J.-M. (2001), *op.cit.*



ESSA-SPORT

Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING SYSTEM



6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

a) The current situation and system

In Belgium, universities on the one hand and university colleges (Hautes écoles - Hogescholen) on the other hand provide sport programmes in higher education leading to bachelor or master in physical education or “sport sciences and physiotherapy” (Sciences de la Motricité). Indeed, since the academic year 2004-2005, the bachelor-master structure has been applied in higher education. Three years of study at college lead to a professional bachelor diploma, while students who successfully achieved three years of study at university obtain an academic bachelor diploma. With this academic diploma, they can obtain a master diploma after one or more years of study. The first Master degrees were delivered in 2009.

Besides these educational institutes, other organizations offer training programmes to become a sport animator, a sport instructor or a sport coach.

At national level, the Royal Belgian Football Association organizes football coaches education at different levels (included UEFA level)⁴⁶. These are recognized by the communities and their Sport Ministry and administration. A convention does exist between Adeps, Sport Vlaanderen and the trainer school for football trainers of the Royal Belgian Football Association. It fixes the recognition through a standard process⁴⁷. The diploma and experience accreditation are needed, as well as, for foreigners, a letter from the director of their football federation and a curriculum vitae.

At regional level, the sport training provider (VTS - Vlaamse Trainersschool) of the General Commissioner’s Office for the Advancement of Physical Development, Sports and Outdoor Recreation (ex-Bloso, renamed Sport Vlaanderen) offers coach education in more than 50 sports in Flanders.

In the French-speaking part of Belgium the DG sport (Adeps - Administration générale de l’aide à la jeunesse, de la santé et du sport) organizes coach education in more than 60 sports disciplines with the sport federations.

Finally, different fitness organizations organize courses to become fitness-instructor, personal trainer, etc. Note that there is a sport federation in Flanders for fitness which is recognized by Sport Vlaanderen and provide fitness courses in cooperation with the Flemish school for trainers (VTS).

b) The main stakeholders

1) Sport and secondary education

The Communities in Belgium make it possible to follow secondary school including specific sport programmes: “sport études” in the French speaking Community and option “sport” in Flanders. Also, other specific programmes do exist for young elite athletes. These elites are recognized by their Community as elite athletes, future elites or training partners. They are given the possibility to train at high level while receiving education. They are called top sport in Flanders and secondary education in high level sport (humanités sportives de haut niveau) in the French speaking Community (Belgium website⁴⁸).

⁴⁶ Belgian sport federation of football, <http://www.belgianfootball.be/fr/devenez-entraîneur>, available on January 21, 2019.

⁴⁷ Belgian sport federation of football, <http://www.belgianfootball.be/fr/%C3%A9quivalences>, available on January 21, 2019.

⁴⁸ Belgium official website, http://www.belgium.be/fr/formation/enseignement/secondaire/sport_et_etudes, available on January 21, 2019.

2) Higher Education

Higher education is provided by the universities and university colleges. The Ministries of Education are responsible for the general educational policy. The evaluation of university education is being conducted by the Flemish or French Interuniversity Council in their Community and the evaluation of university colleges by the Flemish or French Inspection of Higher Education in their Community.

In Flanders, the VL.I.R. (Flemish Interuniversity Council) and the VLHORA (Flemish Council for university colleges) are important actors in policy making and regulation. The VL.I.R. and VLHORA are umbrella organizations of the Flemish universities and university colleges respectively. They function as a forum of debate and policy making. The VLIR is an autonomous public body with its own institutional status. This council consists of members who represent the Flemish universities. It defends the interests of the universities and gives advice to the Flemish government on university matters (consultation, advices and recommendations). In addition, the council organises consultation between the universities (Flemish Interuniversity Council website⁴⁹). The VLHORA is a public utility institution. It gives advices to the Flemish authorities on all policy aspects regarding university college education, applied research, social services and the practice of the arts. It organises and stimulates consultation between the institutions on all issues related to the university colleges (Flemish Council for university colleges' website⁵⁰). VLHORA and VLIR organise and coordinate external quality assurance through the external reviews of programmes (Flemish Qualifications Structure, 2012⁵¹).

Another important actor in Flanders is the Flemish Education Council (VL.O.R – Vlaamse Onderwijs Raad). The VL.O.R advises the Flemish Minister of Education concerning the educational policy that has to be pursued. Policy makers have to ask advice from the VL.O.R. before taking decisions. The only exception is budget matters. The VL.O.R. has also the right to take the initiative in advising policy makers. The Minister is not obliged to follow this advice. This independent body facilitates democratic deliberation for all participants in the educational process (Verhoeven & Beuselinck, 1996⁵²). The VL.O.R. is a place for deliberation concerning education among representatives of organizing authorities, teacher unions, parents associations, representatives of socio-economic associations, representatives of the Ministry of the Flemish Community and experts. The VL.O.R. also gives advise on qualifications and on the protocol the Accreditation Organisation of the Netherlands and Flanders (NVAO-Nederlands-Vlaamse Accreditatieorganisatie) is using.

In the French speaking Community, the French speaking Minister of Higher Education is competent for higher education in the French Community (there is also a Minister for mandatory Education).

In the latter, there is also an Interuniversity Council (CIUF - Conseil interuniversitaire Franchophone) and an university colleges council (CGHE - Conseil général des Hautes Ecoles). The CIUF is a public interest body created through decree⁵³. It consists in an official round table for academics, students, politics, trade unions and administrative to meet. Its missions are to give advice to all aspects regarding university education, to organize dialogue between university institutions and with students and other higher education institutions, to promote collaboration between universities and faculties and to represent them. The CGHE is an organism created by decree⁵⁴ which organize higher education in the 21 university colleges. The CGHE

⁴⁹ Flemish Interuniversity Council website, <http://www.vlir.be>, available on January 21, 2019.

⁵⁰ Flemish Council for university colleges website, <http://www.vlhora.be>, available on January 21, 2019.

⁵¹ Flemish Qualifications Structure (December 2012), , <http://vlaamsekwalficatiestructuur.be/wat-is-vks/meer-info-en-downloads/files/Brochure-Wegwijs-in-kwalificaties-EN-2012.pdf>, available on January 21, 2019.

⁵² Verhoeven, J.C. & Bueselinck, I. (1996). Hoger onderwijs in Vlaanderen (België). Een rapport voor de OESO. Leuven: KULeuven.

⁵³ Decree of the French speaking Community of the 9th of January 2003

⁵⁴ Decree of the French speaking Community of the 5th augustus 1995

groups different actors from higher education. Its missions are to advise the government about all questions regarding higher education in university colleges and promote collaboration between them. Its also has to deliver an advice on individual question regarding recognition of professional or scientific occupations and equivalence of degree obtained in another country.

The French speaking community has an Education and Training Council (CEF: Conseil de l'éducation et de la formation) giving opinions to the French-speaking Ministry of Education. This Council includes representatives from education and training. Its main task is to promote the training and education organized or subsidized by the community. It gives opinions on various issues. It is then up to the various organizing authorities to put these opinions and recommendations into practice if they so wish. The yearly report on the situation of education and training published by the CEF is intended to make educational policy more transparent. Another major task of the CEF is to issue opinions on the relations between education, training and employment and on the theme of training for employment (Simon et al., 2001⁵⁵).

In the German speaking Community, there is no university and no university college providing sport programmes. The German speaking Minister of Education is the competent body.

3) Sport administrations, sport federations and association of sport federations

In Flanders, the staff training department of Sport Vlaanderen coordinates training programmes organized by the Flemish Trainer School (Vlaamse Trainersschool – VTS). The Flemish Trainer School organizes training courses in more than 50 sports enabling students to graduate as sports initiator, instructor B, trainer B and trainer A. The VTS also organizes training courses giving access to jobs such as life guard, bath superintendent, administrator of sports facilities and sports official. The association of Flemish sport federations (VSF) organize management trainings for sport and administrative staff of sport federations which are recognize by Sport Vlaanderen.

In the French speaking Community, the ADEPS, through its service dedicated to training ("Vie fédérale - Formations de cadres sportifs) and the sport federations give the possibility to follow specific training in more than 65 sport disciplines to be initiator, educator and trainer for high level sport.. The courses are specific to each sport with the involvement of sport federations. General course for all sport are provided by ADEPS and specific courses are provided by each sport federation for its sport. Note that a mixed pedagogic commission (Adeps + sport federations concerned) supervise the quality of the training. Also, with the lifeguard sport federation or other non-profit organizations specialized in first aid and lifeguard training, there is the possibility to follow courses giving access to jobs, such as life guard, recognized by the ADEPS. Finally, courses are given by the association of French speaking sport federations (AISF) to become sport leaders.

4) Other sport federations

Some specific courses could be given by national sport associations (or sport federations). For instance, the national sport federation of football (URBSFA / KBVB) provides sport training programmes to become trainer or official in football (and futsal). For football trainers, the diplomas are: initiator brevet C, brevet B, brevet A, UEFA-B, UEFA-A, UEFA-Pro. These diplomas are recognized by Sport Vlaanderen and Adeps (URBSFA / KBVB website⁵⁶).

⁵⁵ Simon, R., van Griethuysen, C.-A., Hellemans, J., Verhelpen, P., De Streel, J.-M. (2001), *op.cit.*

⁵⁶ Belgian sport federation of football, <http://www.belgianfootball.be/fr/devenez-entraineur>, available on January 21, 2019.

At the same time, the field hockey sport federation and its communities leagues organize course to become a trainer/coach in field hockey.

5) Belgian Olympic and Interfederal Committee (BOIC)

The Belgian Olympic and Interfederal Committee has built a partnership with two universities in Belgium (Université catholique de Louvain and University of Ghent) to develop a training for sport leaders called “management of sport organizations – Belgian Olympic Academy”. This programme is available every two years and is an interuniversity certificate delivered by one of the two universities involved (changing every two years)⁵⁷.

6) Fitness organisations

Some private fitness organizations provide courses to become a fitness instructor or personal trainer.

The BBF&W (Belgian association of professionals in the fitness and wellness industry) and the fitness sport federation (De FitnessOrganisatie vzw) recognized by Sport Vlaanderen in Flanders have created the Fitness Faculty⁵⁸ in link with the trainings provided by the Vlaamse Trainersschool. The trainings provided by the Fitness Faculty are thus recognized by the Vlaamse Trainersschool: individual fitness initiator, instructor B or trainer A and group fitness initiator, instructor B. The fitness sport federation (De FitnessOrganisatie vzw) is since January 1, 2009 recognized through the project European Social Funding such as a test centre⁵⁹.

7) Other training providers

In Flanders, Syntra, which is the Flemish Agency for Entrepreneurial Training, organize course to become a sport health assistant (sportverzorger) (Syntra website⁶⁰).

In Wallonia, the IFAPME, which is the Walloon Institute of part-time training for freelance and middle and small-sized enterprises organize, in partnership with the association of sport facilities (AES= Association des Etablissements Sportifs), courses in management of sport facilities. This training is recognized by the Ministry of Sport (IFAPME website⁶¹)

c) The national map of stakeholders

Representing in a single figure the main stakeholders and their relationships in Belgium was a real challenge. Indeed, each Community (French, Dutch and German-speaking) has its own system and process regarding sport training and qualifications. In Flanders, they already have a very structured process for sport qualification recognition for the different levels involving sectoral social partners, socio-economic council, agency for quality assurance, Flemish government, etc. In the French and Dutch-speaking Community, the sport administration (ADEPS) and the ministries will first take the lead. Therefore, we chose to present a map for each Community with regard to the stakeholders involved in the Community-level (excluding

⁵⁷ Belgian Olympic Academy, <http://www.uclouvain.be/204678.html>, available on January 21, 2019.

⁵⁸ Fitness Faculty website, <http://www.fitness.be/opleidingen>, available on January 21, 2019.

⁵⁹ Fitness Faculty website, <http://www.fitness.be/opleidingen>, available on January 21, 2019.

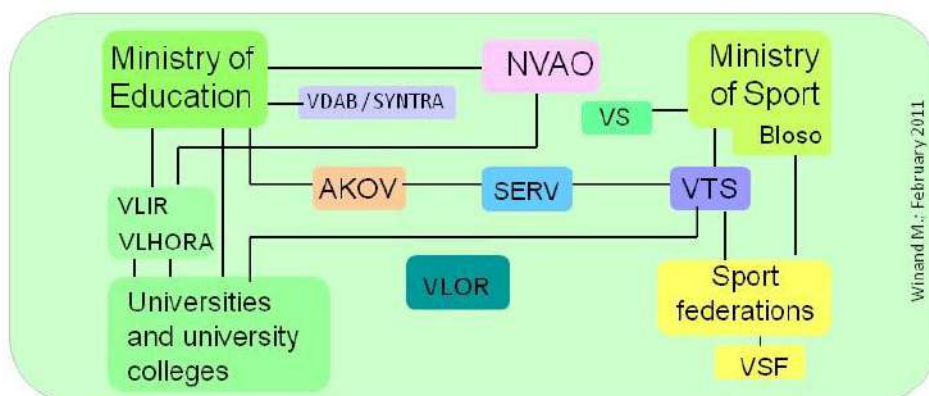
⁶⁰ Flemish Agency for Entrepreneurial Training website, http://www.syntrabrussel.be/opleidingen/zoek?ZoekTrefwoord=&ZoekThema%5B%5D=BSG&ZoekThema%5B%5D=BSG_SPRT, available on January 21, 2019

⁶¹ Walloon Institute of part-time training for freelance and middle and small-sized enterprises, <http://www.ifapme.be/formations-a-un-metier/trouver-une-formation-a-un-metier/catalogue-des-formationen-a-un-metier/gestionnaire-dinfrastructures-sportives-chef-d-entreprise.html>, available on January 21, 2019

stakeholders from regional and national levels at first⁶²). Then, we group the three maps into one which synthesizes the stakeholders in Belgium and their relationships.

At each Community-level, we highlighted their Ministry of Sport and their Ministry of Education. We also show key organizations involved in the accreditation or validation process, giving advices or crucial actors in the sport sector. Vocational education and training in sport is represented by VET, and is mainly the Vlaamse Trainersschool for Flanders and Adeps for the French speaking Community in partnership with the sport federations. Universities, university colleges provide sport programmes, as well as some public training providers (Syntra, IfAPME) developing strong linked with the public agency for unemployed people (Forem in Wallonia, VDAB in Flanders and Actiris in Brussels).

Figure 6.1. Map of main stakeholders in Education and Sport in the Flemish speaking Community of Belgium



Legend:

- AKOV: Agentschap voor Kwaliteitszorg in Onderwijs en Vorming (Agency for Quality Assurance in Education and Training)
- Bloso: Agentschap voor de Bevordering van de Lichamelijke Ontwikkeling, de Sport en de Openlucht recreatie (Agency for the Advancement of Physical Development, Sports and Outdoor Recreation)
- NVAO: Nederlands-Vlaamse Accreditatieorganisatie (Accreditation Organisation of the Netherlands and Flanders)
- SERV: Sociaal-Economische Raad van Vlaanderen (Flanders Social and Economic Council)
- SYNTRA: Het Vlaams Agentschap voor Ondernemersvorming (Flemish Agency for Entrepreneurial Training)
- VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (Flemish public service for employment and training)
- VLHORA: Vlaamse Hogeschoolraad (Flemish Council for university colleges)
- VLIR: Vlaamse Interuniversitaire Raad (Flemish Interuniversity Council)
- VLOR: Vlaamse onderwijsraad (Flemish education council)
- VS: Vlaamse Sportraad (Flemish sport council)
- VSF: Vlaamse Sportfederatie (association of Flemish sport federations)
- VTS: Vlaamse Trainersschool (Flemish Trainer School)

In the Dutch speaking Community or Flanders (Figure 6.1.), the crucial stakeholders are the Ministries of Education and Sport. The latter, with its sport administration, namely Sport Vlaanderen, and the Flemish trainers school (VTS) organize and recognize sport qualifications. The VTS will be a key stakeholder in sport qualifications recognition for vocational education and training (levels 1-4 +5). VTS and SERV (Flanders Social and Economic Council) will work together for this purpose. To remind, VTS collaborate with Sport Vlaanderen, sport federations, universities and university colleges. Finally, a new agency has been created in May 2009, the Agency for Quality Assurance in Education and Training (AKOV) to implement the (sport) qualifications. VDAB and Syntra are public training providers. Note that Syntra is also active in Brussels. The professional qualifications for all sectors are developed and validated by the same procedure (sectoral social partners & SERV, AKOV, Flemish Government, see here after). It is the same for the fitness (and wellness) sector.

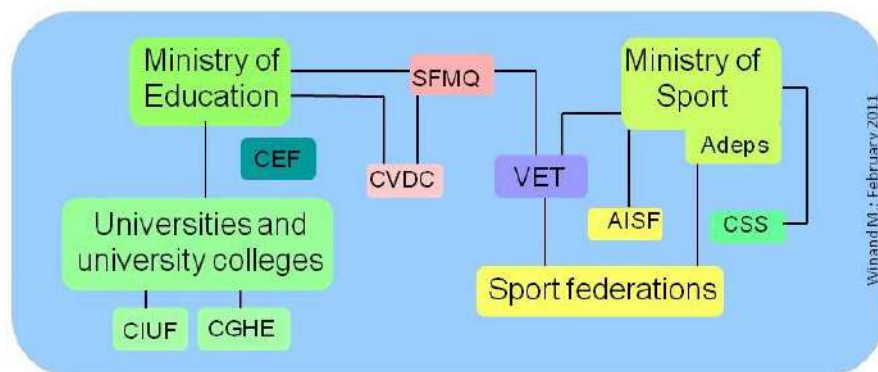
⁶² Note that Flanders mainly corresponds to the Dutch speaking Community of Belgium, but the latter also includes Dutch speaking inhabitants living in Brussels.

For higher education, the interuniversity council (VLIR) and the university colleges council (VLHORA) will examine the quality assurance. These councils which include social partners are representative. NVAO (Accreditation Organisation of the Netherlands and Flanders) will accredit, thus it will acknowledge the description made by the universities and universities colleges, verified by the councils, as qualifications.

The VLOR which groups representing people from different organizations (VLIR, VLHORA, SERV, VDAB, SYNTRA, etc) will give advice to the government. It also includes social partners. As well, the Vlaamse Sportraad (VS) could also give advice regarding sport matters.

VDAB and SYNTRA are training providers for professional qualifications. They can provide training programmes based on professional qualifications.

Figure 6.2. Map of main stakeholders in Education and Sport in the French speaking Community of Belgium



Legend:

- ADEPS: Administration générale de l'aide à la jeunesse, de la santé et du sport, DG sport (Administration for youth, health and sport)
- AISF: Association Interfédérale du Sport Francophone (association of French speaking sport federations)
- CEF: Conseil de l'éducation et de la formation (Council for Education and Training)
- CGHE: Conseil général des Hautes Ecoles (University colleges council)
- CIUF: Conseil interuniversitaire Francophone (Interuniversity Council)
- CSS: Conseil supérieur de l'Education physique, des Sports et de la Vie en Plein air (French speaking sport council)
- CVDC: Consortium de validation des compétences (Consortium of validating competences)
- SFMQ: Service francophone des Métiers et Qualifications (French speaking service for jobs and qualifications)
- VET: Vocational Education Training (sport training providers)

In the French speaking Community (Figure 6.2.), the crucial stakeholders are the ministries of Education and Sport. There is a procedure to validate qualification obtained through lifelong learning, experience or training (also in Flanders). It involves a validating body (Consortium de validation des compétences - CVDC) composed of different public organizations in charge of professional training (e.g. Forem, IFAPME, etc). The CVDC is supervised by the Walloon region and the French speaking Community (including its commission in Brussels) (CVDC website⁶³). It is in charge of the organization of the validation process for competences. Another organization which should work in partnership with CVDC and called service for jobs and qualifications (Service francophone des Métiers et Qualifications – SFMQ) has been created in order to organize the production of jobs profiles and training profiles. It will strengthen the link between the labour market and education and training and give the possibility for actors in the labour market, education and training to obtain information about the real competences acquired by people.

Nevertheless, the procedure is not yet implemented for the sport sector. In that case, the sport administration (ADEPS) will take the lead with its department organizing sport training with the sport federations.

⁶³ Consortium de validation des Compétences - CVDC website, <http://www.cvdc.be>, available on January 21, 2019.

For higher education, universities and university colleges, with their council, and the Ministry of Education are the competent bodies. The CEF (Council for Education and Training) give advice to the Ministry of Education. The CSS (French speaking sport council) gives advice to the Ministry of Sport.

Figure 6.3. Map of main stakeholders in Education and Sport in the German speaking Community of Belgium

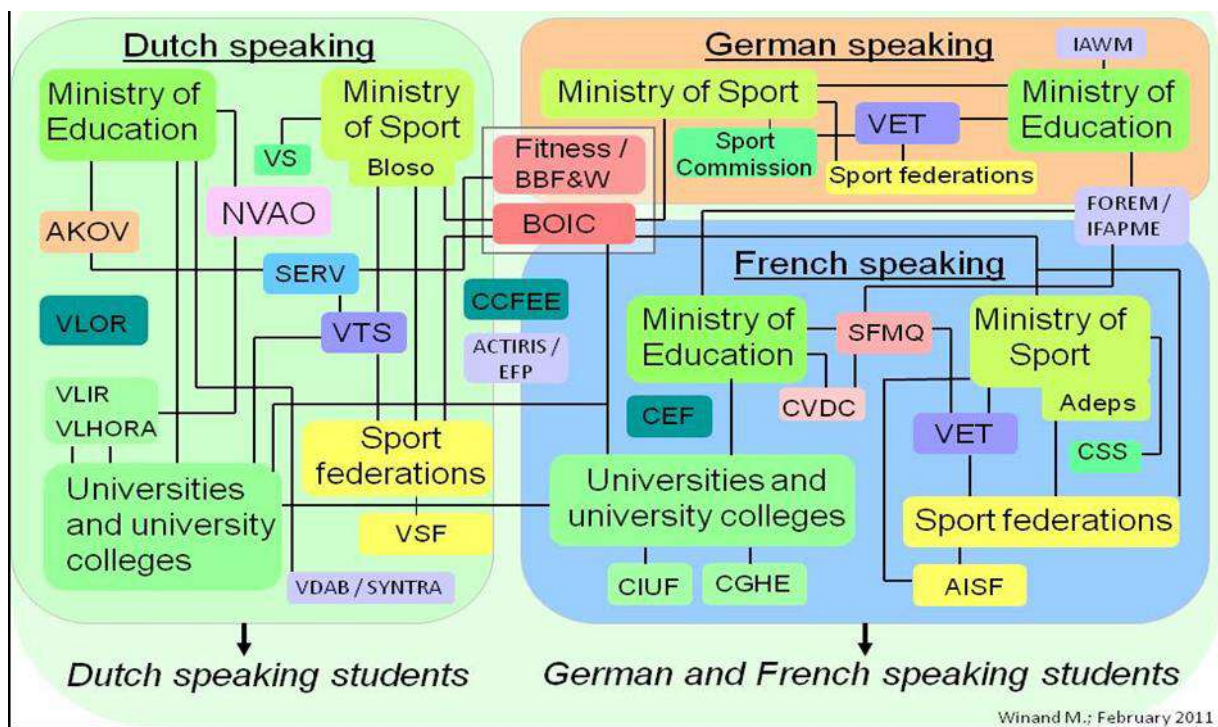


In the German speaking Community (Figure 6.3.), the IAWM (Institut für Aus- und Weiterbildung im Mittelstand und in den kleinen und mittleren Unternehmen - Training in middle and small-sized enterprises) is in charge of the elaboration of the “Regional” Qualification Framework in the German speaking Community and its link with EQF. Regarding Sport, the Sport Ministry and its Sport Commission, together with the Ministry of Education are the main stakeholders. Due to the small size of the German speaking Community, the cooperation with organizations in the French speaking Community within the Walloon region would be necessary.

We summarize all the information given for each Community into a unique map for Belgium (Figure 6) in which we include the regional and national stakeholders we did not yet include. The regions are represented as a bridge between two Communities: French and Dutch speaking for Brussels; German and French speaking for Wallonia. The national level involves all the three Communities. It is shown through the bridge involving Fitness organizations, BBF&W and the Belgian Olympic and Interfederal Committee (BOIC).

Employment is a competence from the region, therefore the public service related to employment concerns the three region: Flanders, Brussels and Wallonia. Public training providers for unemployed people are thus linked to a specific region: Forem for Wallonia, Actiris and “Bruxelles Formation” for Brussels, VDAB for Flanders. Note that as far as we know, “Bruxelles Formation” does not provide training in the sport sector, which is the reason why we did not include it in the map. The public services have the “Répertoire Opérationnel des Métiers et des Emplois” (ROME) coming from France has reference and adapt it to develop a common reference for Belgium (ROME III).

Figure 6.4. Summary Map of main stakeholders in Education and Sport in Belgium



Legend:	
National level	BOIC: Belgian Olympic and interfederal Committee
	Fitness: Private fitness organizations not recognized by public administrations
Brussels-capital region	BBF&W: Belgische Beroepsvereniging voor de Fitness - en Wellnessindustrie (Belgian association of professionals in the fitness and wellness industry)
	ACTIRIS: Regional brussels office of employment
	EFP: Espace Formation PME (Training in middle and small-sized enterprises)
Walloon region	CCFEE: Commission consultative Formation-Emploi-Enseignement (Advisory Commission Training-Employment-Education)
	FOREM: Service public de l'emploi et de la formation professionnelle en Wallonie (French speaking public service for employment and training)
	IFAPME: Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises (Walloon Institute of part-time training for freelance and middle and small-sized enterprises)

The Advisory Commission Training-Employment-Education (Commission consultative Formation-Emploi-Enseignement – CCFEE) gives advice to Ministries, Bruxelles Formation and Actiris. It helps a better cooperation between the different policy in training, employment and education in Brussels (region).

Several training providers in middle and small-sized enterprises do exist in the different Communities and Regions and could have a role as sport training providers (e.g. manager of sport facilities). They are EFP (Espace formation PME) in Brussels, SYNTRA in Flanders, IFAPME in Wallonia and IAWM in the German speaking Community. The latter provide courses in different field for being freelance, self-employed business person/professional, managers.

d) Situation around the national qualification framework and European Qualification Framework

In Flanders, the Flemish Qualification Framework (Vlaamse Kwalificatie Structuur – VKS – ANNEX 3, versión 2012) has been approved by the Flemish parliament on April 30, 2009. The qualifications framework and the level descriptors are laying down. It describes the required knowledge and skills as well as the context and level of autonomy and responsibility which the competences imply. Also, it lays down the kinds of qualifications as well as the procedures to recognize them (Vlaamse Overheid, 2009⁶⁴). As specified in the restructuring in higher education, the Parliament Act specifies that the bachelor, master and doctor are equivalent to the descriptors of level six, seven and eight, respectively. In line with the European Qualification Framework, the Flemish Qualification Framework chose a 8-level reference.

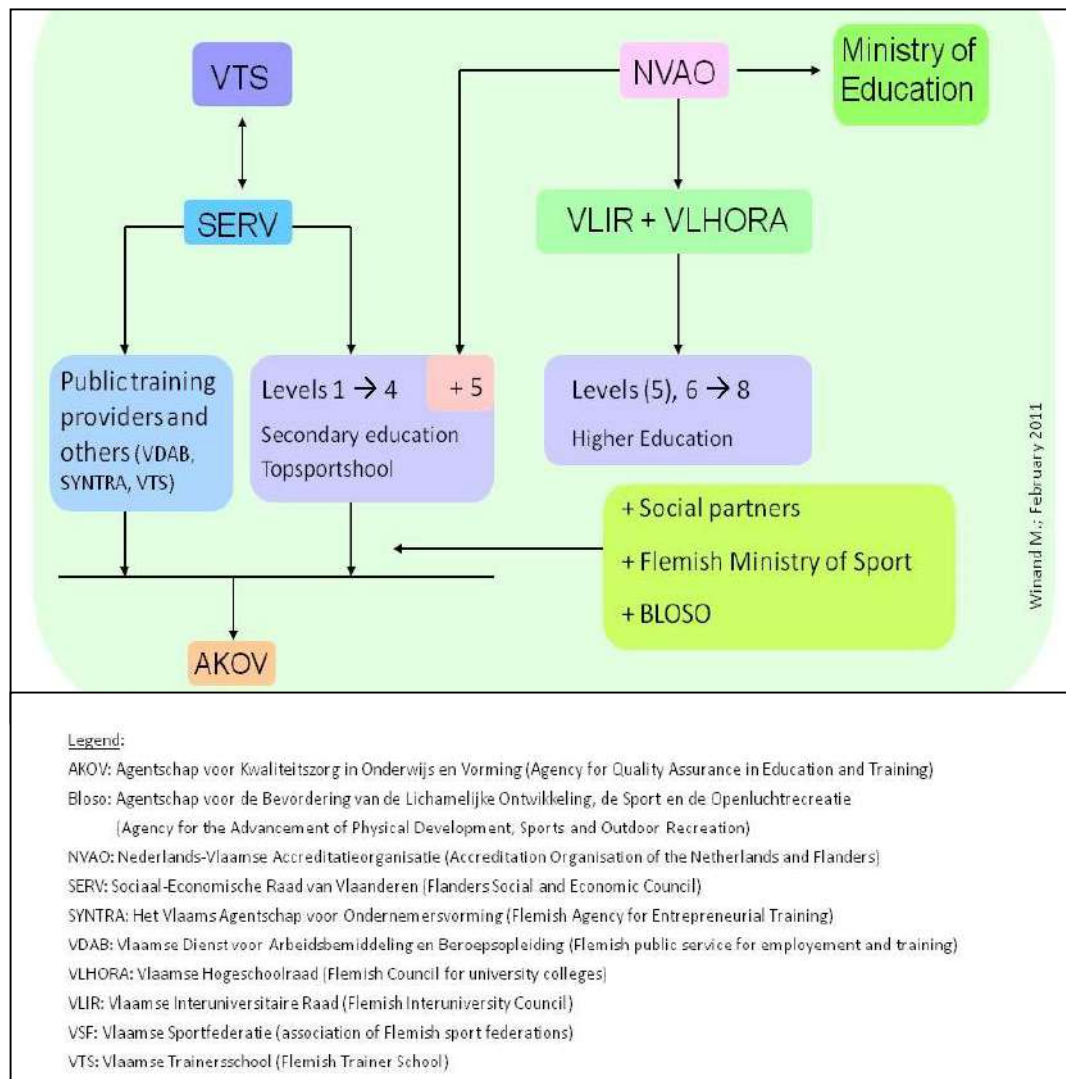
The following text comes from a report made by the Department Education and Training from the Flemish government (Departement Onderwijs en Vorming van de Vlaamse Overheid, 2009, see Appendix 1 for full text). It summarizes the process of qualification recognition for Flanders.

“The Parliament Act distinguishes between professional and educational qualifications. An professional qualification is a set of competences allowing an individual to exercise a profession. Individuals may acquire professional qualifications both inside and outside education. Professional qualifications are situated on all levels of the qualifications framework. An educational qualification is a set of competences an individual to participate in society, to start further education and/or to exercise professional activities. An individual can only acquire an educational qualification through education and only institutions recognized by the Flemish authorities can grant certificates for these qualifications. The occupational profiles developed by the Flanders Social and Economic Council, SERV for short, serve as the basis for the professional qualifications. The SERV submits the occupational profiles for acknowledgement as a professional qualification to the competent service of the Flemish government, the Agency for Quality Assurance in Education and Training [AKOV]. The educational qualifications contained on the levels one to five comprise combinations of final objectives and specific final objectives or recognized professional qualifications. The Agency for Quality Assurance in Education and Training develops proposals for educational qualifications at its own initiative or at the request of anyone involved. The institutes for higher education will describe the qualifications from level 6 to 8 on the basis of the subject-specific learning outcomes areas of their courses. The Accreditation Organisation of the Netherlands and Flanders, NVAO for short, acknowledges these descriptions as qualifications.”

Figure 6.5. shows the global procedure and the organizations involved to recognized sport and leisure professional qualifications (Fitness, wellness and hair dressing is a separate sector, social profit is another sector, but the professional qualifications for all sectors are developed and validated by the same procedure (sectoral social partners & SERV, AKOV, Flemish Government).

⁶⁴ Flemish Qualifications Structure (December 2012), , <http://vlaamsekwalificatiestructuur.be/wat-is-vks/meer-info-en-downloads/files/Brochure-Wegwijs-in-kwalificaties-EN-2012.pdf>, available on January 21, 2019.

Figure 6.5. Procedures to recognise sports and leisure qualifications in Flanders



Levels 1 to 4 are vocational education training (VET) system, levels 6 to 8 are bachelor, master and doctorate in higher education and level 5 could be reached through education or training system. Finally, there is the possibility to obtain a sport professional qualification through public training providers or other organizations, as well as the validation of competences acquired through experience, for instance (lifelong learning).

Levels 1 to 4 + 5 qualifications are developed with the social partners within the SERV (Decree April 2009). VTS and SERV are responsible for the development of the learning outcomes (competences) in (sports) occupational profiles. Then the occupational profiles will be scaled into the Flemish Qualifications Framework by a commission (with social partners and educational and training partners) under the supervision of AKOV, the Agency for Quality Assurance in Education and Training which is in charge of the implementation of the Flemish Qualification Framework (FQF).

NVAO is responsible for the accreditation of the educational programmes in schools for higher education and centres for adult educations, which are based on a level 5 qualification. So, for level 5 qualifications the NVAO is not the validating body. NVAO is only the accreditation body for the educational programmes leading to a level 5 qualification. This is different from level 6-8 qualifications. In the latter case the NVAO is the validating body for the qualifications 6-8 and the accreditation body for the educational programmes in schools for higher education and universities leading to level 6-8 qualifications. For educational qualifications

level 6-8 the institutions for higher education (universities and university colleges) and VLIR, VLHORA and NVAO are responsible (Rita Dunon, Flemish Government, mail exchanges December 2010).

It is possible to obtain the same professional qualification through different training pathways. Education, VDAB and Syntra can all rely on the same professional qualifications validated in the Flemish Qualification Framework (FQF). Informal and non-formal learning (with assessment procedure) can lead to a professional qualification. However, all education and training programmes, as well as recognition of non-formal and informal learning (RNFIL) procedures concerned must be quality assured by the Flemish Government.

This process is well structured; however, there is still two main issues in the recognition and implementation of qualifications. First, SERV has not delivered any job profile. They want sector representatives (e.g. education and social partners) to validate the learning outcomes. Second, education partners want to qualify professional qualification but not general education (VLOR representative discussion, December 2010).

In the French speaking Community, there is a framework for higher education (see appendix) in line with the European Qualification Framework (EQF) in which bachelor, master and doctorate are level 6, 7 and 8 respectively (Decree, April 31, 2004: Décret définissant l'enseignement supérieur, favorisant son intégration dans l'espace européen de l'enseignement supérieur et refinançant les universités). A framework for level below (1-5) is under development and received advice from CEF. The CVDC and SFMQ are key stakeholders, with the Ministry for mandatory Education of the French speaking Community, to develop a "cadre francophone des certifications" (French-speaking Qualification Framework) in the French speaking Community of Belgium ⁶⁵.

⁶⁵ Cadre francophone des certifications, available on www.sfmq.cfwb.be on January 21, 2019.



ESSA-SPORT

Improving the Supply of Skills to the Sector

7

**FINDINGS FROM THE
EMPLOYER SKILLS
SURVEY**

7. FINDINGS FROM THE EMPLOYER SURVEY

The goal of the European Employer Skills Survey was to give insights into the current situation of employment and recruitment in the sports and physical activity sector and to investigate future skill needs. Following a wide desk research for existing Employer Skills Surveys in various sectors, some experts but also EOSE national members, ESSA-Sport European partners and European Sport Network Organisations were all engaged and actively consulted at various stage of the development of the questionnaire to gather views and opinions from the broadest range of stakeholders from the sector. Through this consultation process, it was unanimously agreed to target employers / organisations from the sport and physical activity sector and not individual employees. Overall, the goal of the survey was described to obtain information from employers to lay the foundations for generating and encouraging changes, modernisation and adjustment of strategies to cope with the realities and challenges of the labour market.

Once tested, revised and finalised in English, the questionnaire was then translated into 19 other languages. The online survey was then widely dispatched and promoted all over Europe using all possible channels (e.g. emails, newsletters, social media, websites, conferences, meetings, articles) with the goal to reach a maximum of stakeholders at the European, national regional and local levels.

The survey was structured as follows:

Section 1 - About respondent organisation

Section 2 - Employment and skills in respondent organisations (overview)

Section 3 - Employment and skills for specific occupational roles

Section 4 - Expectations of volunteers and paid staff

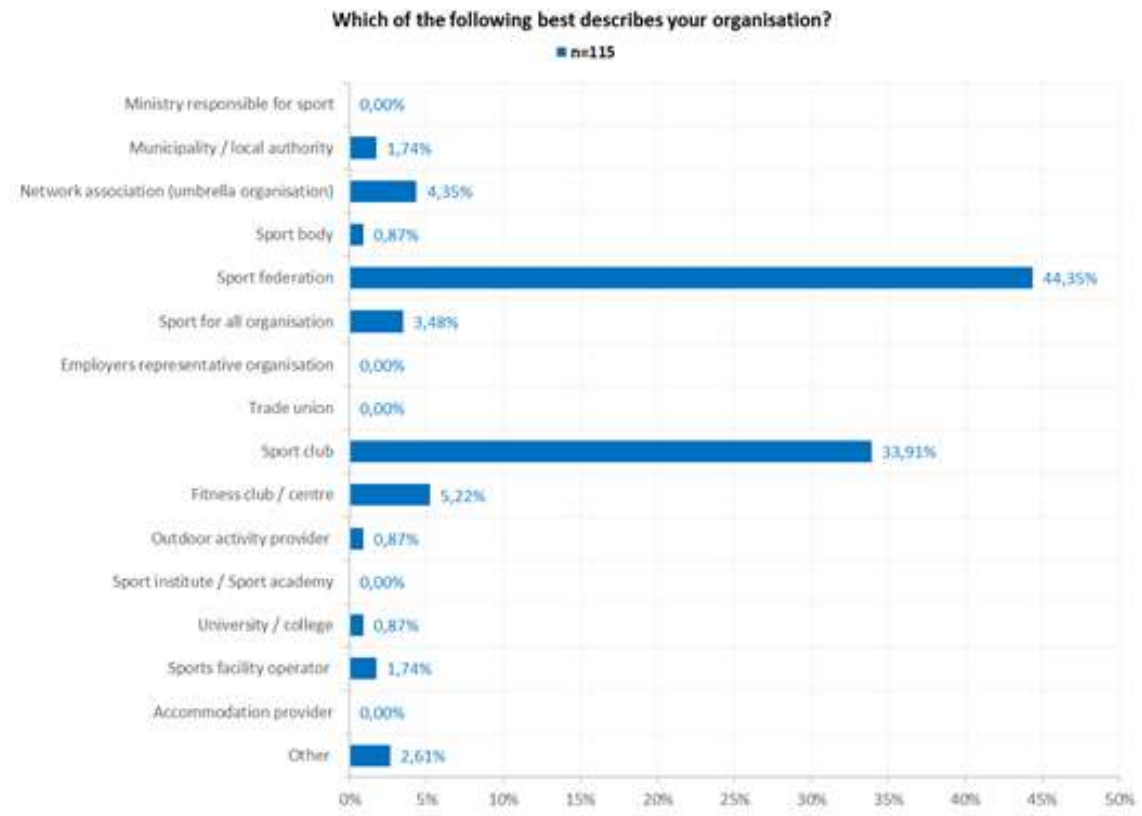
Section 5 - Recruitment of paid staff and volunteers

Section 6 – Key issues in the sport and physical activity sector

a) Organisations and employers covered by the survey in Belgium

The overall employer survey covered 3.812 answers, from which 115 came from Belgian employers (3%).

Table 7.1. Organisations and employers covered by the survey in Belgium

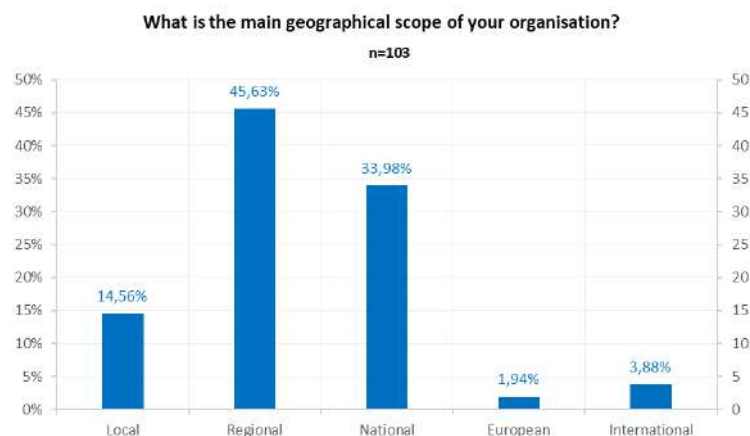


Before analysing the results of this employer survey, it is worth to remember that this survey deals with the perception employers have of the Sport and Physical Activity Sector, in their respective countries.

From the **115 surveys** we collected in Belgium

- 📍 44,35% came from sport federations,
- 📍 33,91% came from sport clubs,
- 📍 21,74% come from other employers (diverse).

Table 7.2. Main geographical scope of organisations

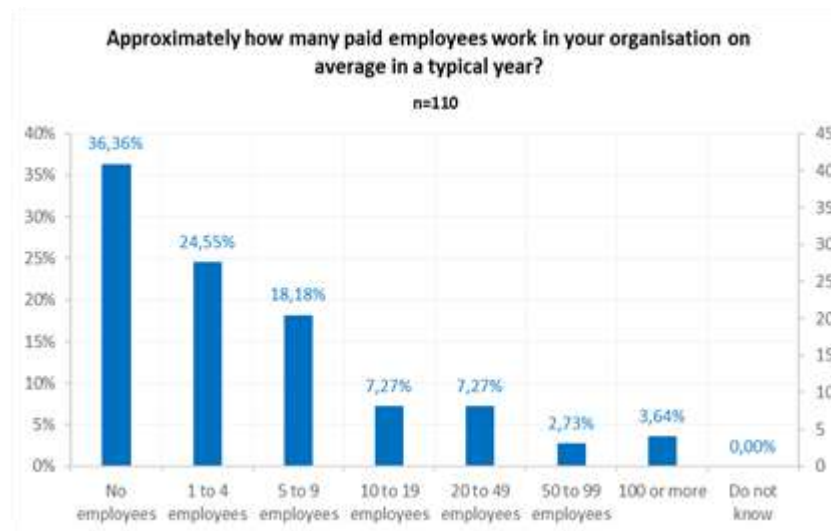


Regional organisations (sport federations are sub-divided in Belgium, according to the Regions; sport clubs affiliated to these federations) represented 45,63% of the answers, while 74,10% came from not for profit organisations (called asbl, in French, or vzw, in Flemish).

Small organisations, in terms of employment, dominated the sample, covering 79,09% of it

- ✎ 36,36% had no employees,
- ✎ 24,55% had 1 to 4 employees,
- ✎ 18,18% had 5 to 9 employees.

Table 7.3. Paid employees working in your organisation on average in a typical year

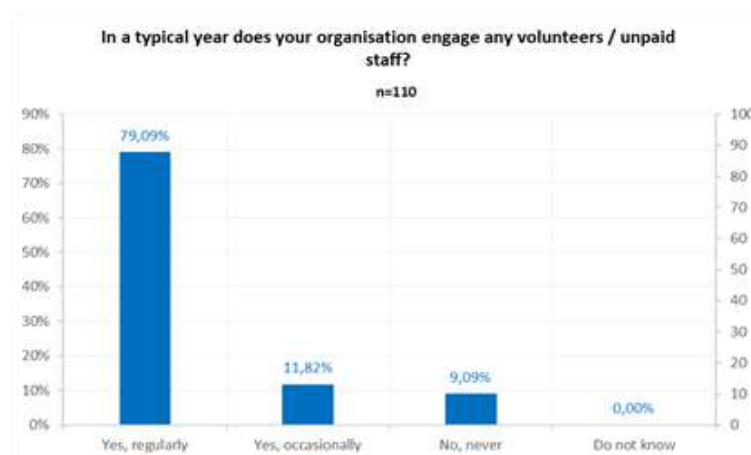


The majority of these organisations see

- ✎ no growth in employment over the last 12 months (69,90%)
- ✎ no growth in employment in the next 12 months (59,05%)

79,09% of them work regularly with **volunteers** and 11,82% do it occasionally.

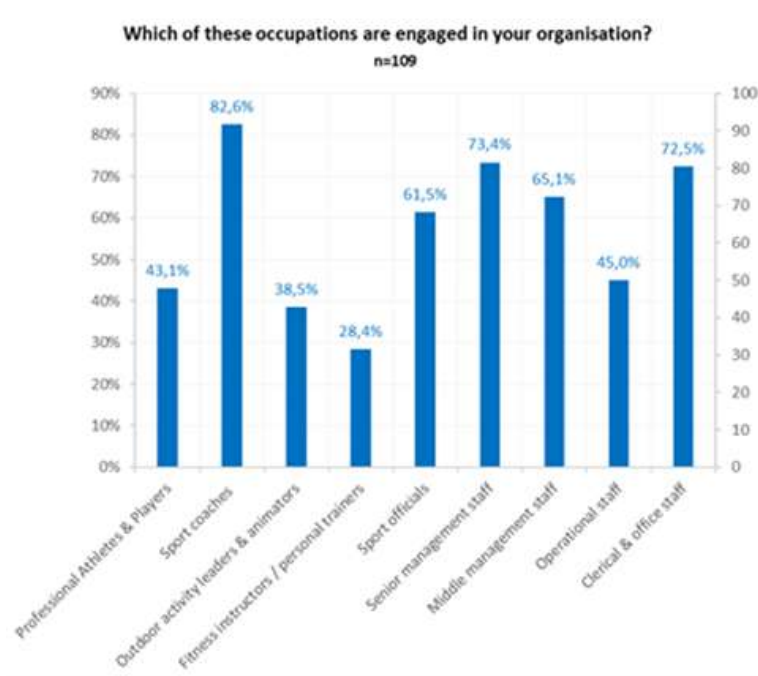
Table 7.4. Volunteers and unpaid staff in your organisation in a typical year



As a conclusion, when analysing the occupations, it appears that volunteers mostly occupy them. Nevertheless, it is worth to note that

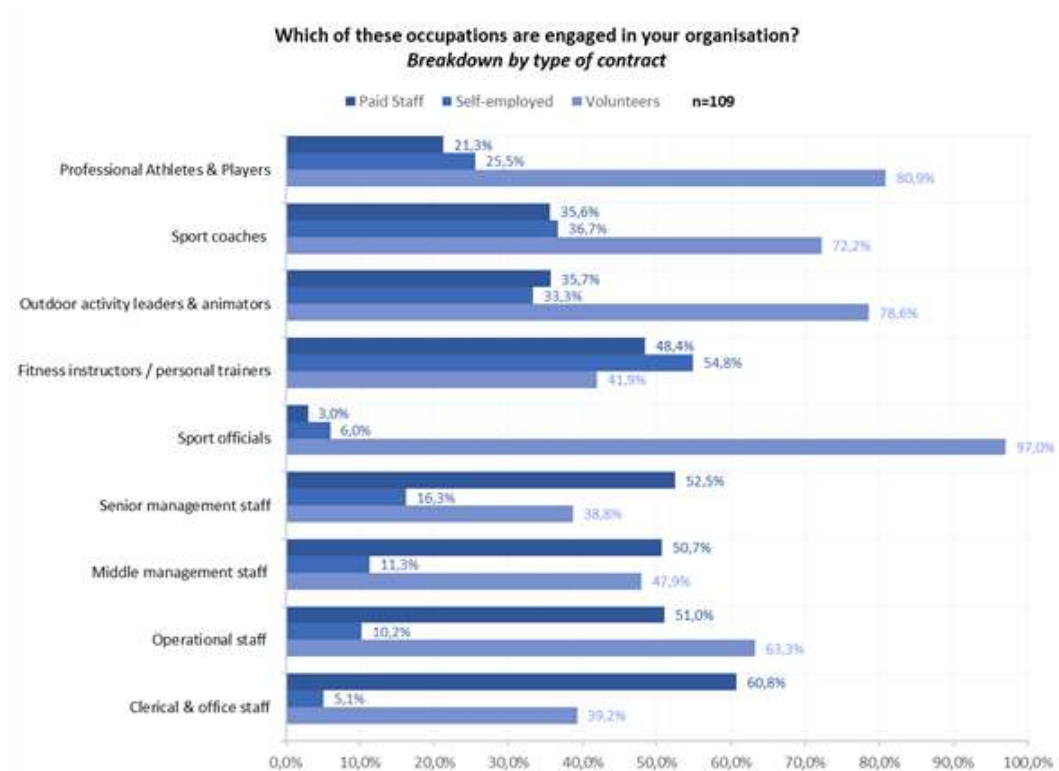
- ⚙️ Fitness instructors and personal trainers present a balanced repartition between paid staff (48,40%), self-employees (54,80%) and volunteers (41,90%).
- ⚙️ Staff occupations (senior management, middle management, and office staff) are dominated by professionals.

Table 7.5. Type of occupations engaged in your organisation



When analysing the results by organisations, the most represented occupations are those of sport coaches, officials and staff. This is in line with the “state supported” organisation of sport in Belgium.

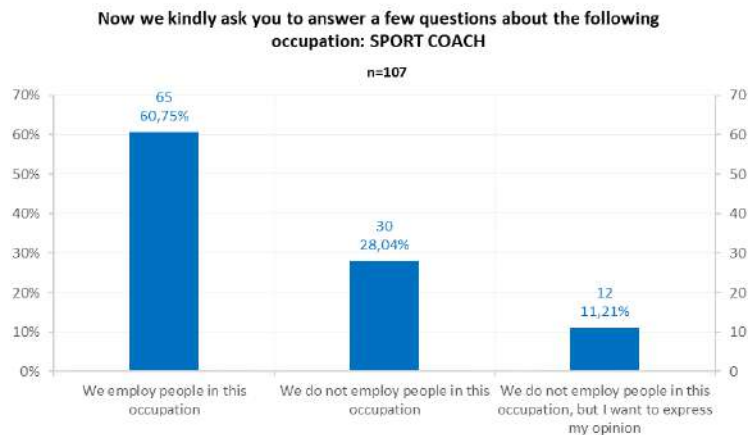
Table 7.6. Which of these occupations are engaged in your organisation?



The over-representation of volunteers in the “on field” occupations, as well as the dominance of paid staffs also is in line with the “state supported” organisation of sport in Belgium, where the state (communities) finances staff occupations.

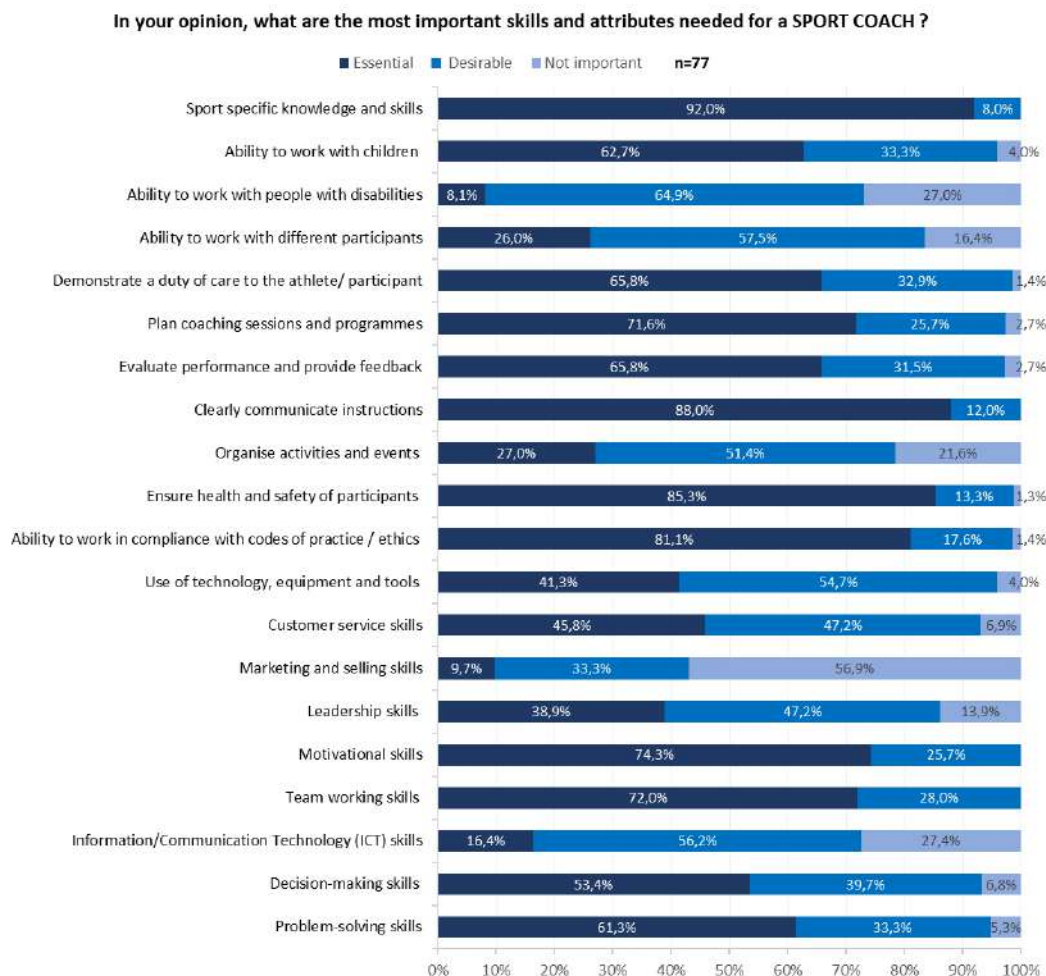
b) Employment and skills of a sport coach

Table 7.7. Sport coaches engaged in your organisation



1) Most important skills and attributes

Table 7.8. Sport coaches most important skills and attributes

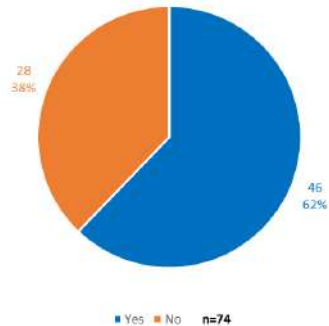


This table is self-explanatory as it focuses on sport specific knowledge and skills, quality of instructions, health and safety of participants, codes of practices and ethics. Public authorities (Flanders, French Speaking Community and German speaking Community) have indeed concentrated their efforts on these topics in their coaches education models.

2) Expectations of volunteers and paid staff

Table 7.9. Volunteer or paid Sport coaches, expectations from the organisation

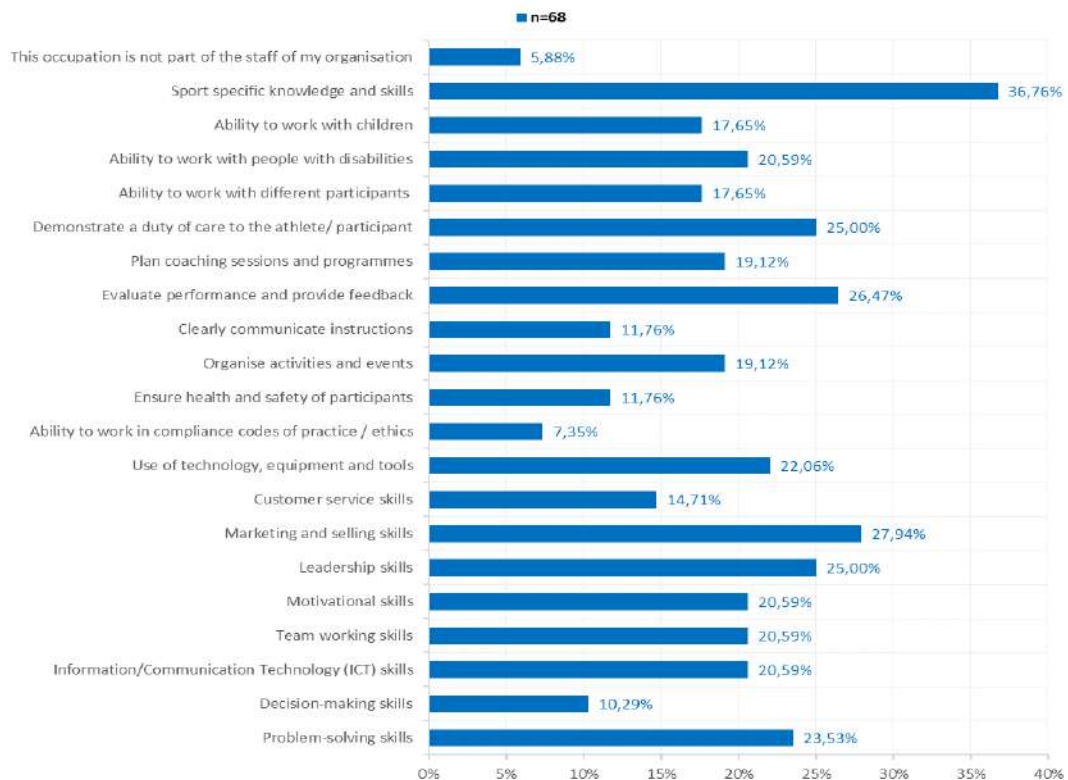
SPORT COACH: In this occupational role, do you have the same expectations of volunteers and paid staff?



3) Weakest skills or in need of improvement

Table 7.10. Sport coaches weakest or in need skills and attributes

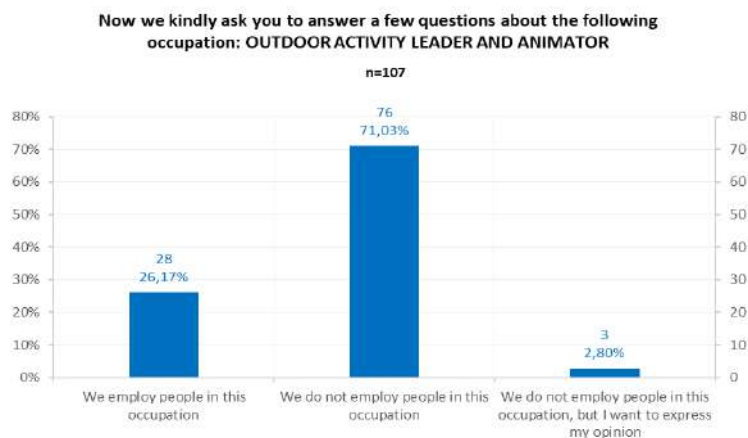
SPORT COACH: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?



This table is self-explanatory as it focuses on sport specific knowledge and skills.

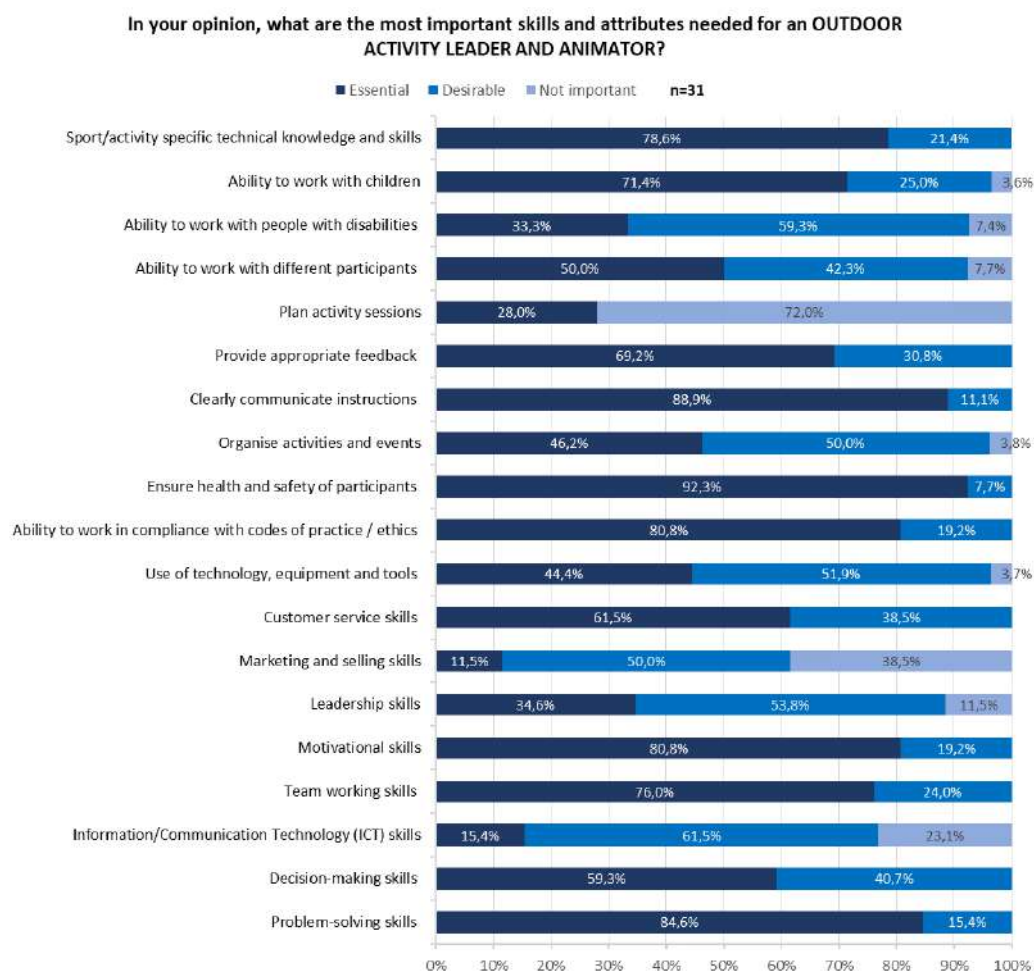
c) Employment and skills of an outdoor activity leader and animator

Table 7.11. Outdoor activity leaders and animators engaged in your organisation



1) Most important skills and attributes

Table 7.12. Outdoor activity leader and animator most important skills and attributes



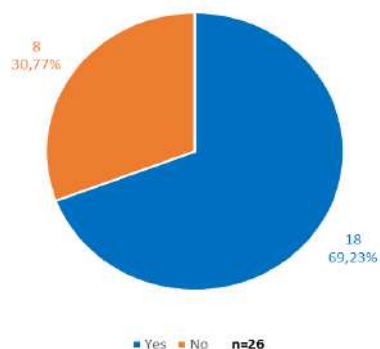
Similarly, to the coaches, the expectations for outdoor activity leaders and animators focus on sport specific knowledge and skills, quality of instructions, health and safety of participants, codes of practices and ethics.

It is worth to note that these occupations, in Belgium, mostly refer to private sector. Public authorities (Flanders, French Speaking Community and German speaking Community) have less say in the education of outdoor activity leaders and animators

2) Expectations of volunteers and paid staff

Table 7.13. Outdoor activity leader and animator, expectations from the organisation

OUTDOOR ACTIVITY LEADER AND ANIMATOR: In this occupational role, do you have the same expectations of volunteers and paid staff?

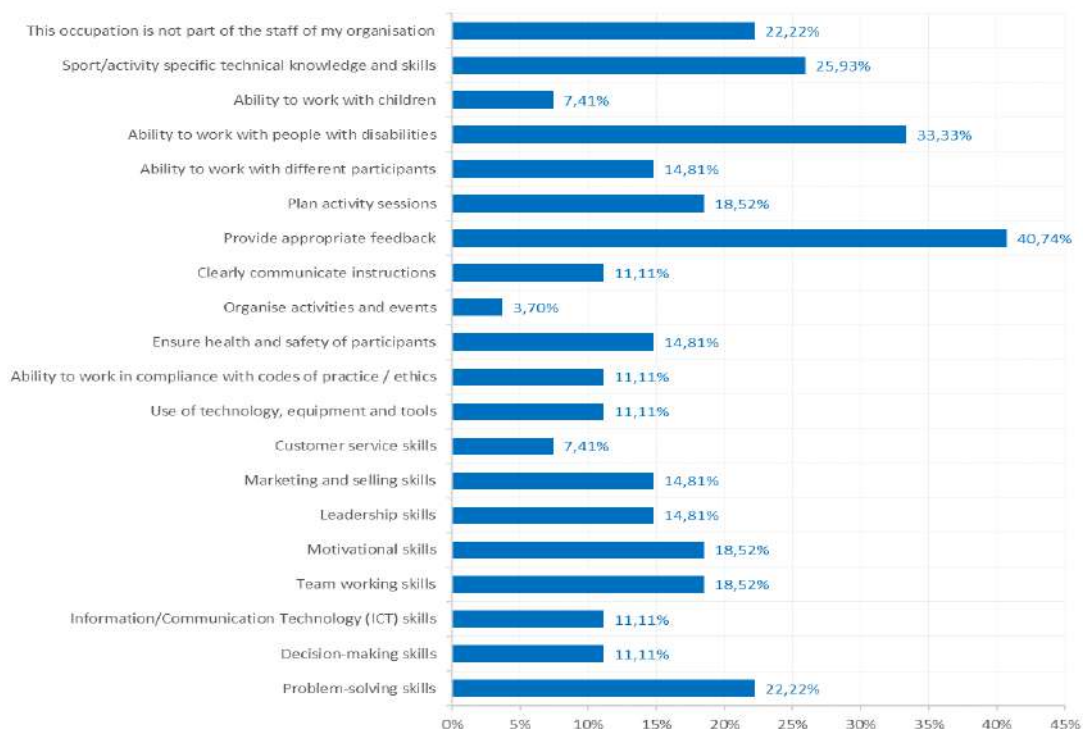


3) Weakest skills or in need of improvement

Table 7.14. Outdoor activity leader and animator weakest or in need skills and attributes

OUTDOOR ACTIVITY LEADER AND ANIMATOR: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

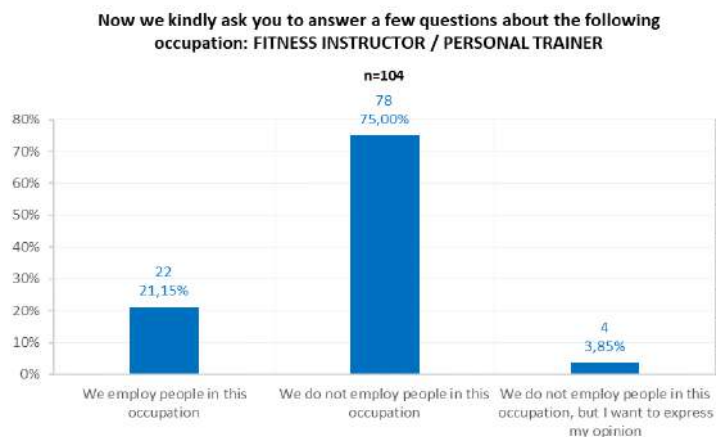
n=27



The ability to work with people with disabilities and the capacity to give appropriate feedback appear to be critical in the context of education of outdoor activity leaders and animators. In an “inclusive” society, this should inspire those in charge of their education.

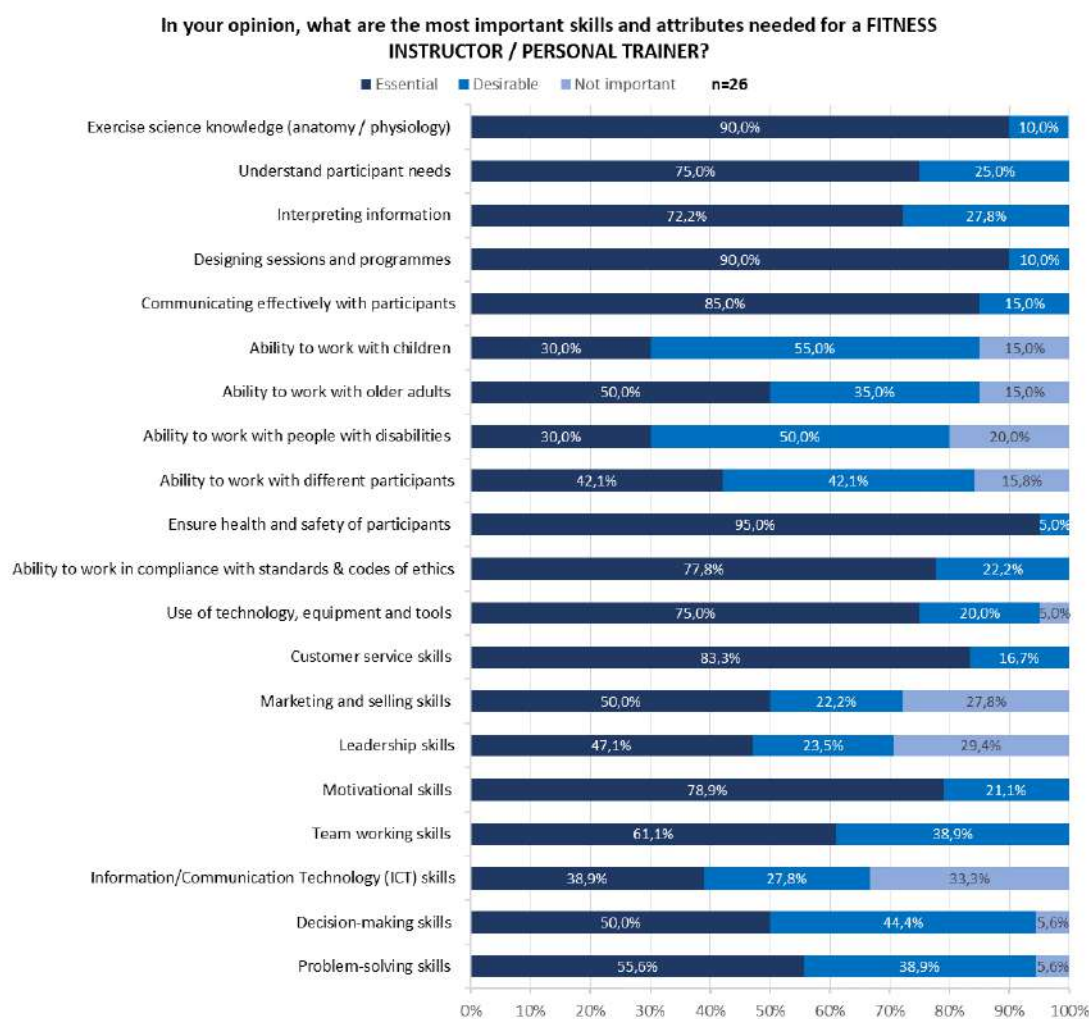
d) Employment and skills of a fitness instructor and personal trainer

Table 7.15. Fitness instructors and personal trainers engaged in your organisation



1) Most important skills and attributes

Table 7.16. Fitness instructor and personal trainer most important skills and attributes

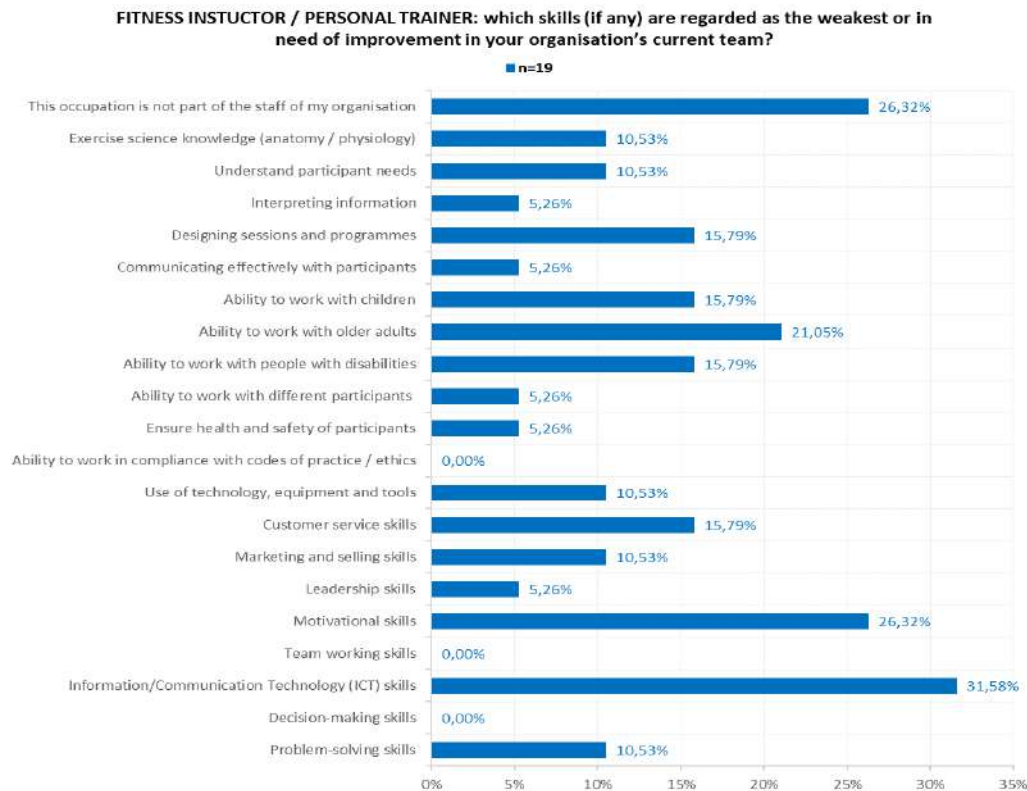


Although our sample of organisations (n=26) was small, it is worth to note the range of skills and attributes needed by a fitness instructor / personal trainer. An in depth analysis of their training / education in Belgium

would be necessary in order to evaluate the balance between expectations and effective skills and attributes owned by a fitness instructor / personal trainer.

2) Weakest skills or in need of improvement

Table 7.17. Fitness instructor and personal trainer weakest or in need skills and attributes

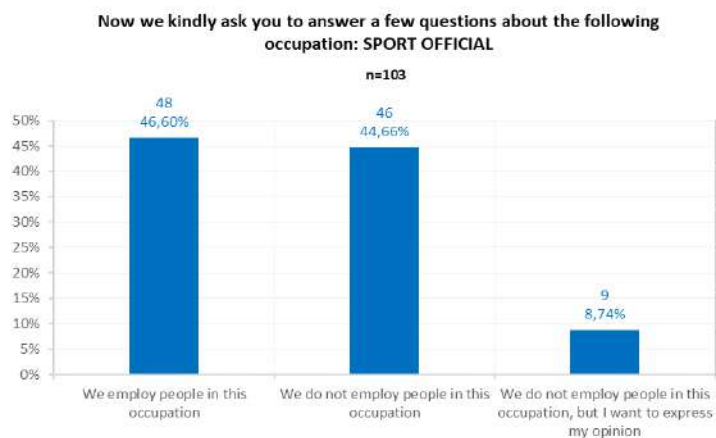


The ability to work with people with disabilities and older adults and the capacity to develop soft skills appear to be critical in the context of education of fitness instructors and personal trainers. Moreover, in the context of fitness, ICT's are critical.

More shocking is that no one considers the ability to work in compliance with codes of practice and ethics to be of interest. In an "inclusive" society, this should inspire those in charge of their education.

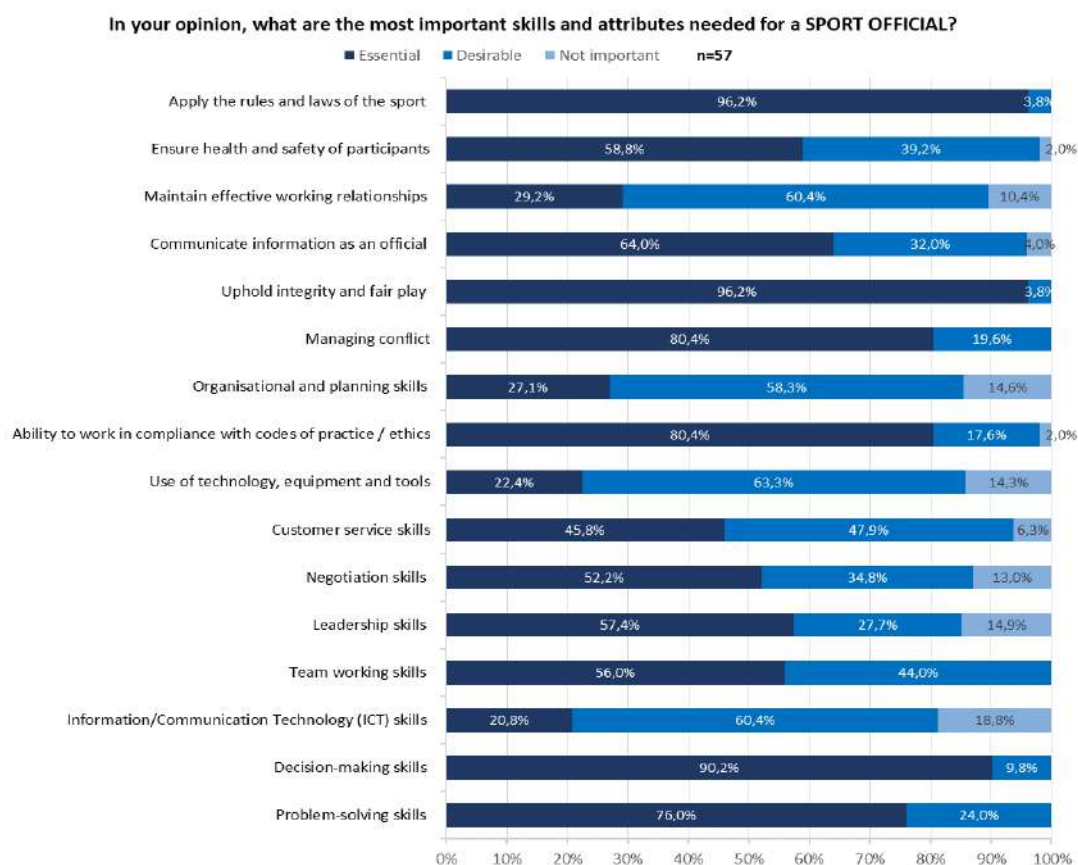
e) Employment and skills of a sport official

Table 7.18. Sport officials engaged in your organisation



1) Most important skills and attributes

Table 7.19. Sport official most important skills and attributes



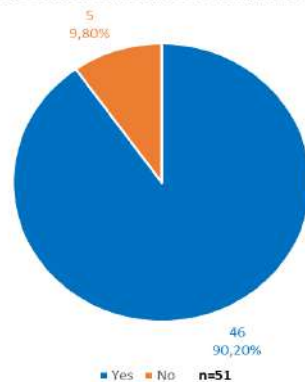
Ethical approaches are central for sport officials: applying the rules and laws of the sport, upholding integrity and fair-play, managing conflicts.

Public authorities (Flanders, French Speaking Community and German speaking Community) have indeed concentrated their efforts on these topics in their education models. However, as for the coaches, these topics should be supported in the training of sport officials.

2) Expectations of volunteers and paid staff

Table 7.20. Sport official, expectations from the organisation

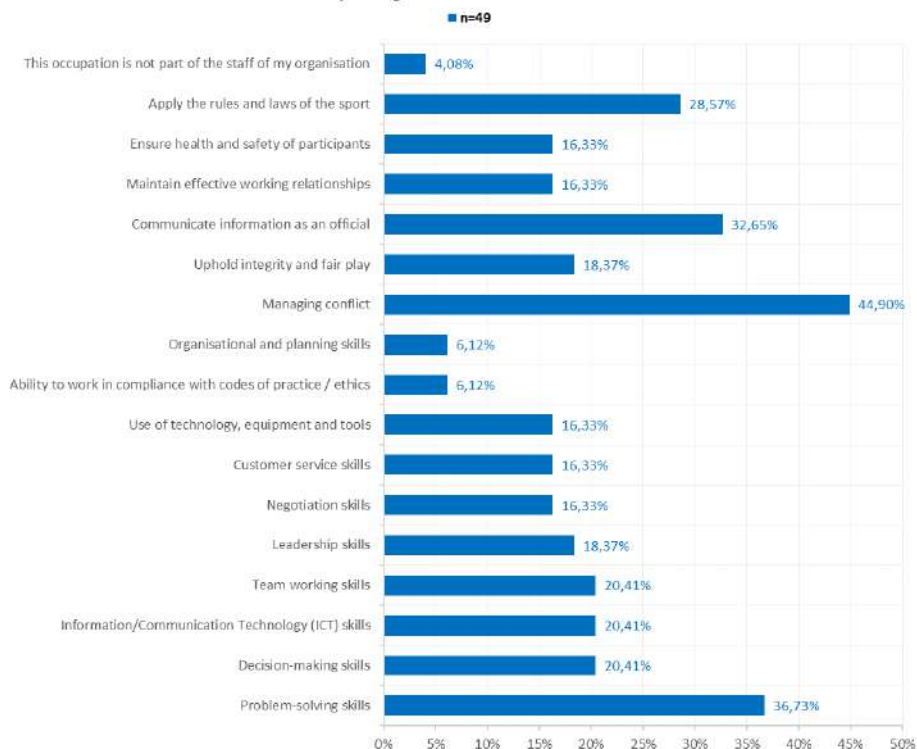
SPORT OFFICIAL: In this occupational role, do you have the same expectations of volunteers and paid staff?



3) Weakest skills or in need of improvement

Table 7.21. Sport official weakest or in need skills and attributes

SPORT OFFICIAL: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

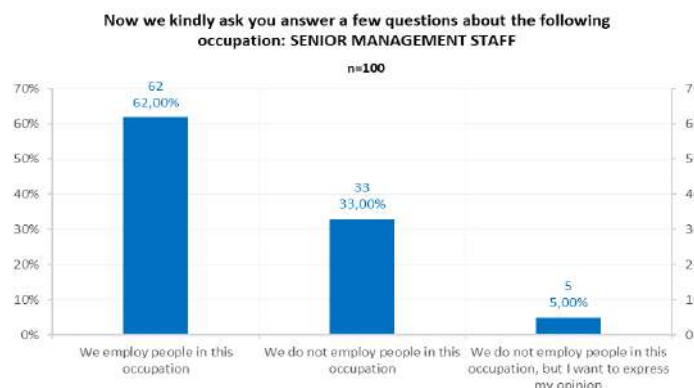


We underlined the fact that ethical approaches are central for sport officials: applying the rules and laws of the sport, upholding integrity and fair-play, managing conflicts.

We also mentioned that public authorities (Flanders, French Speaking Community and German speaking Community) have indeed concentrated their efforts on these topics in their education models, especially for coaches. However the survey shows that while, these skills are critical, they are also considered as being weaknesses. Therefore, as for the coaches, these topics should be supported in the training of sport officials.

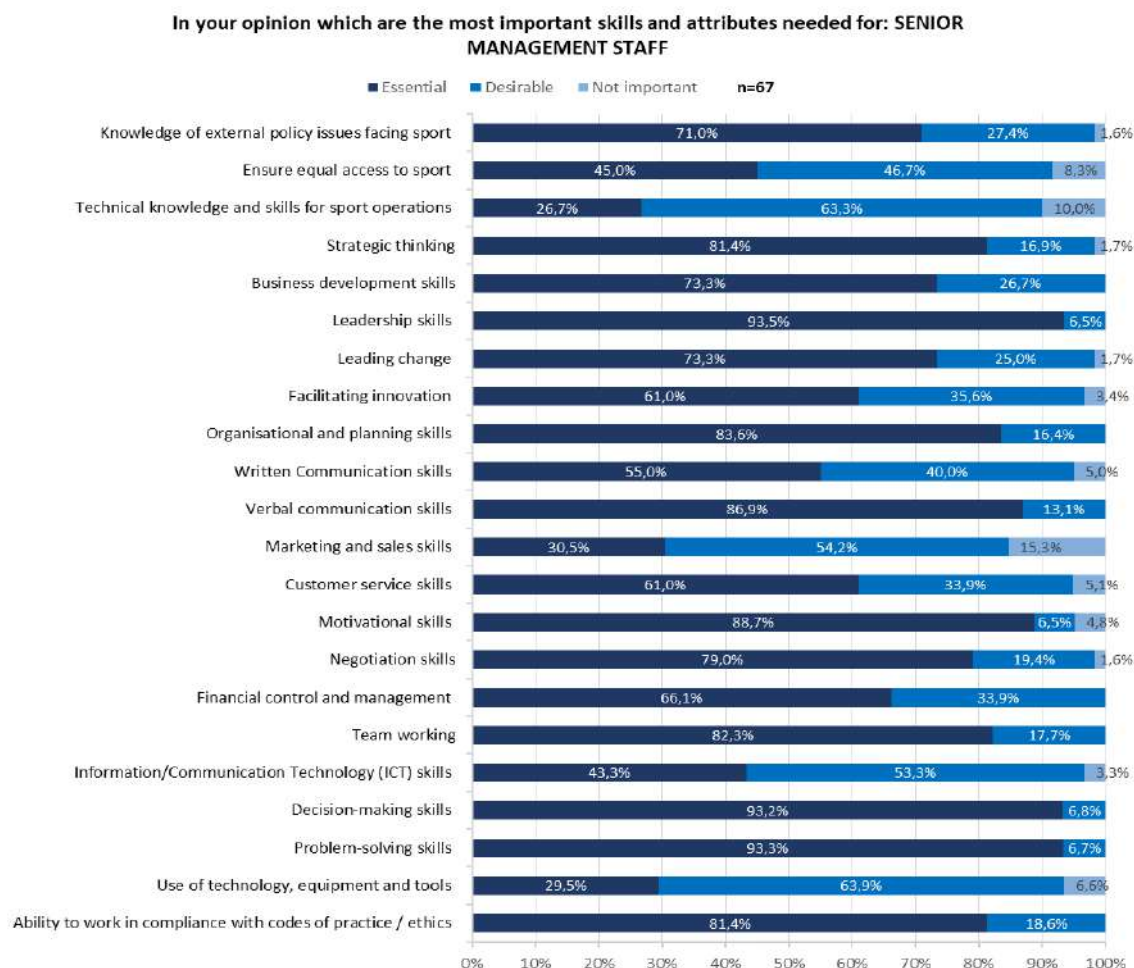
f) Employment and skills of senior management staff

Table 7.22. Senior management staff engaged in your organisation



1) Most important skills and attributes

Table 7.23. Senior management staff most important skills and attributes



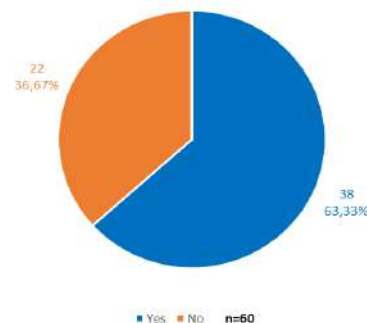
There is no major surprise when analysing the most important skills and attributes needed by senior management staff: strategic thinking, leadership and HR skills are the most important.

The ability to work in compliance with codes of practice and ethics is heavily requested, accordingly to the recent development of “good governance” concepts.

2) Expectations of volunteers and paid staff

Table 7.24. Senior management staff, expectations from the organisation

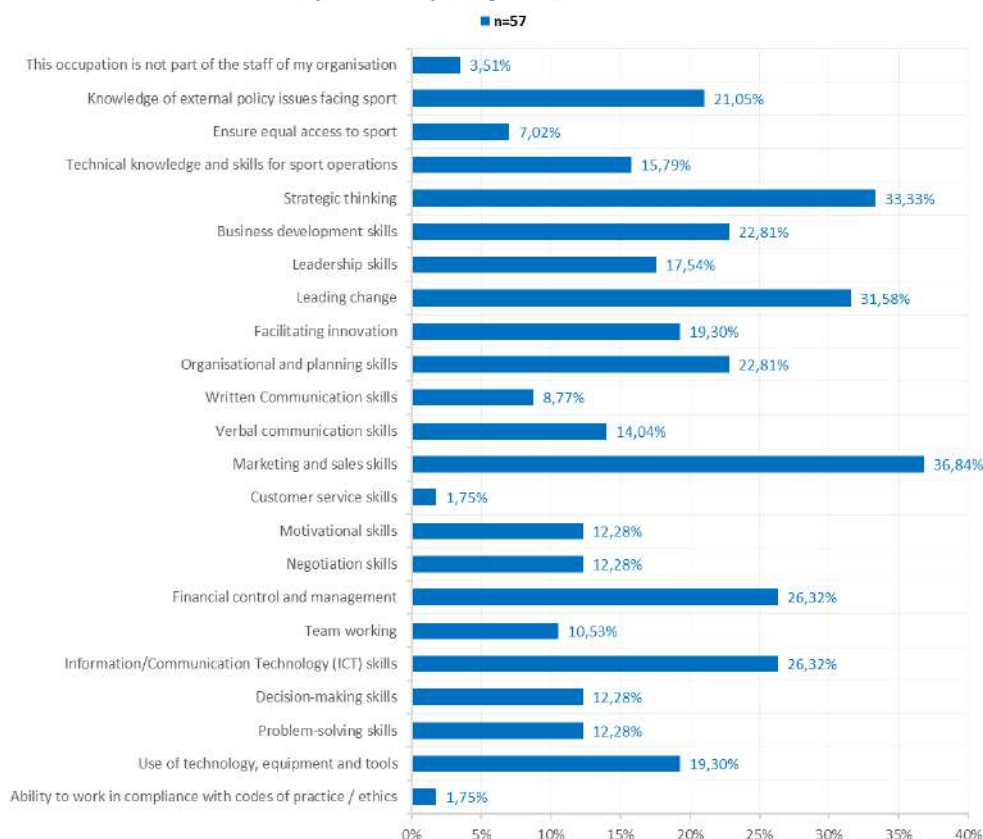
SENIOR MANAGEMENT STAFF: In this occupational role, do you have the same expectations of volunteers and paid staff?



3) Weakest skills or in need of improvement

Table 7.25. Senior management staff weakest or in need skills and attributes

SENIOR MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

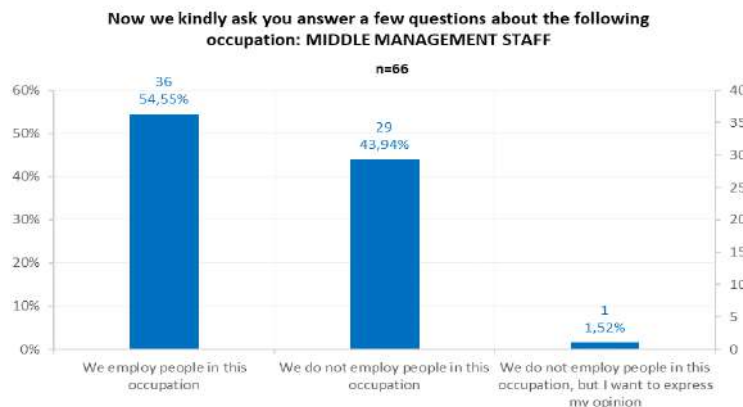


We underlined that there is no major surprise when analysing the most important skills and attributes needed by senior management staff: strategic thinking, leadership and HR skills are the most important.

When analysing the weakest skills, it appears that the most needed skills are also the weakest. This completely justifies the recent initiatives of ISB (Flanders), AISF (French speaking Community) and BOIC (Belgian Olympic Academy) to develop specific senior management staff education for the sport federations.

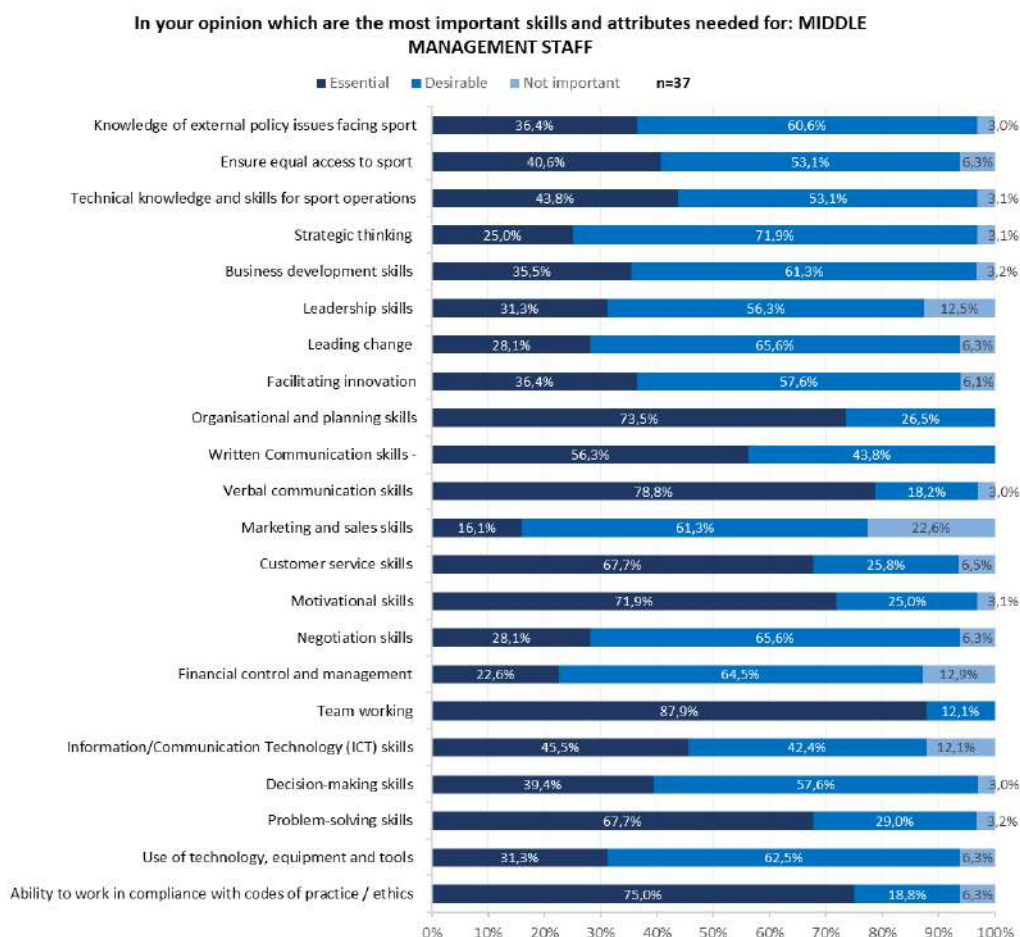
g) Employment and skills of middle management staff

Table 7.26. Middle management staff engaged in your organisation



1) Most important skills and attributes

Table 7.27. Middle management staff most important skills and attributes



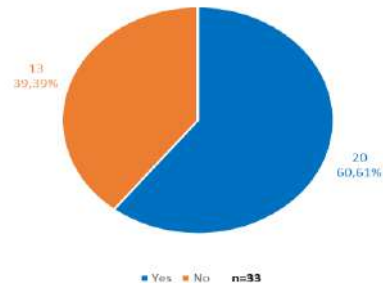
If senior management staff concentrates on strategic decisions, it is the main task of middle management staff to concentrate on implementing operations (including ICT's). The needed skills and attributes reflect adequately this message.

The ability to work in compliance with codes of practice and ethics is heavily requested, accordingly to the recent development of "good governance" concepts.

2) Expectations of volunteers and paid staff

Table 7.28. Middle management staff, expectations from the organisation

MIDDLE MANAGEMENT STAFF: In this occupational role, do you have the same expectations of volunteers and paid staff?

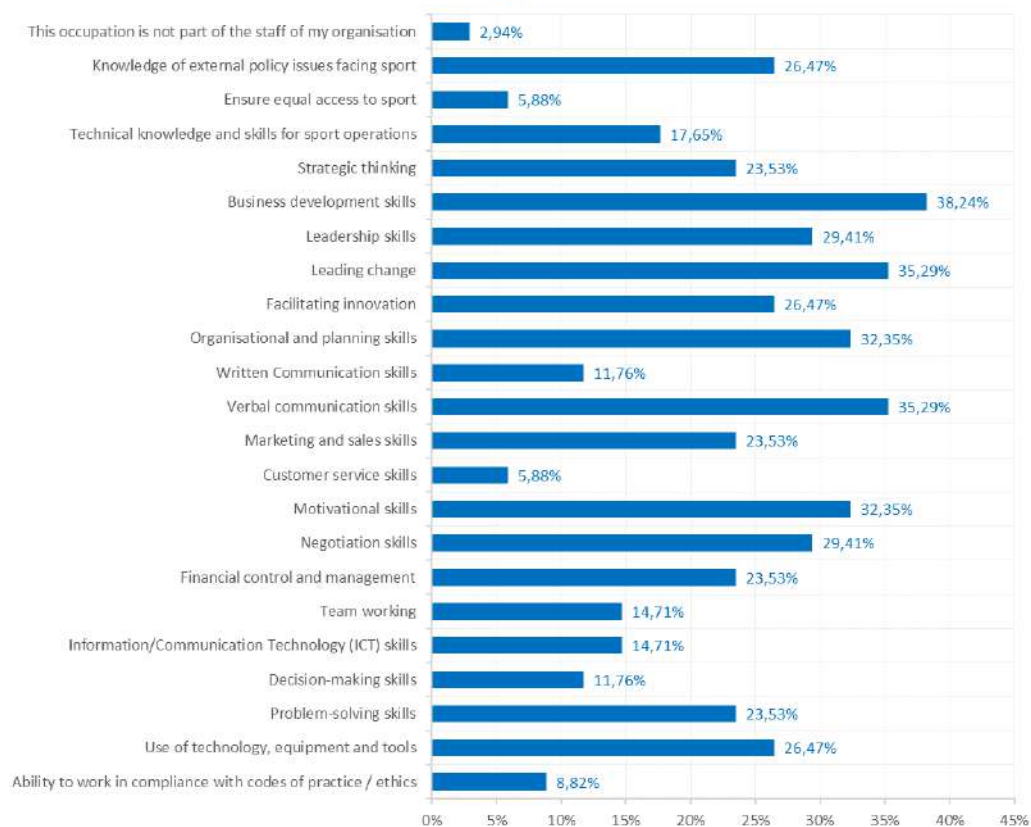


3) Weakest skills or in need of improvement

Table 7.29. Middle management staff weakest or in need skills and attributes

MIDDLE MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

n=34



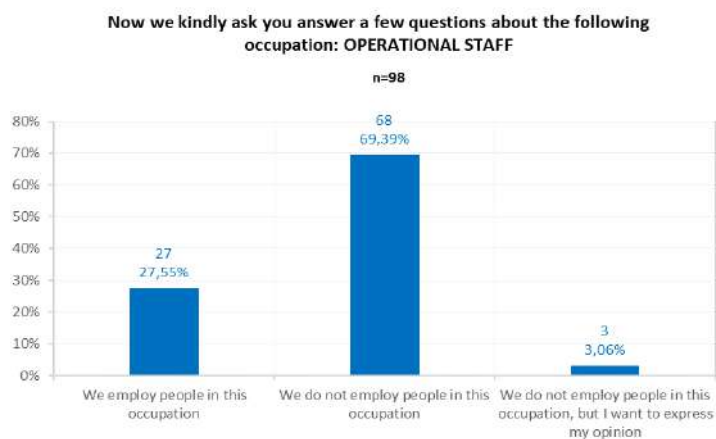
We underlined that there is no major surprise when analysing the most important skills and attributes needed by middle management staff. It makes the differentiation easy between senior and middle management

However, as for the senior management staff, when analysing the weakest skills, it appears that the most needed skills are also the weakest. This completely justifies the recent initiatives of ISB (Flanders), AISF

(French speaking Community) and BOIC (Belgian Olympic Academy) to develop specific senior management staff education for the sport federations.

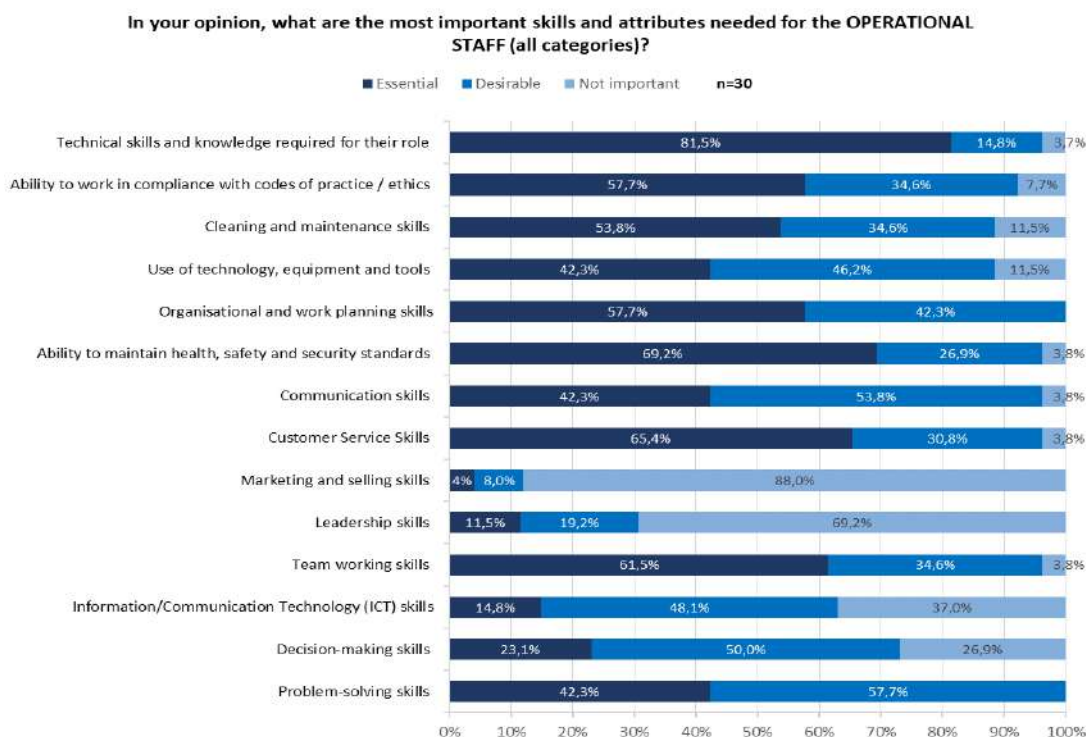
h) Employment and skills of operational staff

Table 7.30. Operational staff engaged in your organisation



1) Most important skills and attributes

Table 7.31. Operational staff most important skills and attributes



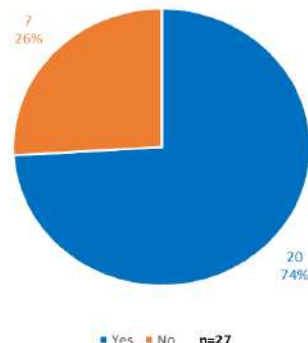
If it is the main task of middle management staff to concentrate on implementing operations (including ICT's), operational staff should develop technical skills and knowledge to concretize operations. The needed skills and attributes reflect adequately this message.

The ability to work in compliance with codes of practice and ethics is heavily requested, accordingly to the recent development of "good governance" concepts.

2) Expectations of volunteers and paid staff

Table 7.32. Operational staff, expectations from the organisation

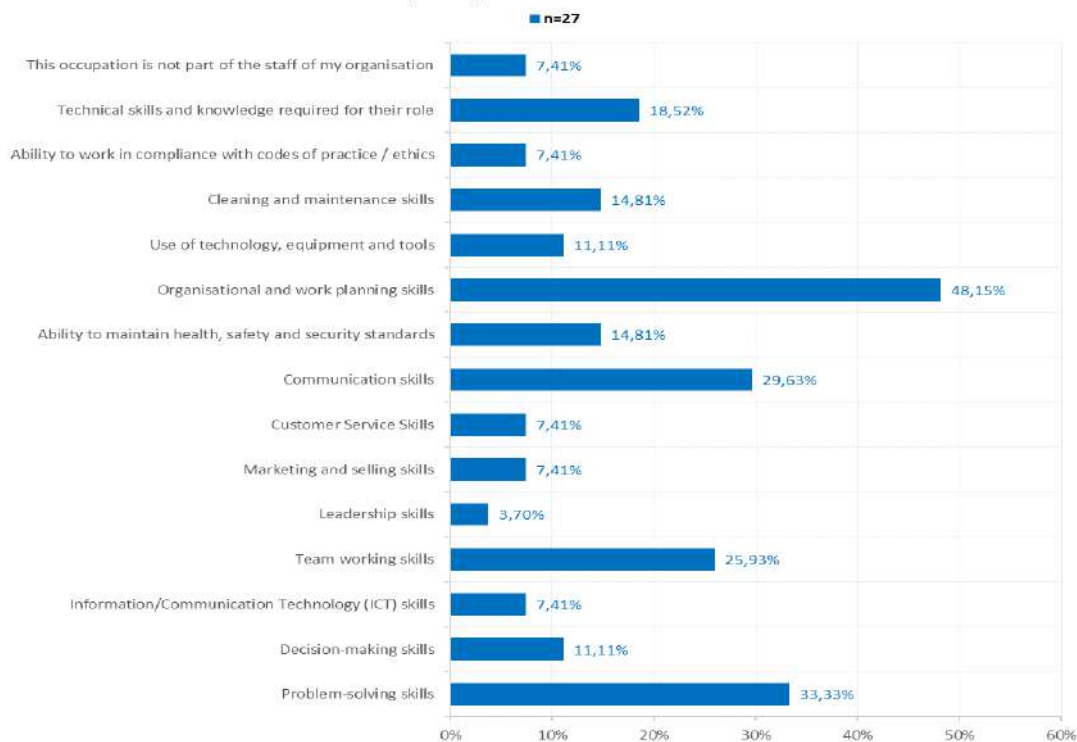
OPERATIONAL STAFF: In this occupational role, do you have the same expectations of volunteers and paid staff?



3) Weakest skills or in need of improvement

Table 7.33. Operational staff weakest or in need skills and attributes

OPERATIONAL STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

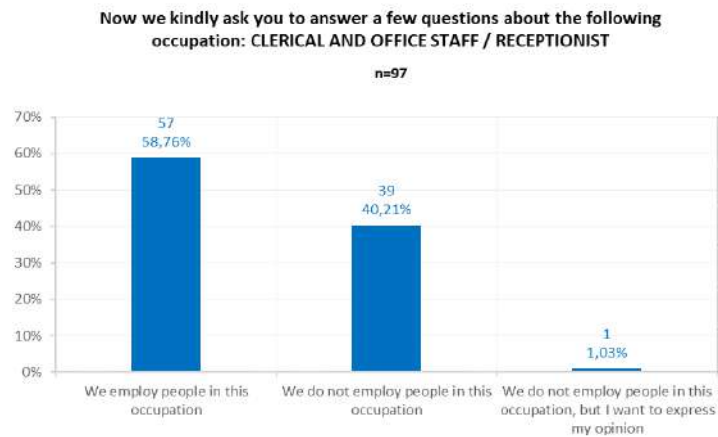


We underlined that there is no major surprise when analysing the most important skills and attributes needed by operational staff. It makes the differentiation easy between senior management, middle management and operational staff.

Despite this, the lack of qualifications and skills of operational staff in their specific attributes seems to be evident. This is due, probably, to the fact that there are no guidelines provided to sport federations by public authorities on their recruitment. Moreover those functions, subsidised by the public authorities often appear to be niches providing and employment to unemployed people.

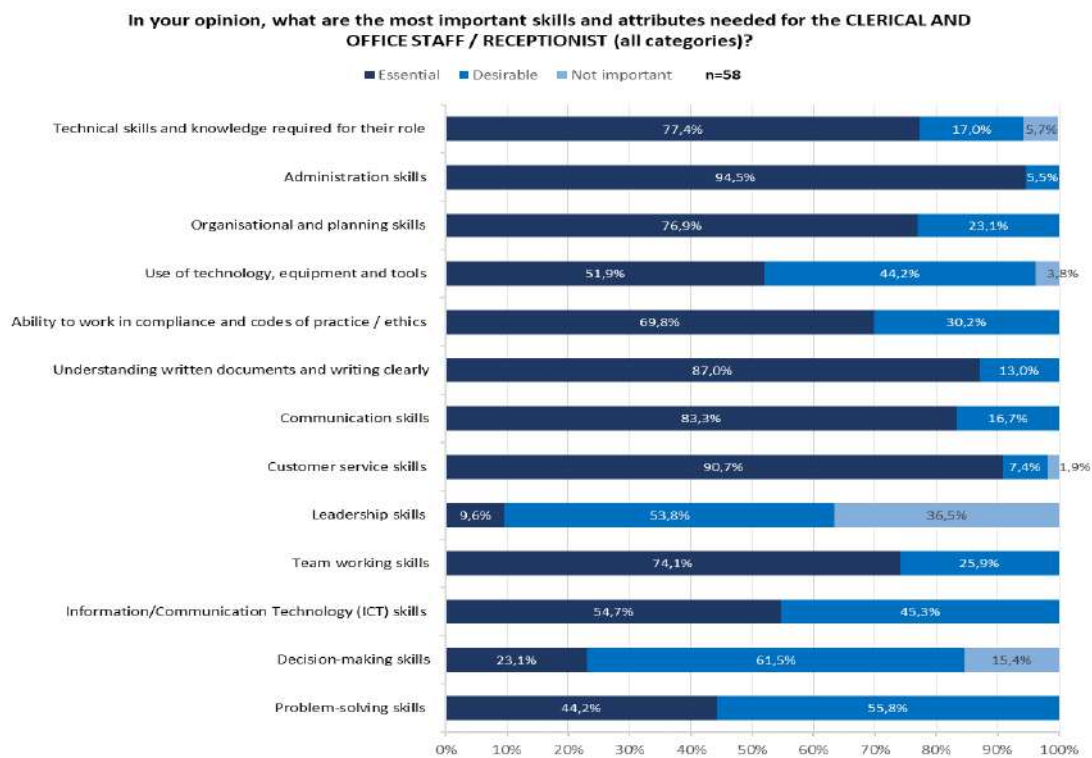
i) Employment and skills of clerical and office staff

Table 7.34. Clerical and office staff engaged in your organisation



1) Most important skills and attributes

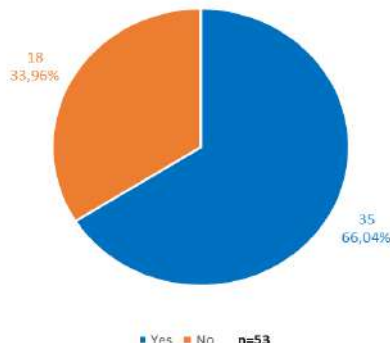
Table 7.35. Clerical and office staff most important skills and attributes



j) Expectations of volunteers and paid staff

Table 7.36. Clerical and office staff, expectations from the organisation

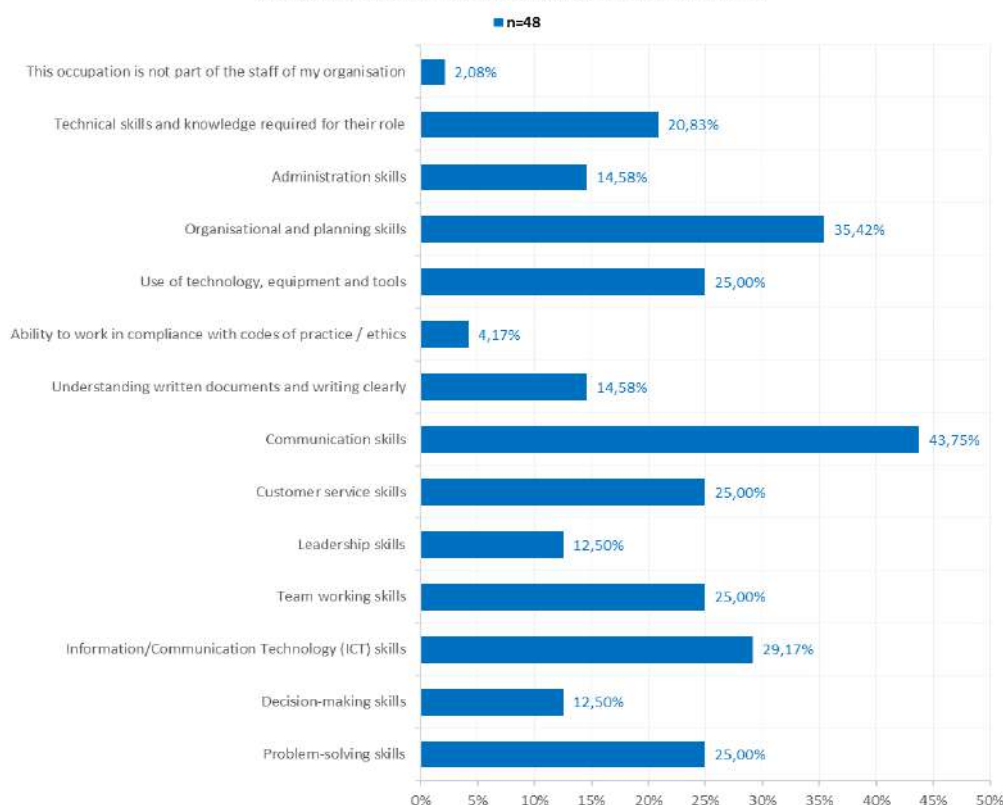
CLERICAL AND OFFICE STAFF / RECEPTIONIST: In this occupational role, do you have the same expectations of volunteers and paid staff?



1) Weakest skills or in need of improvement

Table 7.37. Clerical and office staff weakest or in need skills and attributes

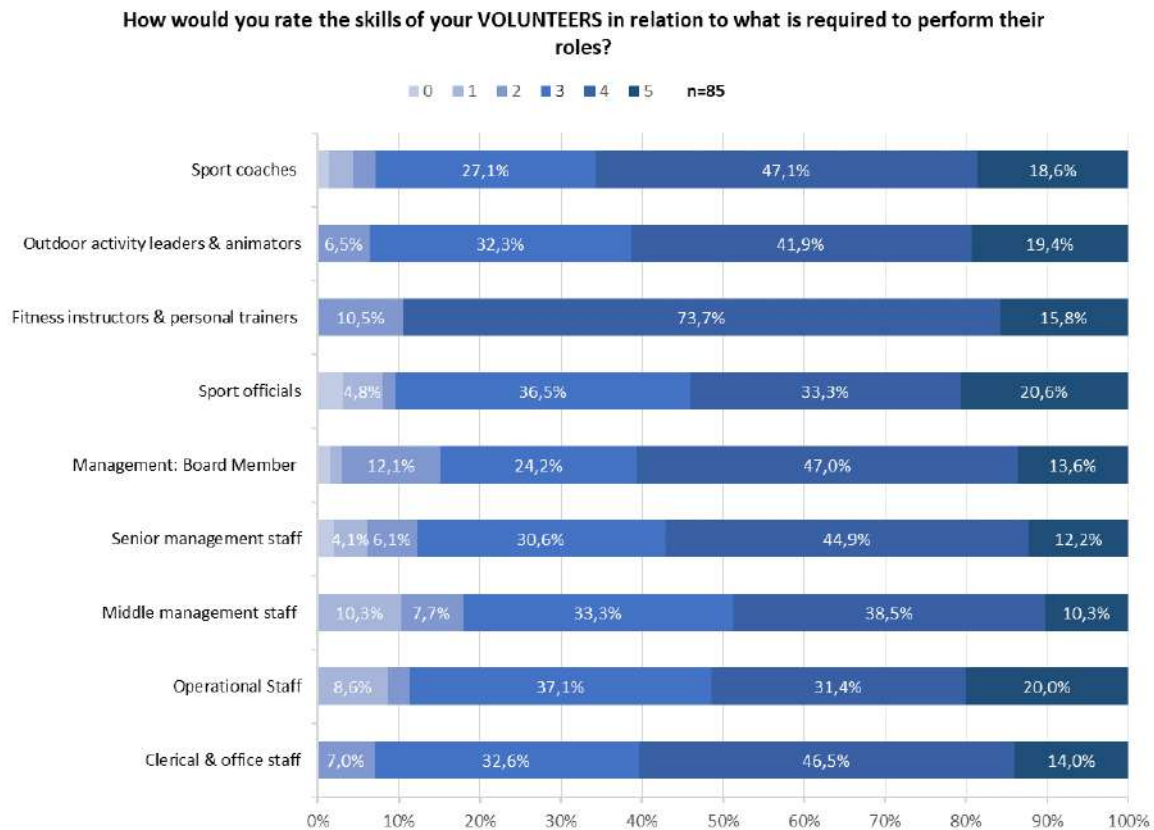
CLERICAL AND OFFICE STAFF / RECEPTIONIST: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?



The lack of qualifications and skills of clerical and office staff / receptionist in their specific attributes seems to be evident. This is due, probably, to the fact that there are no guidelines provided to sport federations by public authorities on their recruitment. Moreover those functions, subsidised by the public authorities often appear to be niches providing and employment to unemployed people.

k) Skills of volunteers

Table 7.38. Rating of the skills of volunteers

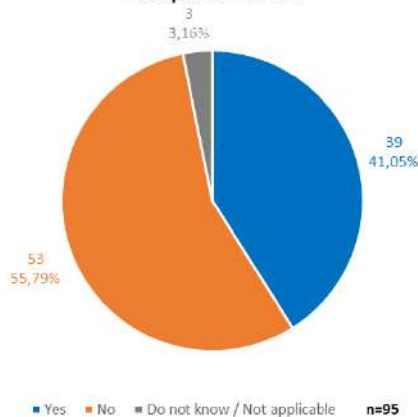


I) Recruitment of paid staff and volunteers

1) Recruitment in the past 12 months

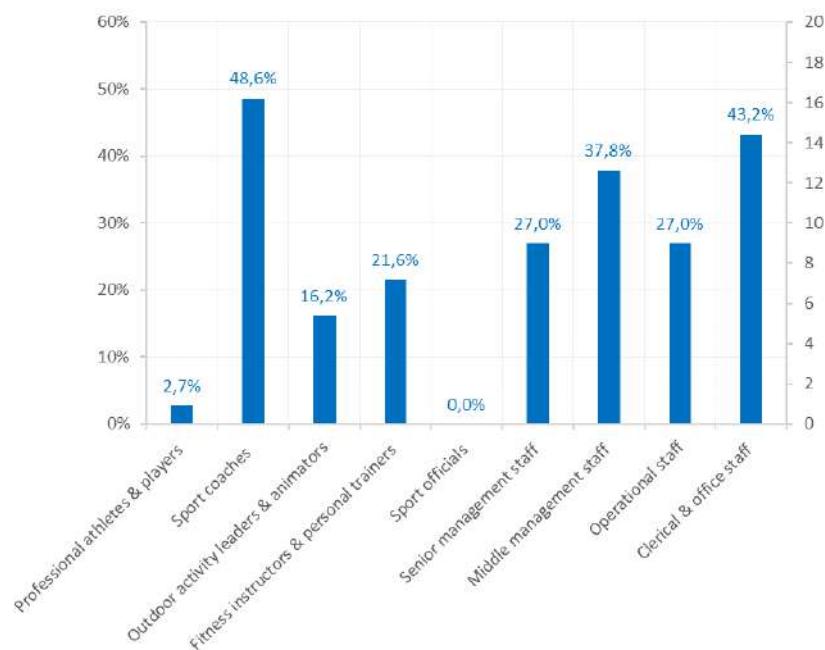
Table 7.39. Recruitment in the past 12 months

Has your organisation recruited or attempted to recruit a paid employee in the past 12 months?



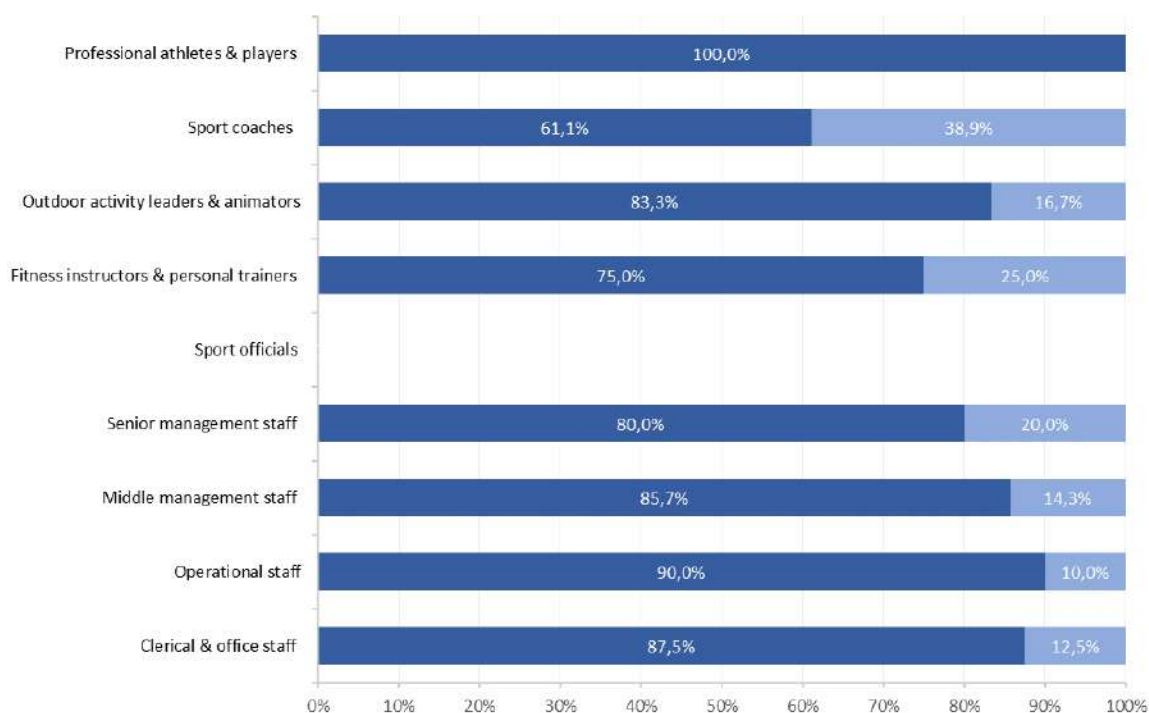
If yes, could you please indicate for which occupation(s)/role(s)

n=37



If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract

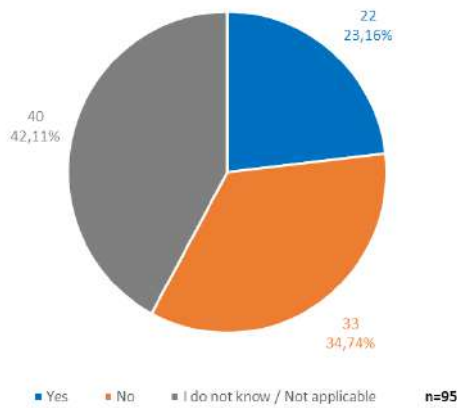
■ Paid Employees (full and part-time) ■ Self-employed or freelance n=37



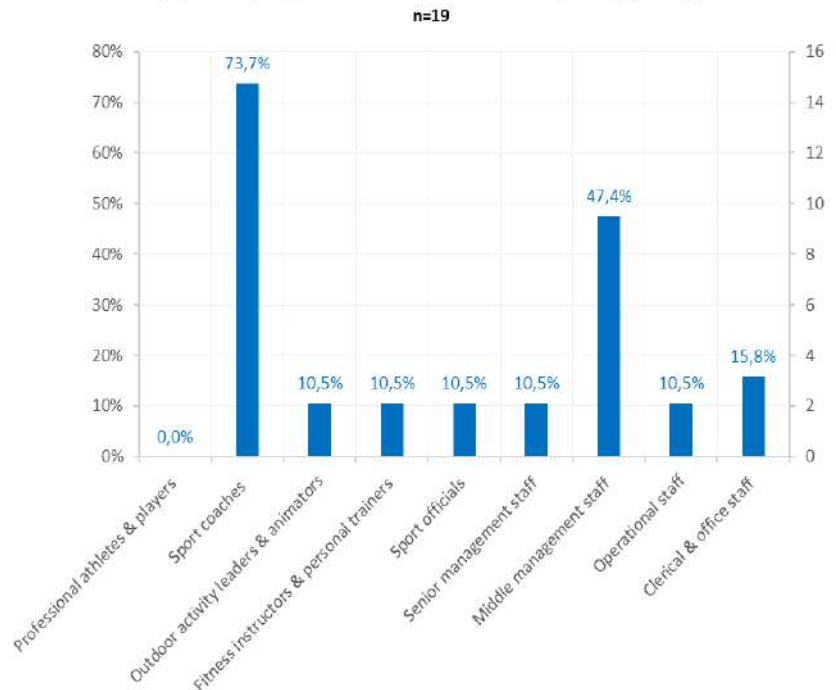
2) Difficulties recruiting paid staff

Table 7.40. Difficulties in recruiting paid staff

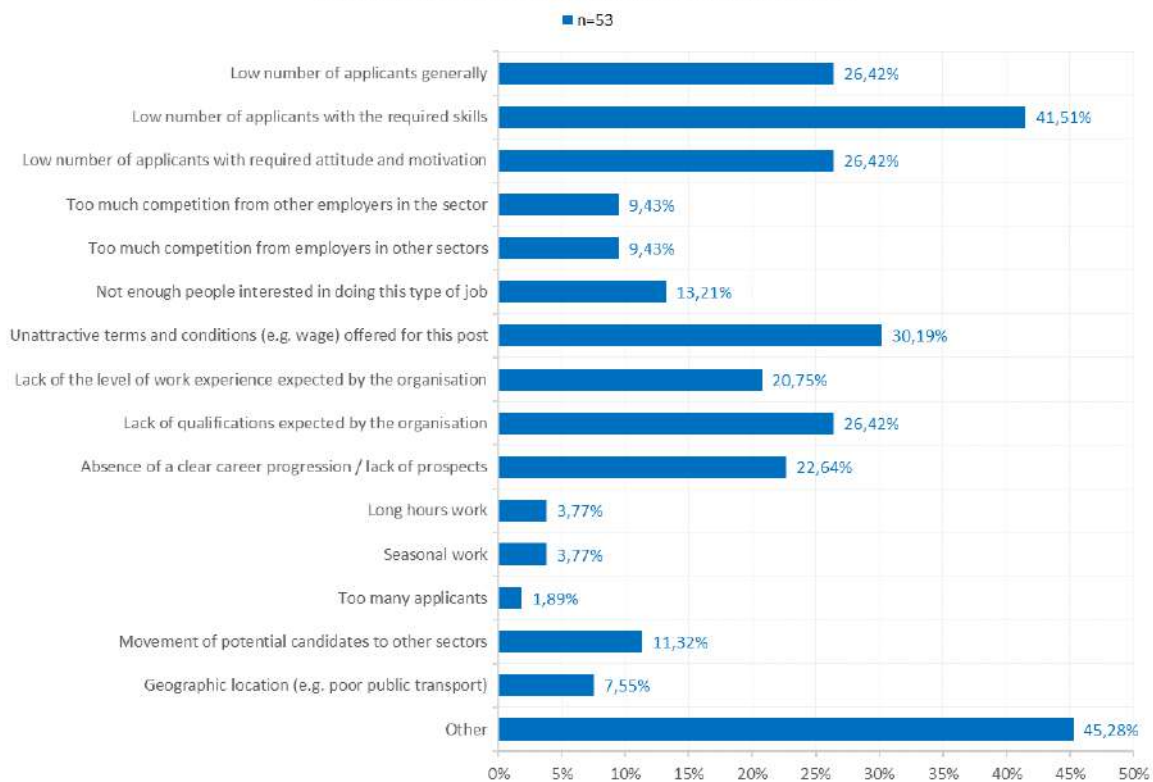
When you recruit paid staff do you have vacancies that are difficult to fill?



If yes, could you please indicate for which occupation(s)/role(s)



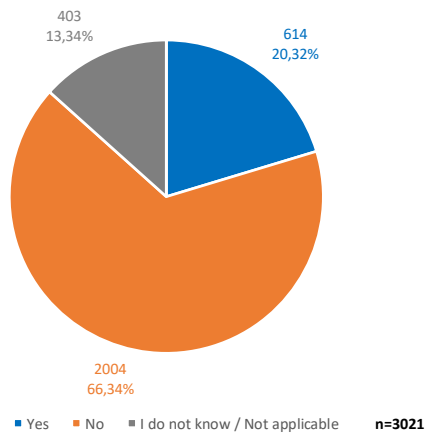
What are/were the main causes of difficulty in recruitment?



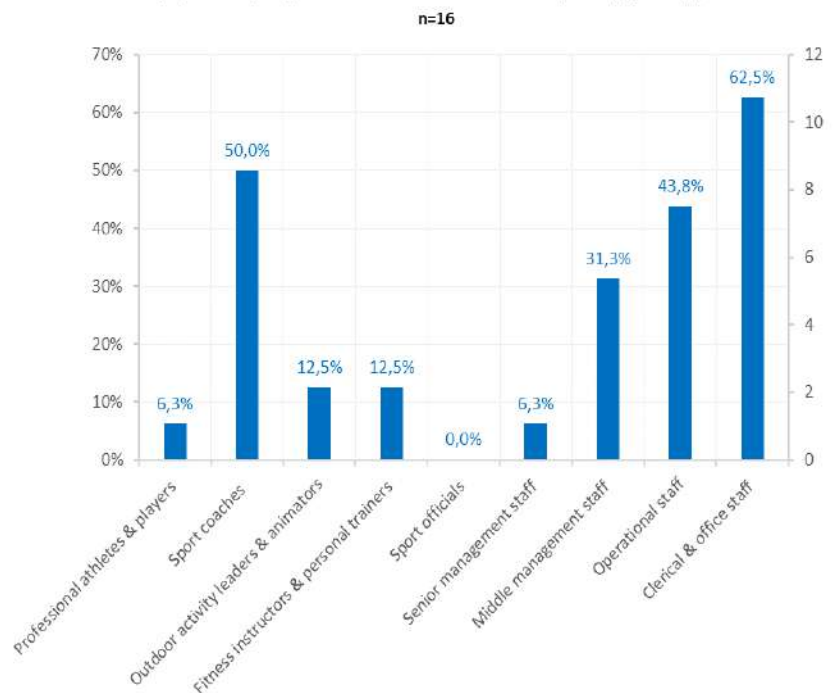
3) Current staff vacancies

Table 7.41a. Current staff vacancies

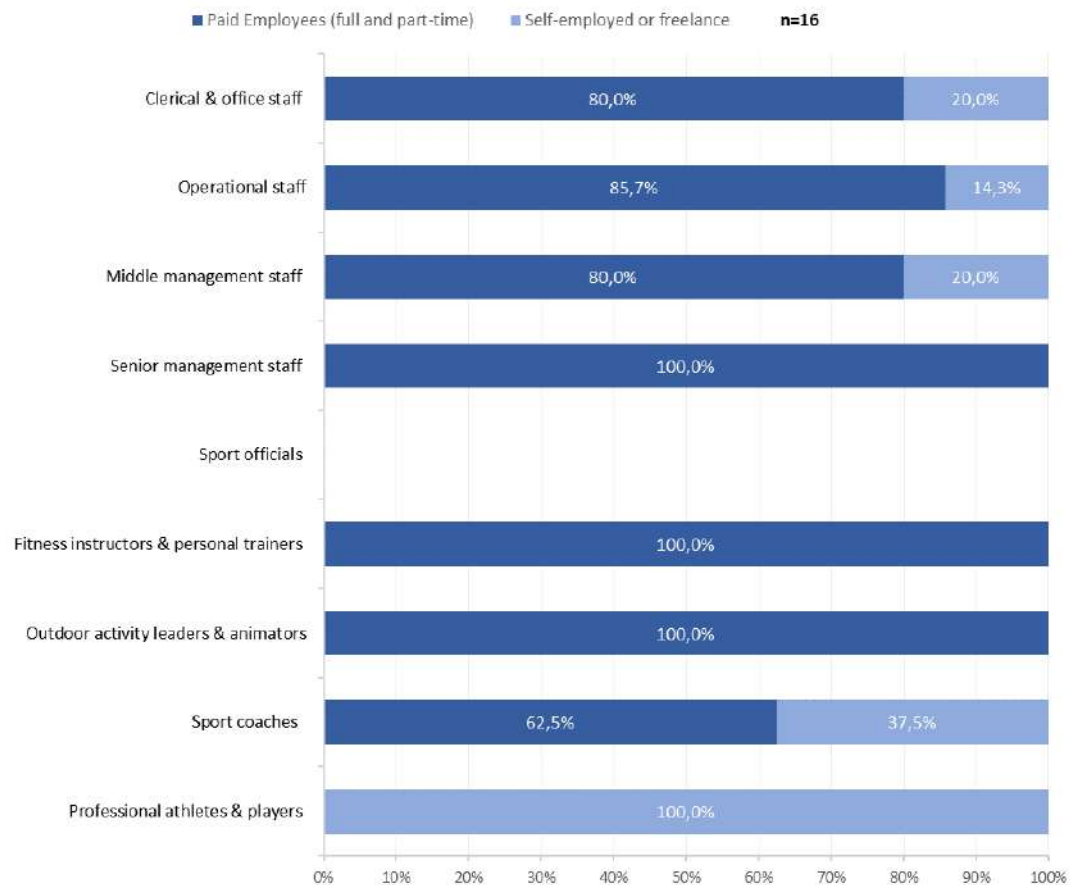
At the moment, does your organisation currently have staff vacancies?



If yes, could you please indicate for which occupation(s)/role(s)



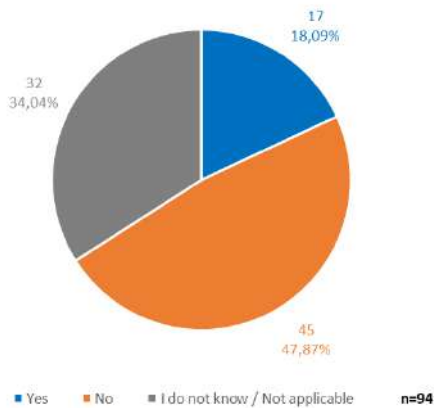
If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract



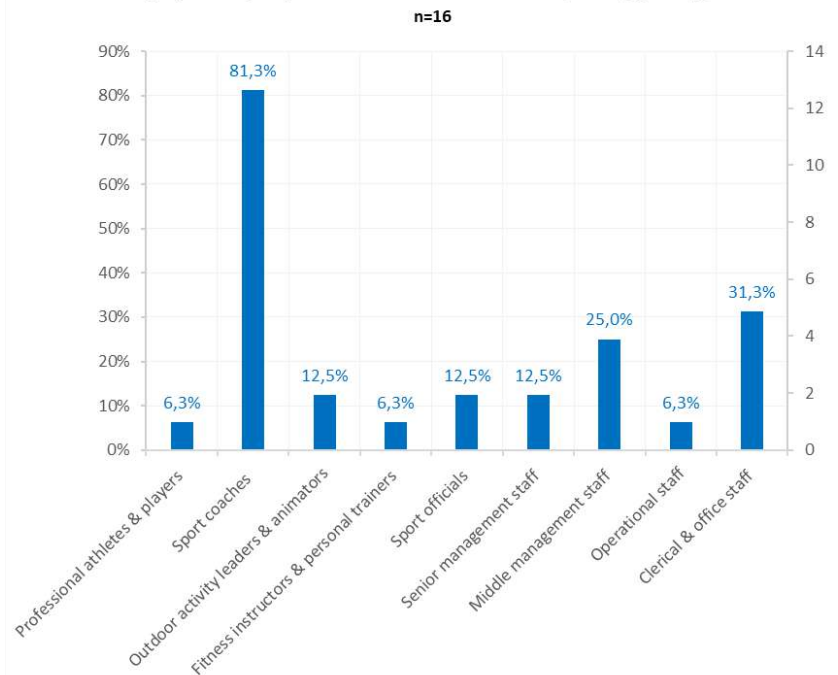
4) Difficulties retaining paid staff

Table 7.42. Difficulties in retaining paid staff

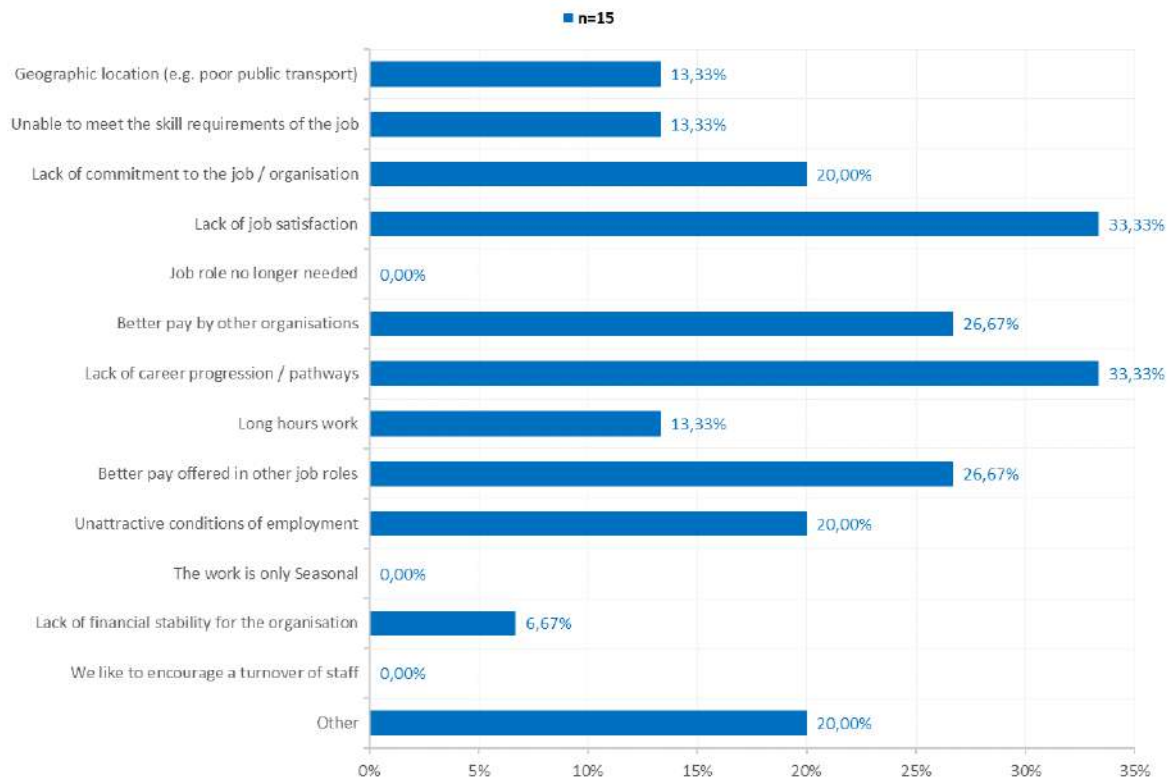
Are there any particular occupations in which you have difficulty retaining or keeping your staff?



If yes, could you please indicate for which occupation(s)/role(s)



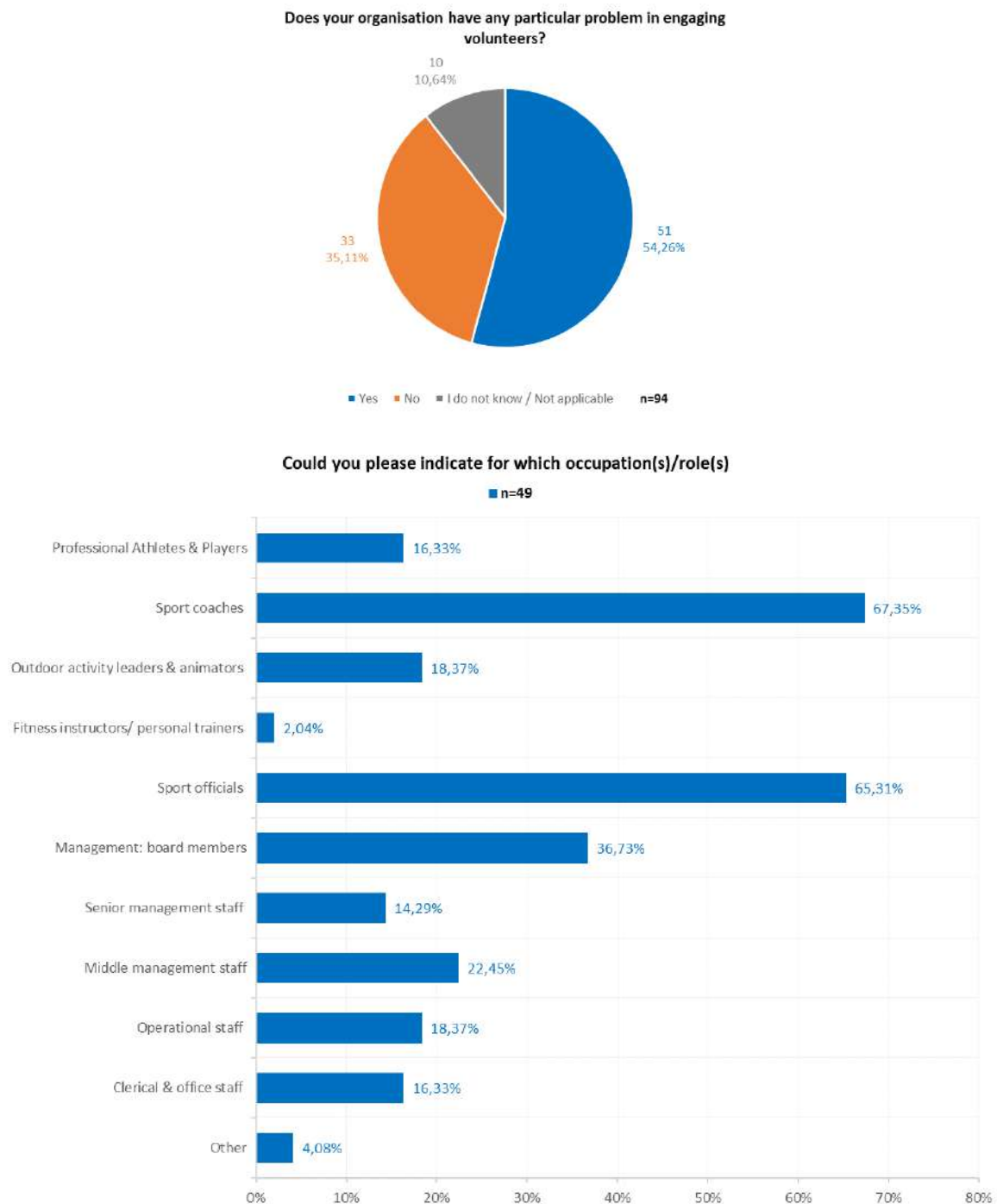
Please tick the main reasons for difficulties in retaining your paid staff



The two main reasons for difficulties in retaining paid staff are clearly identified as the lack of job satisfaction and the lack of career progression / pathways. These two symptoms are typical from the Belgian way of organising sport. Other studies related to Belgian sport federations and their governance show that they are quite strong in recruiting, but confirm they are weak in retaining paid staff because of the lack of job satisfaction and the lack of career progression pathways.

5) Engaging volunteers

Table 7.43. Engaging volunteers

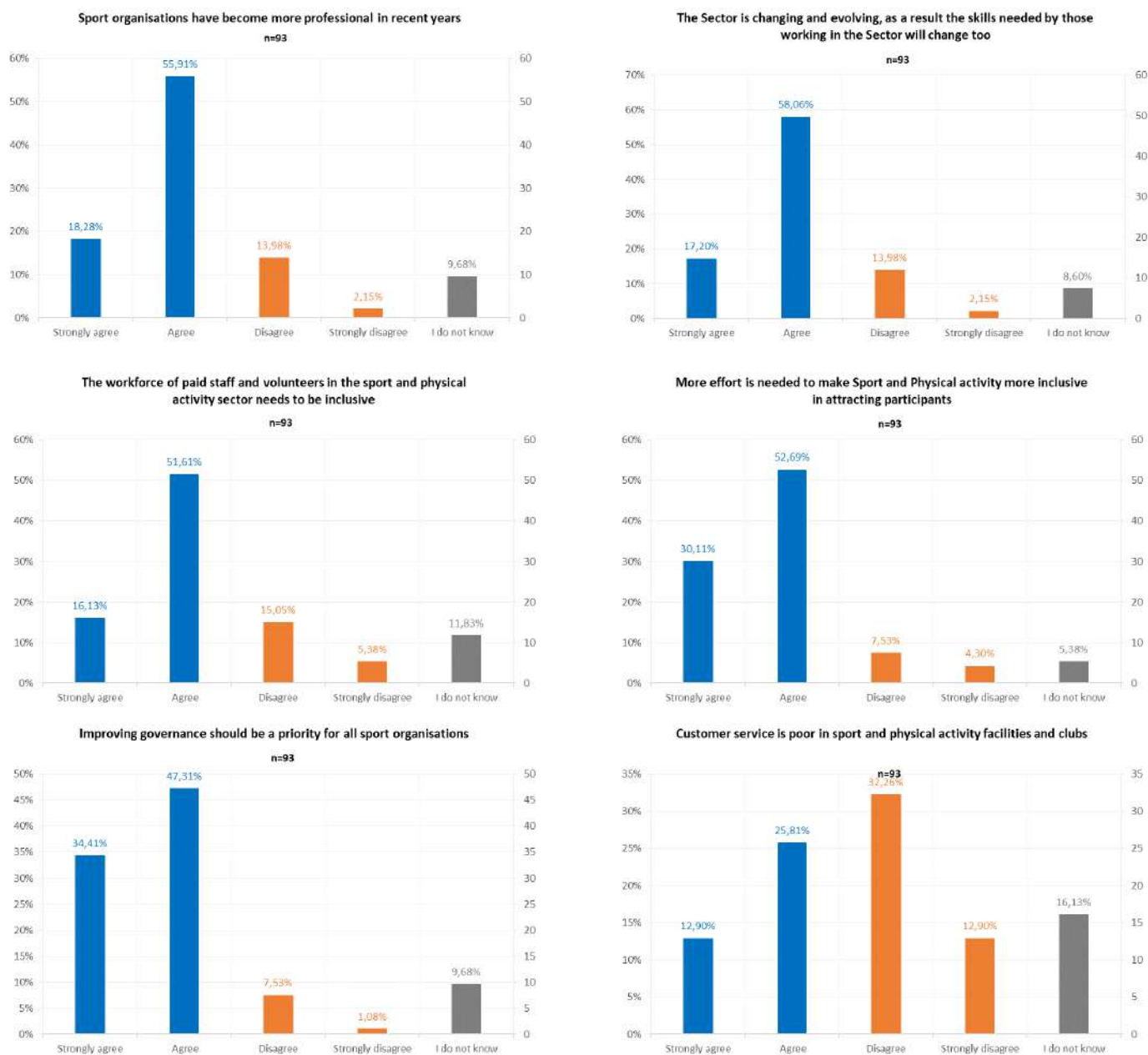


Sport coaches and sport officials are key occupations in the development of sport federations and organisations. The actual difficulty in recruiting in these occupations could be tackled by working on the fiscal status of volunteering in Belgium.

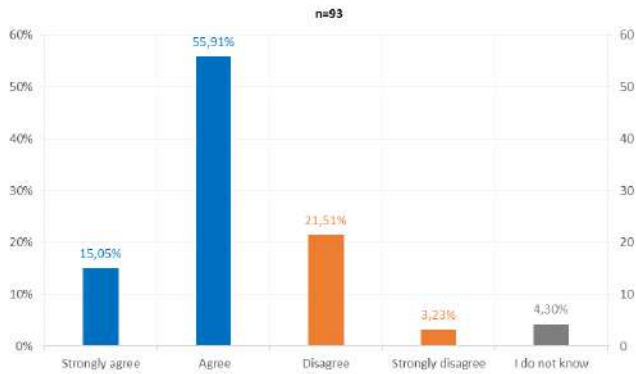
m) Working in sport and physical activity – Key issues

A total of 27 statements were proposed to the respondent which was asked to indicate her/his level of agreement with each of them from “Strongly Disagree” to “Strongly Agree” (5 scale options).

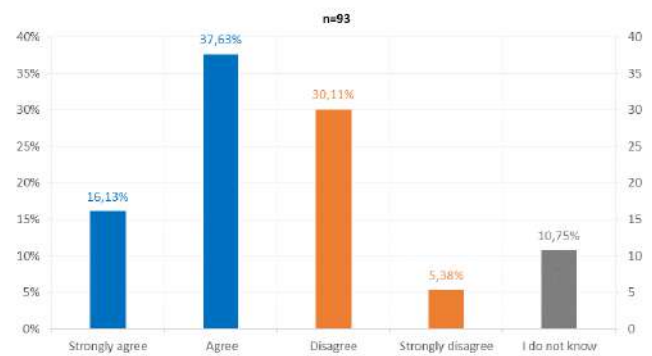
Table 7.44. Working in sport and physical activity - Key issues



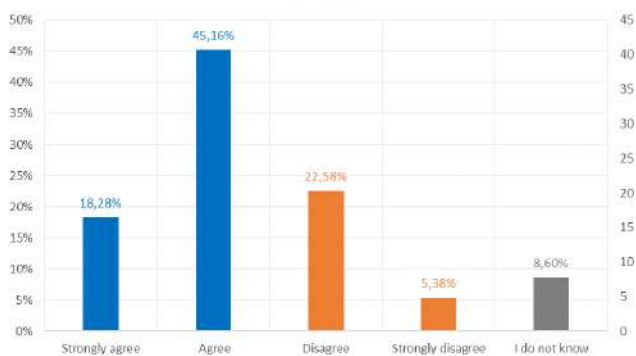
The skills required in our organisation are changing



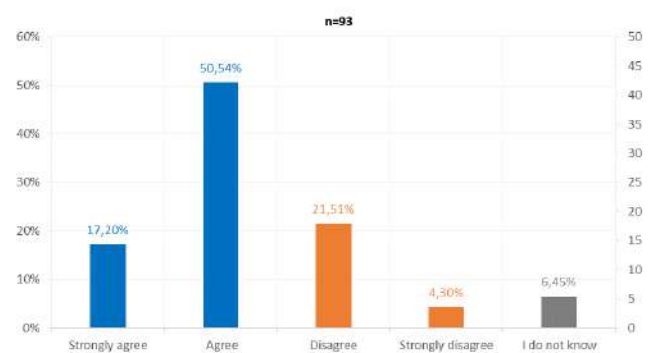
Work experience is more important than qualifications when recruiting paid staff



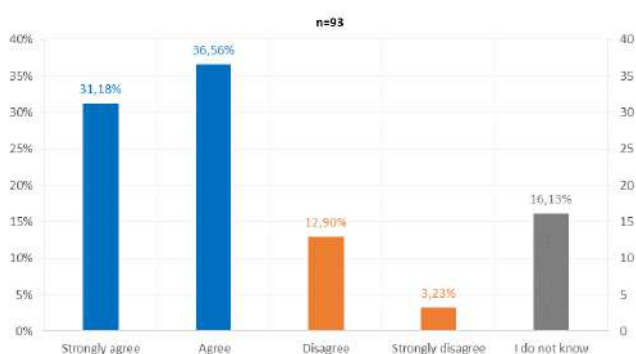
Past experience is more important than qualifications when recruiting volunteers



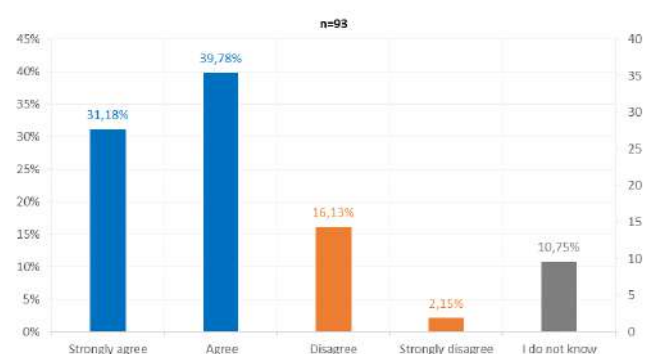
Attitude and personality are more important than qualifications when recruiting paid staff



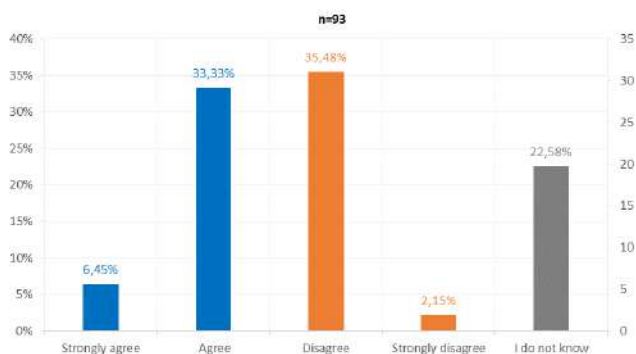
Expectations and priorities from national Government on sport organisations are increasing



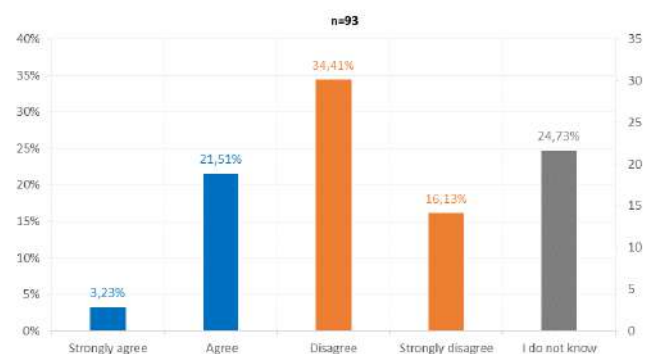
Expectations and priorities from national Government are causing our organisation to change



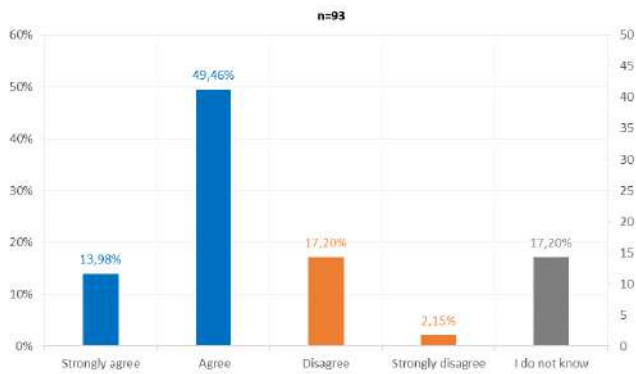
It is not easy to progress from a technical role (e.g. as a coach or instructor) to a management position



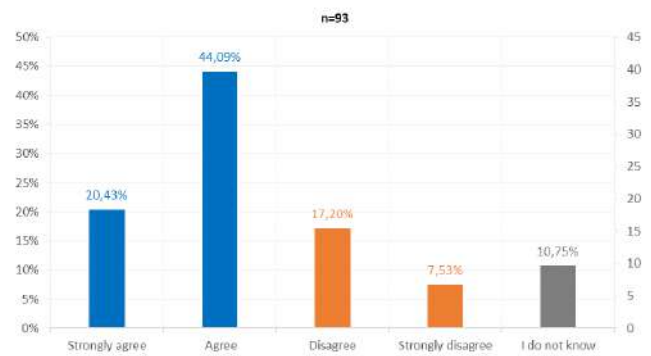
It is easy to find and recruit people with the right skills to work in your organisation as paid staff



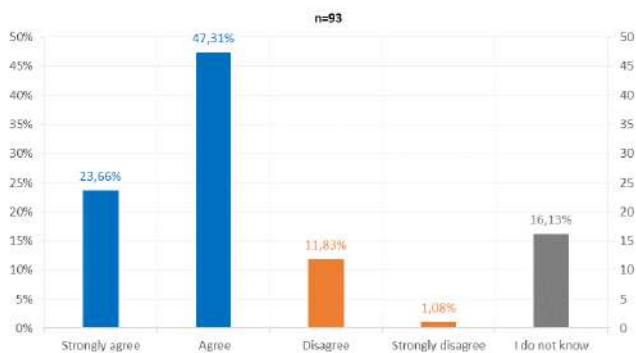
You find your staff are willing to train and develop themselves



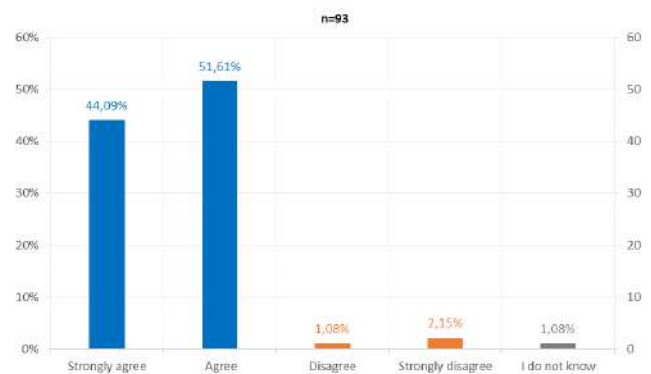
It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer



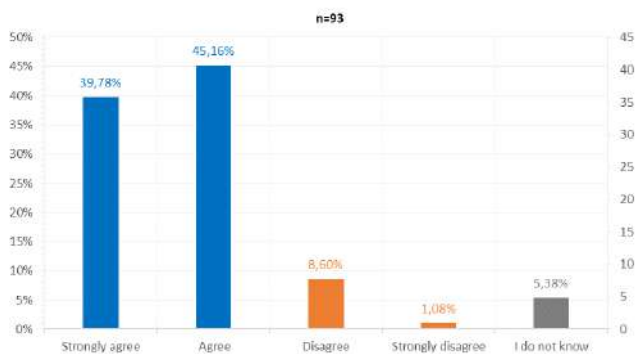
In the future there will be a demand for a better qualified workforce operating in sport organisations like yours



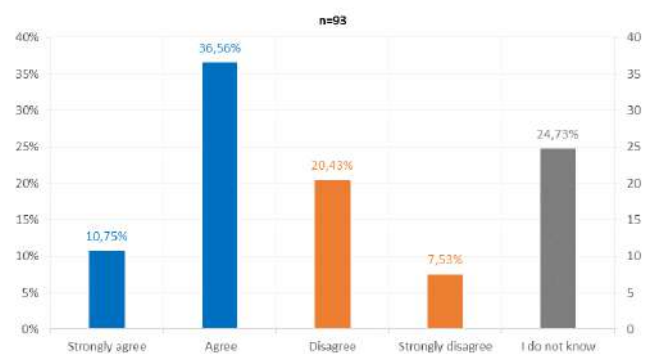
Effective governance is important to your organisation



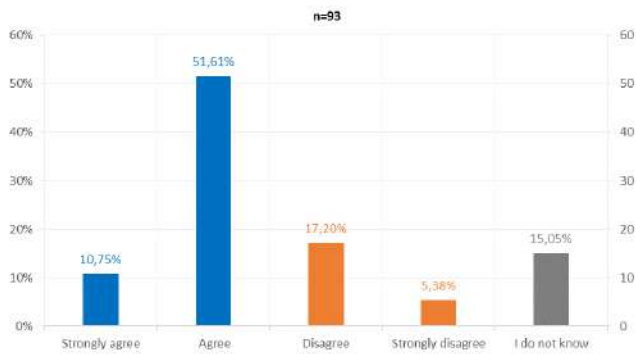
It is important that your staff have access to on-going training to keep their skills up to date



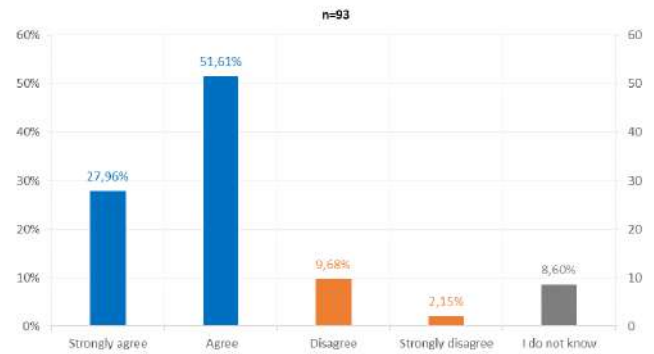
It is difficult to find relevant continuing professional development (CPD) courses for your staff



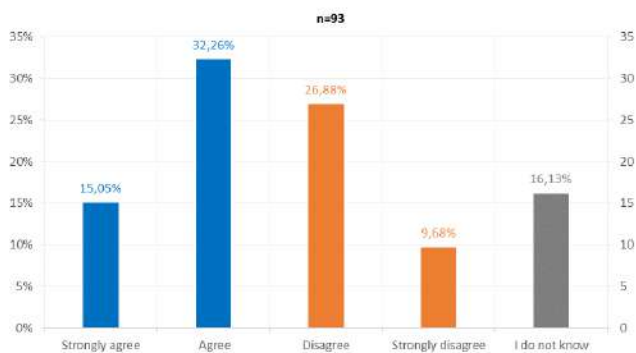
New training courses are required to meet the training needs of organisations like yours



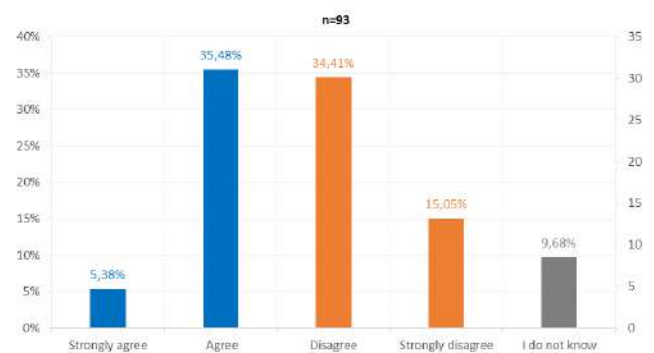
Universities/training providers should work more closely with organisations like yours



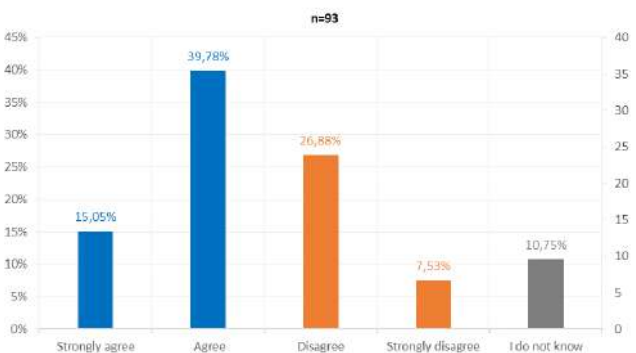
There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression



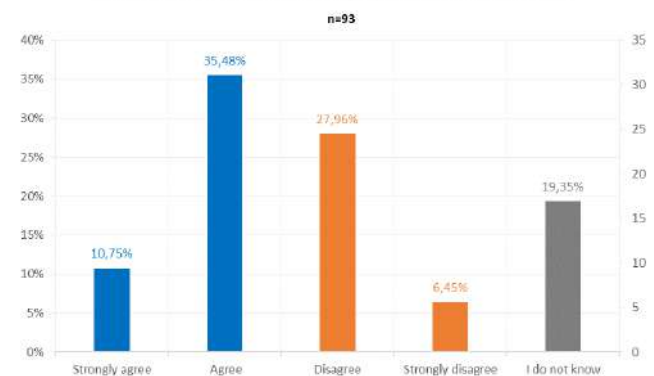
Volunteers do NOT need the same level of qualifications to perform their roles as paid staff



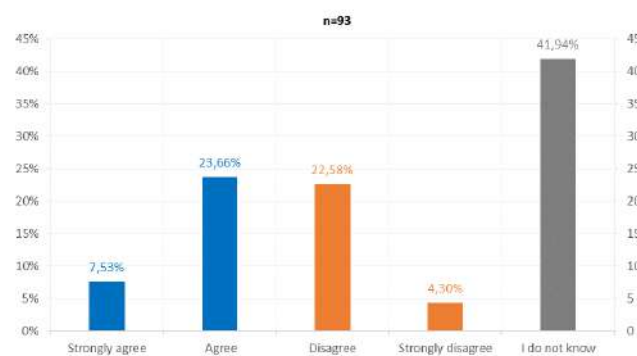
Our expectations of volunteers are as high as paid staff when they perform the same role



Our staff would benefit from learning experiences in other countries



It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable



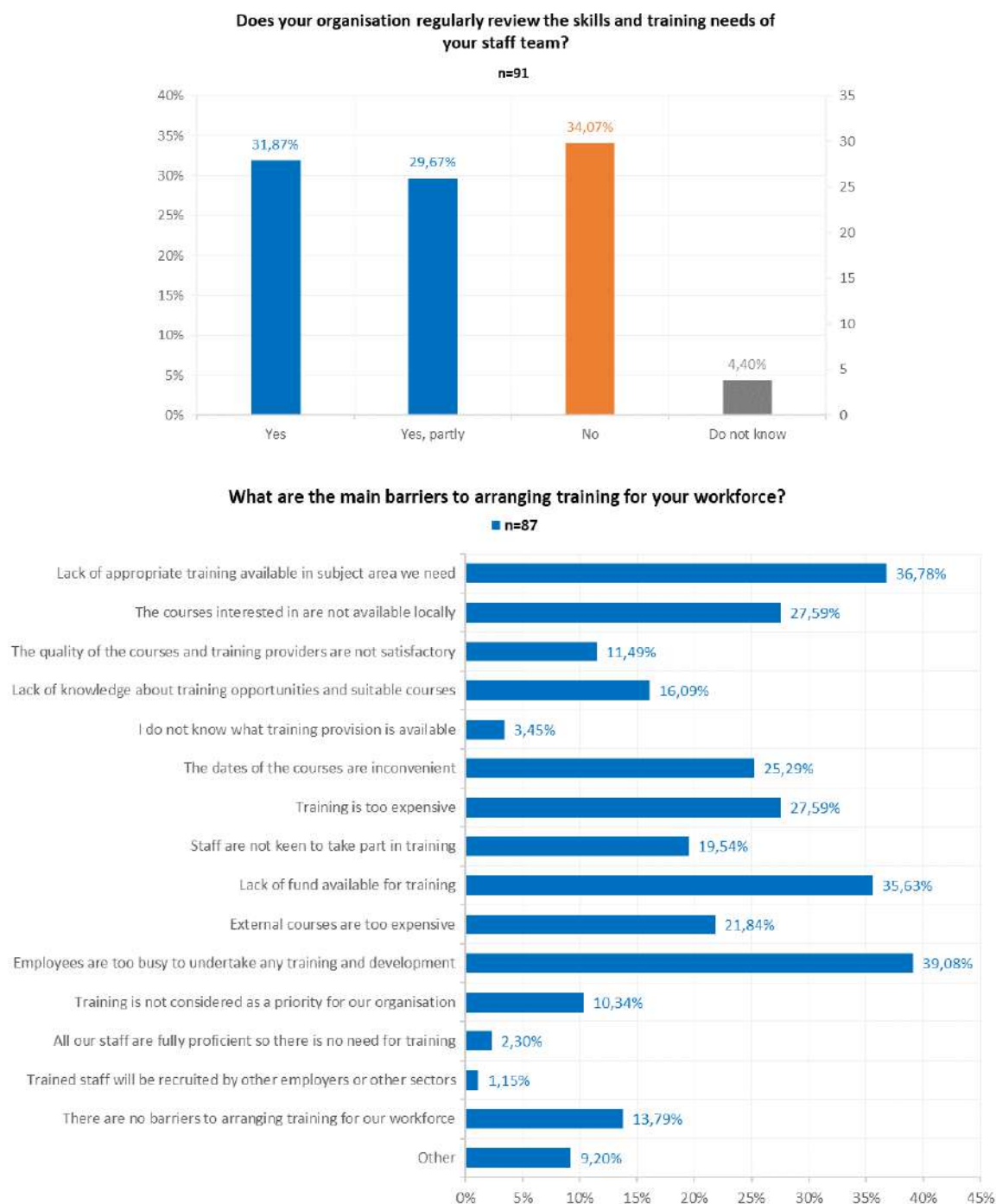
Although Belgian sport organisations elevated their level of professionalization over recent years (according to 55,91% of the answers), they acknowledge that the sector is changing and evolving and that the pressure of public authorities on them force the skills of the workforce to change too (according to 58,06% of the answers).

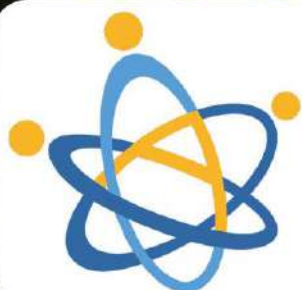
Inclusivity appears to be a critical point, as well for the paid workforce as for the participants.

When recruiting volunteers or paid staff, sport organisations value the work experience (more than the qualifications). They also note that their staff members are willing to train and develop themselves but that it is difficult to access to relevant continuing professional development (CPD) for a number of reasons (ie no pathways for progression in the organisations).

n) Workforce development and training

Table 7.44. Workforce development and training





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REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS

a) Context

It is important to note that consultations with national stakeholders happened in the period of April 01 – May 10, 2019.

Since April, the federal, regional and community governments were dismissed and general elections happened on May 26, 2019.

This situation didn't ease our national consultations with public authorities as their representatives were no more in "decision" positions. Nevertheless we had informal discussions with them, based on parts 1 to 6 of this report.

The same was done with a sample of sport federations, with the National Olympic Committee and with representatives of Employers and Workers Unions.

We also benefited of the memoranda addressed, by the Vlaamse Sport Federatie (VSF)⁶⁶ and the Association Interfédérale du Sport Francophone (AISF)⁶⁷, to the political parties in preparation to the general elections are due to happen on May 26, 2019.

b) Main items discussed and overall feedback received from national stakeholders

The data collected in the labour market and employers surveys show that there are big expectations for all occupations and forms of employment (paid staff and volunteers). These expectations are diverse. The back office skills in the sport sector appear to be secondary: if the sports technical skills are OK, back office skills "will follow" and will be acquired on the spot.

An important "drop out" of coaches is evident. We consider that the demand from almost all organisations for coaches (volunteer and paid) remains unsatisfied, while every year the number of coaches and the number of candidates coaches achieving their qualifications appear to be high. This shows probably a low level of retention, including questions linked to payment (if you pay peanuts, you get monkeys) and limited full time jobs.

Low levels of money to attract people, to educate them and to retain them in the function means that you put too much pressure on volunteers, asking them to have the same skills and competencies as payed staff.

The information gathered at pages 33-40 is worth for analysis. Everybody understands that circumstances and society change constantly, requiring new skills from staff and volunteers. This is in contradiction with the absence of training and continuous education for adults.

An important fact is also that many respondents have a quite negative consideration for diplomas. They value more experience, attitude and personality. Consider also the fact that Sport Vlaanderen and ADEPS value sport technical knowledge and focus their education programmes on this more than on management skills (where the biggest weaknesses are).

This being said, the need for qualified back office (management) functions shows the necessity for specific education programmes. A majority of respondents consider that today the existing programmes for paid staff (who already finished their higher education) are offered by commercial entities, which means that

⁶⁶ VSF, s.n., Memorandum Vlaamse Sportfederaties, Onze prioriteiten voor een sterker (sportend) Vlaanderen, VSF, Gent, 05-2019, <https://www.vlaamssportfederatie.be/>, available on 15/05/2019

⁶⁷ AISF, s.n., Cahier de revendications du sport francophone, AISF, Angleur, 05-2019. Available at www.aisf.be, available on 15/05/2019

they are very expensive and as such too expensive for the not for profit sector. Education programmes from the Belgian Olympic and Interfederal Committee (Belgian Olympic Academy), from Dynamo or from the Association Interfédérale du Sport Francophone (AISF) are not sufficiently promoted.

Considering the fact that many sport organisations in Belgium have small staffs, there is a chronic lack of time and financial means to engage in management skills education. But this appears to be the story of the chicken and the egg: while there is a lack of time and money for skills education, the consequence is a lack of demand and offer in management skills education.



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Improving the Supply of Skills to the Sector

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NATIONAL CONCLUSIONS

9. NATIONAL CONCLUSIONS

The following **strengths of this report**, as underlined by the stakeholders, are to give better views on

-  The problems faced by the respondents,
-  The huge needs of training and education, especially for management, operational and clerical staffs of the respondents, when compared to the skills and attributes expected,
-  The reasons for the lacks of skills and attributes when compared to those expected,
-  The expectations of organisations towards their paid / volunteer, sport / non-sport, strategic / non-strategic work forces,
-  The contradiction between the expectations, the skills and attributes and the education / training opportunities, when it comes to timing, costs and offer.

As it comes to the **weaknesses identified in this report**, as underlined by the stakeholders, we point out

-  The fact that every policy is a question of choices: Belgian Communities made the decision, years ago, to focus on the sport technical education of coaches. This was a reasoned choice, however today we notice how difficult it is to keep coaches in sport federations and clubs, mainly because of the lack of financial incentives. This drop-out is a huge challenge for the Belgian sport.
-  Meanwhile, while focusing on sport technical education of coaches, the need of education of senior, middles and operational managers was neglected for many years. Recent initiatives from ISB, AISF and BOIC are due to help solving this questions but require a policy adaptation from public authorities.
-  The tension between the expectations towards volunteers in terms of skills and attributes on the one hand, and the system of retribution on the other hand, appears to be difficult to solve. Despite this it has to be solved by state as it is the only solution to preserve the European / Belgian model of sport.
-  The gap between the offer of education and training for management, operational and clerical staffs and the means sport organisations can dedicate to those programmes.
-  The gap between personality and experience of respondents and those having a qualification through education or training, in Flanders and in the French speaking Community.
-  The negative impact of the fact that sport organisations, in Belgium, clearly consider missing time and money to invest in competencies and abilities of their workers (paid and volunteers), especially when it comes to management, operational and clerical staffs. The impression also exist that when having sport technical competencies and abilities, they should be automatically transferable to management and operational tasks.
-  Meanwhile, it is worth to note that even if the investment capacity in education and training seems to be missing, almost all respondents recognise the need, the requirement and the expectation in education and training. One can imagine the middle and long term consequences of this reality.
-  Considering a market analysis, it also appear that good profiles of management, operational and clerical staffs are almost not available on the market and that sport organisations are less attractive to these profiles in terms of career path and salaries.
-  Finally sport organisations experience a societal switch where voluntary engagement is becoming short term and project oriented instead of long term and organisation's oriented. This puts great pressure on federations and clubs activities.



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Improving the Supply of Skills to the Sector

10 NATIONAL ACTION PLAN AND RECOMMENDATIONS

10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

National Action Plan highlighting recommendations and priority actions for your country.

Thematic 1: Perimeter of the field: employment, occupation, employed, self-employed				
Recommendation	Priority Action	Actors	Timeline	Measure of success
1-Understanding the requirements of SGB's in terms of employment, occupation, employed, self-employed	11-Priority Action 1: map the field	University research team	12/2019	Effective map
	12-Priority Action 2: consult social actors (employers, unions)	AISF / VSF / BOIC	02/2020	Round table conclusions
2-Developing a stronger cooperation between educational (universities) and training (VTS / ISB, ADEPS / AISF) providers to offer evolving programmes in line with the evolution of society and sport demands	21-Priority Action 1: reinforce or develop common platforms mapping all offers	VTS / ISB, ADEPS / AISF / Universities	05/2020	Effective common platform
	22-Priority Action 2: expand management educational and training programmes	VTS / ISB, ADEPS / AISF / Universities	Continuous process	"N" and "Q" of programmes
	23-Priority Action 3: monitor sport technical programmes to meet the society and sport demands	VTS / ADEPS	Continuous process	Tool developed by VTS / ADEPS
3-Promote the linkage of sport actors with other sectors (education, employers, unions)	31-Priority action: set up this recommendation under the form of a platform	Sport Ministers and their administrations	05/2020	Effective common platform

Thematic 2: Diversification of the field				
Recommendation	Priority Action	Actors	Timeline	Measure of success
4-Use the experience of other countries in Europe in terms of education and training of coaches, educators and managers in the field of sport to catch our weaknesses and manage opportunities	41-Priority Action 1: develop a centralised approach to this questions	Sport Ministers and their administrations	05/2020	Effective common platform – see 21
	42-Priority Action 2: map programmes	University research team	12/2019	Effective map – see 11
	43-Priority Action 3: select the most appropriated opportunities	Sport Ministers and their administrations	Continuous process	"N" and "Q" of programmes – see 22
5-Create a task force to help SGB's in Belgium to improve the quality of their governance through professionalisation of their management	51-Setting the objective	BOIC – Sport Ministers through ABCD platform	Implemented 04/2018	Effective consultation of authorities
	52-Consulting stakeholders	BOIC	Implemented 12/2018	Effective consultation of stakeholders
	53-Implementing the task force	BOIC	Implemented 04/2019	Effective implementation of task force

Thematic 3: Impact of the diversification of the field on the competencies and their recognition				
Recommendation	Priority Action	Actors	Timeline	Measure of success
6-Revert state and communities policies by setting priority goals on management and back-office education and training	61-Priority Action 1: gaining agreement on the goal	BOIC – Sport Ministers through ABCD platform	1 st Semester 2020	Ministers support
	62-Priority Action 2: setting the goals in decrees	Sport Ministers	2 nd Semester 2020	Promulgated decrees
	63-Priority Action 3: see thematic 1 & 2 (priorities 21, 41, 42, 43) related to the implementing a permanent consultation platform between sport stakeholders	BOIC – Sport Ministers through ABCD platform + education and training providers	05/2020	Effective common platform
7-Voluntary work is a Federal (work placement and taxes) and Communities (initiatives in the field of work) matter. As voluntary work is declining public authorities should develop a 3 steps strategy	71-Priority Action 1: consider the variety of voluntary work (not only in sport) and set a common framework by (1) recognising the societal role of voluntary work and (2) re-evaluate fiscal policies for voluntary work	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels	2 nd Semester 2020	Promulgated laws (federal state) and decrees (Communities)
	72-Priority Action 2: set a pool of volunteers as many (management) profiles are not specific to sport sector (finances, legal, communication, marketing)	Social and sectoral partners	12/2020	Existence of the pool
	73-Priority Action 3: connect the initiative to educational and training programmes	Sport Ministers and their administrations	12/2020	

Thematic 4: Understanding the expectations of new publics, new forms and new locations				
Recommendation	Priority Action	Actors	Timeline	Measure of success
8-Understanding the expectations of new publics, new forms and new locations	81-Priority Action 1: map expectations of new publics, new forms and new locations	University research team	12/2019	See 42 and 43 + 52
9-Co-operation between education and training providers in order to secure education and training programmes taking into account the changing context of the sport market	91-Priority Action 1: see thematic 1 & 2 (priorities 21, 41, 42, 43, 63) related to the implementing a permanent consultation platform between sport stakeholders and education and training providers	BOIC – Sport Ministers through ABCD platform + education and training providers	05/2020	Effective common platform
	92-Priority Action 2: secure education and training programmes taking into account the changing context of the sport market	Sport Ministers and their administrations	Continuous process	“N” and “Q” of programmes – see 22

Thematic 5: Developing the paths of professionalization, based on pluri-qualification and transferable competencies + Mutualisation of services between associations in order to secure employment				
Recommendation	Priority Action	Actors	Timeline	Measure of success
10-As Belgian SGB's are small while deserving competent and professional management, a strong strategy of mutualisation of competencies and HR resources between SGB's (especially small ones) is needed	101-Priority Action 1: public authorities to enforce mutualisation by decree (see also 62)	Sport Ministers	2 nd Semester 2020	Promulgated decrees
	102-Priority Action 2: give legal and technical advice to SGB's in order to facilitate mutualisation	Sport Ministers and their administrations + VSF and AISF	1 st Semester 2021	Brochures, podcasts, sessions
	103-Priority Action 3: provide SGB's with HR and financial incentives to enter the process and effectively mutualise	Sport Ministers and their administrations	2 nd Semester 2020	Promulgated decrees + application
11-While developing this mutualisation strategy, facilitate cross-sectoral mutualisation of managers (Sport – NGO's – Culture – Social Work)	111-Priority Action 1: see priority actions 71, 72 and 73	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels Social and sectoral partners	2 nd Semester 2020	Promulgated laws (federal state) and decrees (Communities)

Thematic 6: Improving the association's capacities as employers				
Recommendation	Priority Action	Actors	Timeline	Measure of success
12-While working on the professionalisation and mutualisation of management of SGB's, a special attention should be given to the smallest ones (in terms of means and competencies)	121-Priority Action 1: public authorities to take care of this while enforcing mutualisation by decree – see priority actions 62 and 101	Sport Ministers	2 nd Semester 2020	Promulgated decrees
	122-Priority Action 2: provide small SGB's with special HR and financial incentives to ease their entry in the process and effectively mutualise – see priority action 102	Sport Ministers and their administrations + VSF and AISF	1 st Semester 2021	Brochures, podcasts, sessions
	123-Priority Action 3: give special legal and technical advice to small SGB's in order to facilitate mutualisation – see priority action 103	Sport Ministers and their administrations	2 nd Semester 2020	Promulgated decrees + application
13-Develop a strategy to broke the vicious circle of lack of time, money and HR so that small and middle great SGB's can benefit from educational and training opportunities for managers	131-Priority Action 1: mutualise (see thematic 5) – see priority action 111	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels + Social and sectoral partners	2 nd Semester 2020	Promulgated laws (federal state) and decrees (Communities)
	132-Priority Action 2: put management education and training as a key priority (see thematic 3)	BOIC – Sport Ministers through ABCD platform + education and training providers	2 nd Semester 2020	"N" and "Q" of programmes – see 22 + Brochures, podcasts, sessions
14-By enforcing new rules (by decree) on voluntary work (see thematic 3), reduce the drop out of coaches, managers and voluntary board members from NGS	141-Priority action 1: monitor	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels	Continuous process	Effective monitoring tool

Thematic 7: Associations as hybrid employers between market and social economy

Recommendation	Priority Action	Actors	Timeline	Measure of success
15-Provide a specific framework to associations, in the context of the new law on companies in order of mastering this hybridity of employment between market and social economy	151-Priority Action 1: Ministers and Parliaments to work on this	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels	05/2020	Law / Decree operational
16-Improve by specific fiscal measures voluntary work in associations	161-Priority Action 1: adjust their fiscal status by law – see priority action 71	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels	2 nd Semester 2020	Promulgated laws (federal state) and decrees (Communities)
	162-Priority Action 2: inform the associations about specific measures dedicated to facilitate volunteer work -see priority action 71	Sport / Employment / Finances Ministers, at Federal and Regional / Community levels	2 nd Semester 2020	Brochures, podcasts, sessions



















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ESSA-SPORT

Improving the Supply of Skills to the Sector

ANNEXES

ANNEXES

a) Annexe 1

AISF, s.n., Cahier de revendications du sport francophone, AISF, Angleur, 05-2019. Available at www.aisf.be, available on 15/05/2019

CAHIER DE
REVENDEICATIONS
du sport francophone

Préface

À la veille de chaque élection fédérale et régionale, l'AISF rédige un cahier de revendications du sport francophone en fonction de différentes situations découlant de l'actualité du moment.

Cette année, en vue des élections fédérales et régionales du 26 mai 2019, l'AISF réitère bien entendu cette démarche.

Ces revendications sont le fruit d'un travail collectif avec la participation en trois temps des représentants de toutes les fédérations francophones.

Dans un premier temps, à l'occasion de la Journée des Fédérations qui eut lieu à Courrière le 5 décembre 2018, trois thèmes ont été débattus :

- ✓ Arbitrage
- ✓ Sport et enseignement
- ✓ Formation des cadres sportifs.

Un résumé des remarques et propositions a été transmis à chaque fédération.

Dans un second temps, un questionnaire a été envoyé à chaque fédération pour préparer la rencontre suivante.

À cette occasion, les fédérations ont été consultées sur sept autres thèmes :

- ✓ Soutien des pouvoirs publics aux fédérations et à leurs clubs
- ✓ Fiscalité et statuts
- ✓ Sport santé
- ✓ Éthique
- ✓ Sport pour tous
- ✓ Infrastructures sportives
- ✓ Organisation du sport en Belgique

Enfin, à l'occasion de l'Assemblée générale de l'AISF qui se tint le 18 mars 2019 à Wierde, les résultats de l'enquête ont été présentés et débattus pour constituer les fondations du présent cahier de revendications.



André Stein,
Président



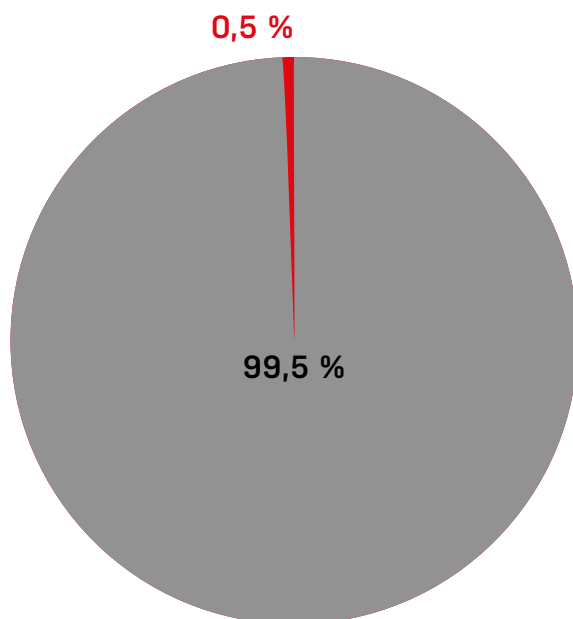
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Il est minuit moins une!

Le monde du sport francophone souhaite que la part du budget de la Fédération Wallonie-Bruxelles allouée au sport soit portée à 1 %.



DÉPENSES DE LA FÉDÉRATION WALLONIE-BRUXELLES PAR GRAND SECTEUR

- Éducation, Recherche et Formation
- Dette
- Dotations
- Santé, Affaires sociales, Culture, Audiovisuel
- Services généraux
- Sport

Source : Direction de la Recherche - Fédération Wallonie-Bruxelles,

« La Fédération Wallonie-Bruxelles en chiffres – Édition 2018 », 2018, p.38. ISSN 2034-8657.

Disponible sur : http://www.directionrecherche.cfwb.be/index.php?eID=tx_nawsecure-dl&u=0&g=0&hash=295b2a1d544e64e79cf11544e197cc0633481b21&file=fileadmin/sites/sr/upload/sr_super_editor/sr_editor/documents/statistiques/CC2018_web.pdf

I. Soutien des pouvoirs publics aux fédérations et à leurs clubs

Les fédérations sportives font face à une insuffisance de moyens financiers et humains pour que le sport belge francophone continue de briller au plus haut niveau et pour développer le sport pour tous.

Par ailleurs, elles font face également à une charge administrative conséquente les empêchant de consacrer l'essentiel de leurs ressources au développement de la pratique sportive.

Concrètement

LA SUBVENTION FORFAITAIRE DES FÉDÉRATIONS

L'avant-projet de décret « mouvement sportif » de la Fédération Wallonie-Bruxelles fixe des variables pour déterminer le montant de la subvention forfaitaire octroyée aux fédérations qui devront être précisées dans un arrêté d'exécution. Les fédérations souhaitent que cela n'entraîne pas de pertes de moyens financiers et sont demandeuses de recevoir une base fixe pour toutes les fédérations et une partie variable sur la base de différents critères, mais mettant prioritairement l'accent sur les activités développées.

LA SUBVENTION POUR LE DÉVELOPPEMENT DU SPORT DE HAUT NIVEAU

Bien que les moyens financiers octroyés aux fédérations demeurent insuffisants, les fédérations se réjouissent de la nette amélioration concernant leur autonomie d'utilisation de ces subventions et des relations avec l'Adeps.

- ✓ Elles souhaitent que cette dynamique vers une plus grande autonomie soit poursuivie et qu'il soit veillé à la liquidation des subventions assez tôt dans l'année pour l'équilibre de leur Trésorerie.
- ✓ Elles demandent que les subventions de la Fédération Wallonie-Bruxelles consacrées au soutien du Sport de Haut Niveau soient revues à la hausse sans que cela se fasse au détriment d'autres postes du budget « sport » de la FWB.



- ✓ Le Sport de Haut Niveau doit rester une compétence des fédérations qui détiennent seules l'expertise dans leur discipline.

LA SUBVENTION POUR LE DÉVELOPPEMENT DE L'ACTION SPORTIVE LOCALE

Bien que le système unique des subventions soit plus simple, les fédérations n'ont désormais plus de vision sur les demandes de subsides de leurs clubs auprès de l'Adeps. De plus, l'objectif de simplification n'est pas complètement atteint. Dès lors,

- ✓ Il convient de réduire le nombre de dossiers à remplir pour les clubs désirant déposer un « programme sportif » sur la plateforme SUBside.
- ✓ Il convient d'élargir le bénéfice de la subvention à toutes les catégories reprises dans le décret du 8 décembre 2006 visant l'organisation et le subventionnement du sport en Communauté française.
- ✓ Les formations de dirigeant.e.s sportif.ve.s doivent être valorisées pour l'octroi de cette subvention.
- ✓ Il faut permettre aux fédérations d'avoir une vision (un avis) sur les dossiers de subsides déposés par les clubs affiliés.



LES AIDES POUR L'EMPLOI (APE, ACS, MARIBEL SOCIAL...)

Les aides à l'emploi sont indispensables à la professionnalisation du sport.

- ✓ Les fédérations souhaitent un soutien accru à l'emploi sportif par une consolidation et un développement des mécanismes existants (APE, ACS, Maribel social...) tant pour les postes administratifs que sportifs.
- ✓ Il convient de prévoir des contrats adaptés à la carrière des sportif.ve.s de Haut Niveau.
- ✓ La réalisation d'un cadastre des aides à l'emploi dans le sport (structure et fonction) s'avère indispensable.

SIMPLIFICATION ADMINISTRATIVE

- ✓ Le plan comptable BNB devra être la règle afin de ne pas contraindre les fédérations à un double encodage dans le plan comptable Adeps. De plus, une plateforme informatique « interactive » doit être créée pour l'ensemble des documents que les fédérations sont tenues de fournir à l'Adeps.

II. Fiscalité et statut

Le cadre légal peut encourager ou décourager le développement des activités sportives tant fiscalement que juridiquement. D'ailleurs, la loi sur le travail associatif et le rehaussement des plafonds du volontariat constituent des avancées majeures réclamées depuis longtemps par le secteur sportif.

Cependant, le monde sportif francophone peine toujours à trouver et à garder des bénévoles et plus largement des personnes disposées à s'investir dans la vie sportive des fédérations et des clubs.

Par ailleurs, les différentes législations font peser sur le monde du sport une charge administrative très importante.

Concrètement

VOLONTARIAT ET TRAVAILLEUR ASSOCIATIF

Les fédérations sportives souhaitent :

- ✓ La suppression de l'exclusion du travail associatif liée aux quatre trimestres préalables pour les travailleur.euse.s indépendant.e.s.



- ✓ L'élargissement du champ d'application du travail associatif à d'autres bénéficiaires (travailleur.euse.s à moins de 4/5^e temps, demandeur.euse.s d'emploi, étudiant.e.s, etc.).
- ✓ Le rehaussement du plafond kilométrique du volontaire.
- ✓ La mise en place d'un système de crédits d'heures et l'extension de la dispense de services permettant à des bénévoles de prester durant leur temps de travail au bénéfice du sport.

RÉFORME DU STATUT DES ASBL LIÉE AU NOUVEAU CODE DES SOCIÉTÉS

- ✓ Les fédérations sportives font part de leurs inquiétudes quant à la mise en œuvre de cette mesure qui va alourdir à nouveau la charge administrative déjà conséquente d'autant que celle-ci repose très généralement sur des bénévoles.

AUTRE

- ✓ Il convient d'accorder un soutien accru à l'AISF afin que celle-ci puisse renforcer ses services aux fédérations et aux clubs en matière juridique, comptable et fiscale en s'inscrivant dans sa mission de mutualisation.



III. Formation des cadres sportifs

Les fédérations souhaitent améliorer l'encadrement des sportif.ve.s et plus particulièrement celui des jeunes sportif.ve.s mais cette mission se heurte à de nombreuses difficultés liées à :

- *des cahiers des charges actuellement trop lourds et trop souvent mouvants,*
- *la faiblesse des moyens accordés par les pouvoirs publics à la formation des cadres,*
- *un niveau d'exigence fixé par les pouvoirs publics en décalage avec la réalité de terrain entraînant une désaffection pour les formations.*

Concrètement

Il convient de :

- ✓ Mettre en place des cahiers de charges mieux adaptés aux réalités de terrain et à même de rendre les formations plus attractives.
- ✓ Octroyer des moyens complémentaires directs pour mener à bien cette mission de formation des cadres sportif.ve.s.
- ✓ Doter les pouvoirs publics (Adeps) de moyens complémentaires permettant d'améliorer l'accompagnement des fédérations dans leurs missions de formation des cadres sportif.ve.s.
- ✓ Tendre vers une professionnalisation des métiers du sport.



IV. Sport et santé

Les bienfaits du sport pour la santé de l'ensemble des citoyen.ne.s ne sont plus à prouver, pourtant l'articulation des actions menées par les représentant.e.s du monde sportif et les acteurs institutionnels de la prévention santé est pratiquement inexistante.

Concrètement

Nous proposons de :

- ✓ Soutenir et généraliser des projets œuvrant à l'amélioration de la santé par la pratique sportive.
- ✓ Valoriser le rôle du sport dans la prévention des risques pour la santé.
- ✓ Lutter efficacement contre les pratiques de dopage en renforçant les moyens des ONAD (Organisation Nationale Anti Dopage) et de la CIDD (Commission Interfédérale Disciplinaire en matière de Dopage).

PASS-SPORT MÉDICAL

- ✓ Le monde sportif francophone se veut attentif à la santé des pratiquant.e.s et demande la mise en place d'un cadre légal qui préserve la santé des sportif.ve.s en responsabilisant tant les pratiquant.e.s, les acteurs du sport que le monde médical.
- ✓ Il convient de limiter la charge administrative pesant sur les fédérations et leurs clubs. Le décret du 3 avril 2014 relatif à la prévention des risques pour la santé dans le sport peut constituer la base de travail, mais doit faire l'objet de modifications et nécessite de prendre les arrêtés d'exécution pour le mettre en œuvre.

SPORT SUR ORDONNANCE

- ✓ Dans le cadre d'une politique de prévention santé et donc d'une diminution des coûts pour la sécurité sociale, le sport francophone souhaite que l'on rende possible pour les médecins la prescription d'activités sportives, en fonction des pathologies, avec une prise en charge par l'INAMI.

V. Arbitrage

La mise en place en 2018 d'une commission spécifique à l'arbitrage au sein de l'AISF (CICAF.be) démontre l'importance pour le monde sportif de se pencher sur les problématiques qui touchent le corps arbitral interfédéral. Les officiel.le.s étant indispensables à toute compétition sportive et il faut donc veiller à les valoriser et à les préserver.

Concrètement

Il convient de :

- ✓ Favoriser un espace de mise en commun des problématiques propres aux juges et arbitres.
- ✓ Favoriser le recrutement de nouveaux.lles arbitres et veiller à conserver les arbitres en activité.
- ✓ Proposer et soutenir des formations sur les problématiques communes aux disciplines sportives (assertivité, gestion de conflits, gestion du stress...).
- ✓ Durcir la sévérité des sanctions en cas d'agressions et créer un degré de sanctions s'appliquant de manière interfédérale. La CICAF pourrait être l'organe fixant celles-ci en veillant également à organiser le recours.





VI. Éthique

Les fédérations ont une volonté claire de veiller au respect et à la promotion de l'éthique dans le sport.

Concrètement

Les fédérations sportives souhaitent, en partenariat avec la politique de promotion de l'éthique de l'Adeps :

- ✓ Mettre en place des assises de l'éthique dans le sport.
- ✓ Créer un observatoire des incidents et violences dans le sport.
- ✓ Mener des campagnes de promotion de l'éthique dans le sport.
- ✓ Poursuivre la lutte contre le *match fixing*.
- ✓ Mettre en place des outils afin d'aider les fédérations.

VII. Sport pour tous

Les fédérations ont la volonté de soutenir la promotion à grande échelle de l'activité sportive et garantir à tous l'accès à la pratique d'une activité sportive.

Concrètement

Il convient de :

GENRE - MIXITÉ

- ✓ Encourager la mixité au sein des activités sportives.
- ✓ Promouvoir les formations de monitrices sportives et de dirigeantes sportives.
- ✓ Augmenter et améliorer la médiatisation du sport féminin.
- ✓ Promouvoir les différentes voies d'investissement au bénéfice du sport.

INTÉGRATION PAR LE SPORT

- ✓ Renforcer, de manière transversale, les politiques d'intégration par le sport en faveur des publics défavorisés par des subventions publiques et des mesures fiscales telles que l'octroi de chèques-sport.

RELATIONS CLUBS / FÉDÉRATIONS – ADMINISTRATIONS COMMUNALES

- ✓ Revaloriser le rôle du sport comme un levier important des politiques locales, sociales et d'intégration.
- ✓ Renforcer la collaboration avec les fédérations et les clubs dans la mise en place des politiques sportives locales, sociales et d'intégration menées par les communes et les centres sportifs locaux (intégrés).
- ✓ Sensibiliser les pouvoirs locaux à aider prioritairement les clubs affiliés aux fédérations reconnues (garantie de qualité d'encadrement).



MÉDIATISATION

- ✓ Donner une meilleure médiatisation au sport permettant au public de mieux connaître les disciplines sportives et leurs représentant.e.s. L'AISF souhaite pouvoir être associée aux décisions de diffusion « sport » dans le cadre du contrat de gestion de la RTBF.
- ✓ Développer un soutien des pouvoirs publics visant le développement d'une chaîne numérique produisant des contenus audiovisuels faisant la promotion de tous les sports.
- ✓ Diversifier et innover dans la médiatisation du sport.

HANDISPORT

- ✓ Renforcer l'inclusion des personnes en situation de handicap au sein des fédérations et de leurs cercles avec un soutien technico-sportif permettant de développer des activités handisport.

SENIOR.E.S

- ✓ Soutenir la pratique sportive des senior.e.s dans toutes les disciplines en apportant un soutien technico-sportif aux fédérations et à leurs cercles.

SPORT AUTO-ORGANISÉ¹

- ✓ Rendre possible, en fonction des disciplines sportives, les affiliations des sportif.ve.s directement à la fédération sous la forme d'une licence « pratiquant.e.s libres ».
- ✓ Réaliser une étude sur l'ampleur et les enjeux du phénomène.

1 Le sport auto-organisé représente les pratiques sportives autonomes et informelles organisées en dehors du cadre des fédérations et de leurs cercles.



VIII. Sport et enseignement

Dans un but de santé publique, de pérennisation d'une pratique physique et sportive, d'éviter le décrochage sportif chez les adolescent.e.s voire dans la détection de talents, il faut augmenter les synergies entre l'enseignement et les fédérations sportives.

Concrètement

Il convient de :

- ✓ Favoriser l'accès aux formations de cadres des fédérations sportives, pour les enseignant.e.s en éducation physique en place et en cours de cursus.
- ✓ Augmenter les synergies entre le.a Ministre des Sports et le.a Ministre de l'Enseignement (et leurs administrations) et faire des fédérations les partenaires privilégiés des enseignant.e.s en éducation physique dans le cadre du Pacte d'excellence.
- ✓ Positionner les cours d'éducation physique dans le Pacte d'excellence comme l'endroit de l'acquisition de compétences motrices et de sensibilisation à l'importance de l'activité physique en positionnant le sport comme outil d'apprentissage.
- ✓ Engager des moyens afin de pallier le manque d'infrastructures sportives scolaires (construction et rénovation) et en faciliter l'accès aux fédérations.
- ✓ Positionner l'AISF comme interlocuteur avec les différents réseaux d'enseignement.

IX. Infrastructures sportives

Vu le faible nombre d'infrastructures sportives, globalement de qualité insuffisante pour le sport pour tous, de compétition et de haut niveau.

Concrètement

Il convient de :

QUANTITÉ ET QUALITÉ DES INFRASTRUCTURES SPORTIVES

- ✓ Augmenter les moyens dédiés à la construction et à la rénovation des infrastructures sportives et prévoir des budgets consacrés à leur entretien et à leur gestion.
- ✓ Soutenir le développement de pôles de Haut Niveau afin de bénéficier de synergies collectives et de mutualiser les compétences.
- ✓ Donner accès aux infrastructures scolaires afin de fournir une réponse rapide et pragmatique au manque d'infrastructures sportives.

PROGRAMMATION DES INFRASTRUCTURES

- ✓ Poursuivre et intensifier le partenariat avec Infraspports en Wallonie dans la perspective de systématiser la prise en compte des politiques sportives des fédérations dans la programmation des équipements sportifs.
- ✓ Développer les missions du Département Connaissance territoriale de « Perspective.Brussels » pour les infrastructures sportives avec un partenariat permettant la prise en compte des politiques sportives des fédérations dans la programmation des équipements sportifs.
- ✓ Mettre en place une réflexion interrégionale en capacité d'apporter une plus-value en matière de maillage territorial des infrastructures sportives.
- ✓ Permettre une analyse de l'AISF sur les besoins en infrastructures des fédérations et clubs de manière périodique.
- ✓ Disposer d'infrastructures permanentes ou provisoires adaptées permettant l'organisation de grands événements sportifs internationaux en FWB (en veillant à aider les fédérations à les accueillir).



X. Organisation du sport en Belgique

La complexité du schéma institutionnel belge peut représenter un frein au développement de politiques sportives cohérentes.

Concrètement

- ✓ Le monde sportif francophone souhaite que les différents niveaux de pouvoir développent des accords de coopération permettant un meilleur développement du sport de Haut Niveau et du sport pour tous.
- ✓ Le sport doit bénéficier d'une place plus importante dans les politiques des différents niveaux de pouvoir au titre de mission de service public.
- ✓ Il convient de favoriser les partenariats entre les acteurs du sport belge que sont le COIB, l'ASIF, la VSF, l'Adeps, Sport Vlaanderen et Ostbelgien.
- ✓ Les différents niveaux de pouvoir doivent tendre vers un développement durable du sport en mettant en place des stratégies favorisant une économie circulaire, renforçant la responsabilité sociétale, visant le bien-être des citoyen.ne.s et promouvant une mobilité et des pratiques écoresponsables. Pour ce faire, il convient également de décroisonner et favoriser les échanges avec les autres acteurs du développement durable.

ais
CONSEILS EN
GESTION SPORTIVE



DU SPORT FRANCOPHONE

Présentation de l'AISF

L'Association Interfédérale du Sport Francophone est l'association officiellement reconnue par la Fédération Wallonie-Bruxelles comme représentante des fédérations sportives belges francophones. Elle compte actuellement une septantaine de fédérations membres et, depuis plus de 20 ans, elle œuvre au développement du sport francophone, de ses fédérations, ses clubs et leurs membres (dirigeants, entraîneurs, arbitres...).

NOS MISSIONS

- ✓ Représenter et défendre les intérêts du sport francophone auprès des autorités publiques.
- ✓ Contribuer à l'amélioration constante et à la professionnalisation du fonctionnement de ses membres.
- ✓ Conseiller et assister les fédérations et clubs dans leur fonctionnement quotidien.
- ✓ Soutenir le développement du sport francophone.
- ✓ Promouvoir la pratique sportive.



NOTRE PUBLIC

- ✓ Fédérations sportives belges francophones.
- ✓ Membres de ces fédérations (clubs, dirigeant.e.s, entraîneur.e.s, arbitres, etc.).
- ✓ Population francophone dans son ensemble.

NOS MANDATS / REPRÉSENTATIONS

- ✓ Centre d'Aide à la Performance sportive (CAPS).
- ✓ Confédération des Employeurs du Secteur Sportif et SocioCulturel (CESSOC).
- ✓ Conseil Supérieur des Sports (CSP).
- ✓ Commission de prévention des risques pour la santé dans le sport.
- ✓ Plateforme Francophone du Volontariat (PFV).
- ✓ Conseil Supérieur des Volontaires (CSV).
- ✓ Commission paritaire 329.
- ✓ Match fixing.
- ✓ Commission des Officiels COIB.
- ✓ Delta group.

Nos membres

Aile Francophone de la Fédération Royale Belge de Tennis de table
Association Belge Francophone de Taekwondo
Association d'Aéromodélisme
Association des Clubs Francophones de Football
Association Francophone Belge de Golf
Association Francophone d'Aikido-Aïkikai
Association Francophone de Tennis
Association Francophone des Clubs de Danse et de Loisirs
Association Francophone des Fédérations Sportives Scolaires
Association Francophone du Sport Travailleur Belge
Association Sportive Automobile Francophone
Association Sportive de l'Enseignement Universitaire et Supérieur
Association Wallonie-Bruxelles de Basket-ball
Club Alpin Belge - Escalade, Alpinisme et Randonnée
EnéoSport
Fédération Belge d'Hébertisme et de Yoga
Fédération Belge Francophone de Disque Volant
Fédération Belge Francophone de Patinage
Fédération Belge Francophone de Pétanque
Fédération Cycliste Wallonie - Bruxelles
Fédération de Sports Loisirs Francophones
Fédération de Volley-ball Wallonie-Bruxelles
Fédération des Clubs Francophone de Vol à Voile
Fédération des Jeux de Paume Wallonie-Bruxelles
Fédération Echiquienne Francophone de Belgique
Fédération Francophone Belge de Judo et Disciplines Associées
Fédération Francophone Belge de Kin-Ball
Fédération Francophone Belge de Marches Populaires
Fédération Francophone Belge de Natation
Fédération Francophone Belge de Savate
Fédération Francophone Belge de Ski
Fédération Francophone de Canoë
Fédération Francophone de Gymnastique et de Fitness
Fédération Francophone de Ju-Jitsu
Fédération Francophone de Karaté et Arts martiaux affinitaires
Fédération Francophone de Patinage Artistique
Fédération Francophone de Ski Nautique et de Wakeboard



Fédération Francophone de Wushu
Fédération Francophone des Cercles d'Escrime de Belgique
Fédération Francophone du Yachting Belge
Fédération Motocycliste Wallonne de Belgique
Fédération Multisports Adaptés
Fédération Régionale des Sports d'Orientation
Fédération sportive de Bowling Francophone
Fédération sportive des Pêcheurs Francophone de Belgique
Fédération Wallonie-Bruxelles de Danse sportive
Fédération Wallonne des Clubs de Parachutisme
Ligue Belge Francophone d'Athlétisme
Ligue Belge Francophone de Rugby
Ligue Belge Francophone de Triathlon et de Duathlon
Ligue de la Danse
Ligue des Cercles de Bridge de la Communauté Culturelle Française
Ligue Equestre Wallonie Bruxelles
Ligue Francophone Belge de Badminton
Ligue Francophone Belge de Baseball et Softball
Ligue Francophone Belge de Sauvetage
Ligue Francophone Belge de Tir à l'Arc
Ligue Francophone Belge des Sports d'Entreprises et de Loisirs
Ligue Francophone d'Aviron
Ligue Francophone de Boxe
Ligue Francophone de Football Amateur
Ligue Francophone de Football Américain de Belgique
Ligue Francophone de Football en Salle
Ligue Francophone de Handball
Ligue Francophone de Hockey
Ligue Francophone de Lutte Olympique
Ligue Francophone de Recherche et d'Activités Sous-Marines
Ligue Francophone de Squash
Ligue Francophone des Poids et Haltères
Ligue Handisport Francophone
Union Belge de Spéléologie
Union de Karaté de Belgique
Union Royale des Sociétés de Tir de Belgique - Aile Francophone



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Fédération francophone de Gymnastique et de Fitness

Daniel VAN DAELE

Fédération de Volley Wallonie Bruxelles

Serge MATHONET, Directeur

Invité permanent

Bref aperçu de nos activités en 2018

Dans le cadre d'une mutualisation des ressources humaines et d'un partage d'expertise avec son partenaire l'Association des Établissements Sportifs (AES), l' AISF dispose de cinq pôles qui sont au service des fédérations et des clubs sportifs. Ceux-ci sont symbolisés dans notre nouveau logo :



- ✓ **COMMUNICATION**
- ✓ **FINANCES**
- ✓ **JURIDIQUE**
- ✓ **TECHNIQUE SÉCURITÉ**
- ✓ **FORMATIONS**

PÔLE COMMUNICATION

Trois éditions de l'AISFMag (8500 exemplaires chacune). 14 newsletters à 12 000 contacts (10 classiques et quatre « hors-séries » en réaction à l'actualité).

Quinze organisations d'événements :

- ✓ Village des Sports, Salon des mandataires : 08-09/02, Marche-en-Famenne
- ✓ Vert Bleu Soleil : 08-11/02, Liège
- ✓ Assemblée générale : 12/03, Bruxelles
- ✓ Ateliers AISF « Volontariat » : 20/03, Bruxelles
- ✓ Séances d'informations sur le RGPD : 03 et 09/05, Liège
- ✓ Ateliers AISF « Antidopage » : 24/05, Nivelles
- ✓ Colloque « Pass-Sport médical » : 07/06, Namur
- ✓ Ateliers AISF « Sponsoring » : 12/06, Jambes
- ✓ Colloque « Droit des ASBL, RGPD, Statut du Sportif » : 14/06, Jambes
- ✓ Comment concilier éducation et performance : 18/09, Liège
- ✓ Matinée juridique : 26/09, Namur
- ✓ Comment aider son athlète à développer son potentiel : 01/10, Éghezée
- ✓ Journée des Fédérations : 05/12, Courrière
- ✓ Processus qualifiant EnéoSports : 5 formations en province
- ✓ Travail associatif : 6 matinées (nov. - déc.) en Wallonie et à Bruxelles

PÔLE FINANCES

Création de l'asbl « Compta Sport », conseils comptables et fiscaux.



PÔLE JURIDIQUE

Près de 6 000 conseils en droit social, volontariat, législation sport, asbl, etc.

Plus d'une vingtaine d'interventions et de consultations juridiques en extérieur (Fédérations, clubs, centres sportifs...).

Participation à diverses réunions pour la mise en place des *Play True day* avec les 4 ONAD de Belgique.

Participation aux réunions de la plateforme nationale de la lutte contre les manipulations sportives (*match fixing*).

Implémentation du registre UBO : suivi et informations aux clubs et fédérations.

PÔLE TECHNIQUE SÉCURITÉ

Engagement d'un formateur (et suivi d'une formation pour devenir formateur en premiers secours).

Lancement du projet Helpi : pack communication (site internet, affiches), création de matériel pédagogique destiné aux enfants.

Formations Helpi : 114 formations données et présence à des événements (salon Vert Bleu Soleil, Special Olympics, journées Adeps) pour plus de 2 000 enfants entre 9 et 12 ans formés.

Formations adultes : 145 formations données (formation DEA, premiers secours, recyclage en secourisme industriel, formation à la carte...).

Partenariat avec le Standard de Liège pour la formation de l'ensemble du staff de l'Académie + capsule vidéo (plus de 15 000 vues).

Reconnaissance Adeps pour formation de cadres (1^{ers} soins en milieu sportif).

PÔLE FORMATIONS

Gestionnaire de fédération sportive :

- ✓ Dans le cadre du projet « Deviens monitrice sportive », formation réservée aux femmes, Bruxelles (ULB), mars 2018, 19 participantes.

Dirigeant.e de club sportif :

- ✓ Dans le cadre du projet « Deviens monitrice sportive », formation réservée aux femmes, Bruxelles (ULB), janvier 2018, 26 participantes.
- ✓ Mons, janvier 2018, 31 participant.e.s.
- ✓ Bruxelles (URBSFA), septembre 2018, 47 participant.e.s.





**ASSOCIATION INTERFÉDÉRALE
DU SPORT FRANCOPHONE**

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b) Annexe 2

VSF, s.n., Memorandum Vlaamse Sportfederaties, Onze prioriteiten voor een sterker (sportend) Vlaanderen, VSF, Gent, 05-2019, <https://www.vlaamsesportfederatie.be/>, available on 15/05/2019



Memorandum Vlaamse sportfederaties

Onze prioriteiten voor een sterker
(sportend) Vlaanderen

Sport is maatschappelijk relevant, in diverse opzichten. Sport draagt bij tot de doelstellingen van de Vlaamse regering (economisch, op vlak van gezondheid, warme samenleving, ...). Alle wetenschappelijke studies tonen de positieve bijdrage van sport aan het welzijn en het welbevinden van het individu.

Wij zijn de Vlaamse sportfederaties en sportclubs:

- 1,5 miljoen sportende Vlamingen,
- 400 000 vrijwilligers,
- 65 000 actieve trainers en sportbegeleiders,
- 5 miljoen Vlamingen die in aanraking komen met sport (actief of als supporter).

Het belang van groei en focus

We zijn een grote en maatschappelijk relevante sector. En we willen nog groeien. In onze aantallen. In ambities. In topsport en breedtesport. In professionaliteit. In diversiteit. In kwaliteit. In onze innovatieve aanpak. In onze bijdrage aan een bruisend Vlaanderen.

Het budget Sport is te beperkt. De slogan “zet sport op 1” (1% van de Vlaamse begroting) is stokoud en nooit gerealiseerd. We zijn groots in onze realisaties, bereik en ambitie, maar bescheiden in ons budget. Toch vragen we een groei in budget. In functie van bijkomende noden en groeiambities van onze leden (clubs en sporters), maatschappelijke ontwikkelingen en eisen van de overheid.

Zet de beschikbare middelen nog gericht in. Elk najaar zijn er restbudgetten, bijvoorbeeld door zuinig beleid. Dan worden ad hoc projecten gelanceerd. Met deze budgetten kan, indien adequaat ingezet, structureel, recurrent en welvaartsvast zuurstof en extra groei gecreëerd worden. Vermijd binnen het beperkte budget Sport versnippering van middelen. Focus, maak keuzes en voer ze ten volle uit.

Maak samen met ons werk van een visie, op vlak van prioriteiten en regelgeving. Overleg met ons. We willen, nog meer dan vroeger, betrokken worden bij de regelgeving die impact heeft op de georganiseerde sportsector. We zullen onze verantwoordelijkheid nemen in die versterkte rol.



**Onze inhoudelijke prioriteiten?
We hebben er 7**



Prioriteit 1

Sterkere sportclubs

Wie als kind in een sportclub sport, heeft significant meer kans om op latere leeftijd actief te blijven sporten.

Sterke sportclubs zijn één van de hoekstenen van een sterke samenleving.

Een sportclub gaat om meer dan sport. In een sportclub leer je omgaan met emoties, in team functioneren, initiatief nemen op en naast het veld, weerbaar zijn, ...

De sportclub van de (nabije) toekomst is een organisatie die de complexe uitdagingen van de samenleving aankan, die adequaat kan inspelen op verschillende en evoluerende behoeften van diverse doelgroepen (jong en oud, competitief en recreatief, ...), met een diverse achtergrond.

Hiervoor zijn goed georganiseerde clubs met een zekere schaal en goede mix van professionals en vrijwilligers, georiënteerd op kwaliteit in al haar aspecten, noodzakelijk.

Zet daarom, samen met ons in op:

- de verhoging van de budgetten voor ondersteuning van sportclubs (bijvoorbeeld via de beleidsfocus jeugdsport),
- de opmaak en realisatie van een stappenplan voor meer (kwalitatieve) tewerkstelling in clubs (zie prioriteit 4).



Prioriteit 2

Alternatieve financieringsmodellen voor de sport

Onze sector is subsidieafhankelijk, en dat zal zo blijven. De inzet op kwaliteit als sportfederatie is slechts zeer beperkt gelinkt aan een return on investment of hogere inkomsten.

Zet daarom samen met ons in op een oefening op vlak van alternatieve financieringsmodellen. Daarbij moet werk gemaakt worden van een systeem van verhoogde geplafonneerde belastingaftrek voor privé-partners die gesubsidieerde sportfederaties ondersteunen, analoog aan het tax sheltermodel in de cultuursector.

Prioriteit 3

Extra budget voor de opleiding van trainers

Kwalitatieve sportbegeleiding is één van de basispijlers van het sportbeleid. In Vlaanderen zijn wekelijks 65 000 trainers actief. Daarvan is 42% gediplomeerd. Jaarlijks worden gemiddeld 5 000 trainers opgeleid.

Per sporttak is een “directeur sportkaderopleiding” (DSKO) aangesteld via de Vlaamse Trainersschool, als verantwoordelijke voor zowel de inhoud als de organisatie van de opleidingen. De DSKO speelt een cruciale rol in de ontwikkeling, de innovatie en het attractief maken en houden van de sport voor alle doelgroepen. Tot op vandaag is er geen financiering voor deze functie. Samen met de partners van de Vlaamse Trainersschool is er de terechte vraag voor een specifiek extra budget voor de financiering van de DSKO's.

Prioriteit 4

Meer (kwalitatieve) tewerkstelling binnen de georganiseerde sportsector

De uitdagingen voor onze sector zijn groot. We willen ze ten volle aanpakken. Het beoogde ambitieniveau kan enkel gerealiseerd worden mits meer professionalisering, wat concreet inhoudt:

- Een oplossing voor de huidige CAO's met betrekking tot sportfederaties. De huidige situatie is niet houdbaar, zeker nu het nieuw subsidiëeringsmechanisme voor de sportfederaties niet langer gebaseerd is op loonsubsidiëring. We stellen in een periode van 2 jaar (2015 – 2017) een daling van 44 tewerkgestelden binnen de Vlaamse sportfederaties (-9%) vast.
- Inzet op (kwalitatieve) tewerkstelling in sportclubs. De systematiek van Sportwerk Vlaanderen, waarbij clubs sportbegeleiders- en coördinatoren kunnen tewerkstellen aan een deel van de kostprijs, is een hefboom voor sportclubs. Ze stoot echter op budgettaire grenzen. Zet samen met ons in op een bestendiging en uitbreiding ervan.
- Het doortrekken van de regeling op vlak van lagere loonlasten (voor een vergelijkbare doelgroep), die reeds bestaat voor een (zeer beperkt) deel van de sportsector.

Prioriteit 5

Kwalitatieve sportinfrastructuur

Voor 1 op 3 sportverenigingen in Vlaanderen is een tekort aan infrastructuur de beperkende factor om geen uitbreiding in aanbod te kunnen realiseren.

De sector is positief over de impact van de inspanningen van de Vlaamse overheid van de afgelopen jaren. Maar we zijn er nog niet.

De sector heeft nood aan aanhoudende en bijkomende initiatieven richting nieuwe infrastructuur, renovatie van sportinfrastructuur en hergebruik.

Zet het gevoerde sportbeleid voort, breid het uit en stuur het, waar nodig, bij. Ook in andere beleidsdomeinen moet de impact op sport meegenomen worden en is overleg met de sportsector cruciaal.

Prioriteit 6

Een performant(er) topsportbeleid

Vlaanderen groeit op vlak van topsportprestaties, maar kan nog beter. Zet samen met ons in op een performant(er) topsportbeleid via:

- de omkadering van topsporters en topsporttalenten (sporttechnisch, carrièrebegeleiding, topsportscholen, ...),
- ondersteuning van performante programma's, rekening houdend met de specificiteit van de betrokken sporttak,
- een blijvende en stijgende investering in het topsportbeleid,
- een volwaardig statuut van de topsporters,
- meer media-aandacht voor de, door Vlaanderen ondersteunde, topsporters.

Prioriteit 7



Wijziging van het decreet op de sportfederaties

Het decreet houdende de erkenning en subsidiëring van de georganiseerde sportsector (2016) heeft als grootste impact de vermindering van het aantal gesubsidieerde sportfederaties.

De sportfederaties vinden het tijd voor verdere moedige beleidskeuzes. Concreet:

- Unisportfederaties en multisportfederaties hebben in wezen een andere identiteit en meerwaarde, maar worden op dit moment op basis van dezelfde criteria gesubsidieerd. We stellen vast dat er diverse en complementaire opdrachten mogelijk zijn. Wijzig het decreet op dat vlak. De sector zal voorstellen formuleren op vlak van een effectieve competentie- en bevoegdheidsafbakening.



- 
- Op diverse vlakken stellen de sportfederaties vast dat de basisprincipes van het decreet (meer beleidsmiddelen, grotere autonomie, meer kwaliteit, planlastverlaging, enveloppe-subsidiëring, minder concurrentie, ...) niet ten volle gerealiseerd zijn. Trek de basisprincipes van het decreet effectief door tot op het veld:
 - Neem verdere stappen inzake de rationalisering.
 - Trek de gemaakte keuzes inzake kwaliteit en kwantiteit volledig door. De huidige kwaliteitscriteria in het decreet zijn te veel een kwantitatief, en te weinig een inhoudelijk, gegeven. Anderzijds telt het draagvlak van de federatie niet volledig mee. Werk aan een evenwicht tussen beide factoren.
 - Geef vertrouwen en financiële zekerheid aan federaties die bijdragen aan de doelstellingen van het decreet (op basis van een gefundeerde samenwerkingsovereenkomst), in plaats van de huidige jaarlijkse onzekerheid op vlak van basis- en projectsubsidies. Kies voor een enveloppe-financiering die niet enkel op niveau van de overheid, maar ook op niveau van de sportfederaties zekerheid biedt, zonder als besparing over te komen. Stel daarbij realistische en ambitieuze kwaliteitseisen gekoppeld aan een basisondersteuning, in plaats van het verhogen van de eisen in combinatie met het drastisch terugschroeven van subsidies voor (kleine uni)-sportfederaties. We zien mogelijkheden op vlak van een effectieve kwalitatieve inhoudelijke beoordeling van de beleidsplannen gekoppeld aan een enveloppesubsidie (zoals gebeurt binnen het beleidsdomein Jeugd), waarbij aandacht is voor de specificiteit van en vergelijking tussen federaties. Maak daarnaast werk van een aanpassing van het systeem van de beleidsfocussen, zodat er geen jaarlijkse onzekerheid inzake subsidiëring bestaat.
 - Maak werk van een planlastverlaging en performante centrale softwareondersteuning.
 - Overleg met ons over de impact en oplossingen op vlak van het nieuw subsidiemechanisme op de (kwaliteit van de) tewerkstelling binnen sportfederaties.
- 



Vlaamse Sportfederatie

De Vlaamse Sportfederatie vzw (VSF) is de koepelorganisatie voor sportfederaties en hun sportclubs in Vlaanderen. VSF overkoepelt 48 gesubsidieerde en 17 louter erkende federaties, goed voor anderhalf miljoen sporters in Vlaanderen, die sporten in 19.000 sportclubs.

De Vlaamse Sportfederatie versterkt samen met sportfederaties en sportclubs hun werking en aanbod, zodat meer mensen kwalitatief sporten.

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