

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**



France

September 2019

TABLE OF CONTENTS

TABLE OF CONTENTS	2
1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT	4
2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET	8
3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR.....	17
4. SPORT LABOUR MARKET STATISTICS.....	27
5. NATIONAL EDUCATION AND TRAINING SYSTEM.....	51
6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM	60
7. FINDINGS FROM THE EMPLOYER SURVEY.....	81
8. REPORT ON NATIONAL CONSULTATIONS	129
9. NATIONAL CONCLUSIONS.....	137
BIBLIOGRAPHY.....	139



This national report has been produced by the “*Analysis Institute on relationship between Education and Employment in Sport (GAREF Sport)*” who are a full partner and national coordinator in the ESSA-Sport project, using the methodology and structure provided by the coordinator EOSE.



ESSA-SPORT

Improving the Supply of Skills to the Sector

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 conclusions for 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 make conclusions 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 present the results of national consultations

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.

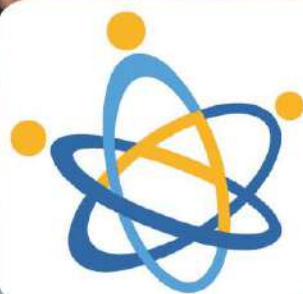
The ambition through the design and launch of the first ever European Employer Skills Survey for the sport and physical activity sector was to identify and analyse the growing and changing labour market, to build an up to date picture of employment, and to identify the skill needs and future priorities 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. National conclusions are presented in Sections 9 of this report.



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Improving the Supply of Skills to the Sector

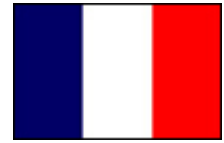
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NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

a) National key facts and data

1) General data



Capital	Paris
Official EU language(s)	French
EU member country	since 1 January 1958
Currency	euro. Euro area member since 1 January 1999
Schengen:	Schengen area member since 26 March 1995
Geographical Size	632.8 - Surface area in thousands of square kilometres
Population:	66415161
GDP per capita in PPS¹	107

France is a semi-presidential republic with a head of government - the prime minister Edouard Philippe - appointed by the president Emmanuel Macron who is the directly elected head of state.

¹ Living standards can be compared by measuring the price of a range of goods and services in each country relative to income, using a common notional currency called the purchasing power standard (PPS). Comparing GDP per inhabitant in PPS provides an overview of living standards across the EU.

2) Demographic data

In January 2017, about 67 million people live in France.

Figure 1: Key Facts and Data for France

	TOTAL POPULATION	BY GENDER (%)		0-20	20-59	60+
		Female	Male			
2016	66858326	51,22	48,78	16395627	33721257	16608942
2015	66589692	51,33	48,67	16362262	33780309	16310987
2014	66290422	51,33	48,67	16292801	33859513	15974972
2013	65735871	51,32	48,68	16096081	33830977	15637698
2012	65402999	51,31	48,69	16047113	33891079	15303049
2011	65087321	51,29	48,71	16038270	33920108	14975022
2010	64773170	51,28	48,72	16010535	33997230	14605174
Source INSEE						

With a fertility rate of 1,96 (2018) France is the most fertile country in the European Union.

- Between 1931 and 1991, metropolitan France was the fifth most populous country of Europe, behind Russia, Germany, the United Kingdom, and Italy
- Between 1991 and 2000, metropolitan France recovered its rank as the fourth most populous country of Europe, behind Russia, Germany, and the United Kingdom
- Since 2000, metropolitan France has recovered its rank as the third most populous country of Europe, behind Russia and Germany (2010). Worldwide, France's ranking has fallen to twentieth one (21) most populous country.
- If current demographic trends continue (i.e. declining population in Germany, and slightly rising population in France and the UK), around 2050 metropolitan France could again surpass the population of Germany, becoming the most populous state in the European Union.

3) Economy

As the fifth largest economy in the world in 2017, France is also the seventh largest exporter of data volume (30.9% in 2017). It is also the largest producer and exporter in Europe for agriculture. Exports are boosted by the depreciation of the euro.

In 2016, about 75.8% of its population is active in the tertiary sector, while the primary and secondary sectors occupy respectively 2.8% and 13.6%. In 2016 and for the first time since 2011, unemployment began to decline, reaching 9% in May 2018. Highly affected by the crisis, growth is still stagnant although it was more dynamic in 2018.

70% of trade is with European partners, its first customer and supplier is Germany. Since 2003, France has been in a trade deficit (62.3 billion euros in 2017).

In 2015, national R & D spending was 48 billion euros, or 2.2% of GDP. France has the densest road network in the world and the longest in Europe. She recorded the speed record on rail with the TGV.

84.5 million foreign tourists made the trip to France in 2016. Thus, this sector represents more than 7.2% of its GDP in 2016 and 411 000 jobs in Île-de-France region alone.

The country's finances are no longer under the excessive deficit regime of the European Commission with a public deficit below 3% in 2018, while the public debt is up to 98% of GDP.

4) Political competences framework

France's territory consists of 18 administrative regions - 13 metropolitan (i.e. European France) and 5 overseas regions. All 5 of the overseas regions, as well as Saint-Martin (a French territory in the Caribbean) are considered part of the EU (with the status of outermost region). Strasbourg, a city in France, is one of the three official seats of the European institutions. The others are Brussels and Luxembourg City. French organisation also consists of 100 departments and 36782 cities.

There are a large number of villages in France and there is shared power between the regions and the federal state. Some competences are delegated to the regions, departments and cities. So, the regions, departments and municipalities have powers establishing the responsibilities and objects to which they concern. They do not have powers in the process of creation of qualifications and in the market access regulation.

The economic disparity between French regions is not as high as that in other European countries such as the UK, Spain, Italy or Germany. However, Europe's wealthiest and largest regional economy, Ile-de-France - the region surrounding Paris-, has long profited from the capital's economic hegemony.

From 28 regions, France adopted a reform to strengthen the regions. Now, only 13 regions exist with responsibility. Here are the 13 new regions:

-  Auvergne-Rhône-Alpes
-  Bourgogne-Franche-Comté
-  Bretagne
-  Centre-Val de Loire
-  Corse
-  Grand Est
-  Hauts-de-France
-  Île-de-France
-  Normandie
-  Nouvelle-Aquitaine
-  Occitanie
-  Pays de la Loire
-  Provence-Alpes-Côte d'Azur

5) Characteristics of the overall labour market

Some trends to introduce

The labour market in France as everywhere in Europe is marked by the crisis of 2008. This is related to the general characteristics of employment in France with a very high importance of wage labour (85%). The legal framework of work is therefore very important with very restrictive contracts.

The second point is very high unemployment, which affects young people (18.8%) in particular.

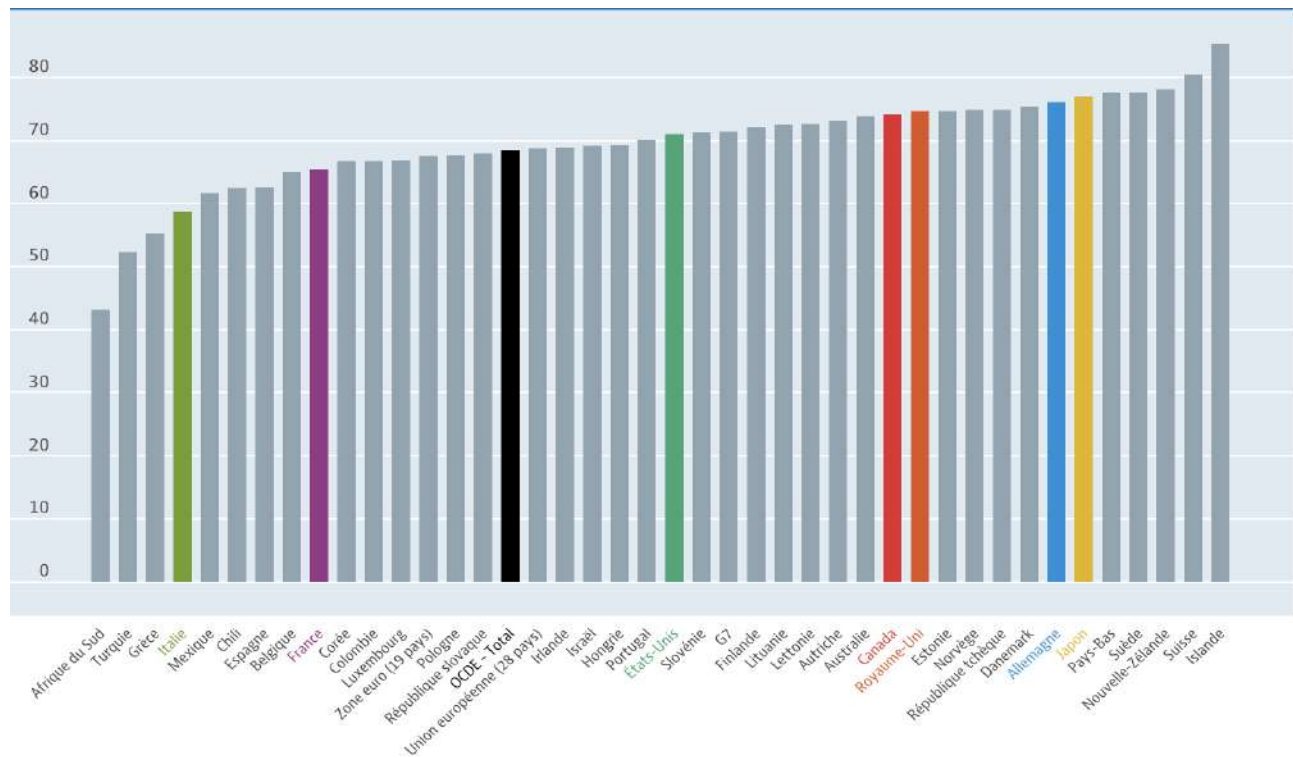
It is also a very unequal merge with salaries and carriers very disadvantaged for women.

The French labor market is also marked by the increase in services and the decline in industrial employment.

Figure 2: Active population in France

	TOTAL ACTIVE POPULATION	TOTAL UNEMPLOYED PERSONS	TOTAL EMPLOYED PERSONS	BY GENDER (%)	
				Female	Male
2015	29623	2882	26741	12918	13823
2014	29655	3026	26629	12837	13792
2013	29456	2824	26632	12799	13833
2012	29127	2674	26453	12696	13757
2011	28914	2489	26425	12679	13746
2010	28790	2505	26285	12613	13672
<i>Source INSEE</i>					

Figure 3: Employment rate France in Europe



To describe an economic sector we consider these activities by the way of activity codes for all the activities. Here is the national table, in relationship with european codes (NACE)

Figure 4 : Employment in France

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
A - Agriculture, forestry and fishing	13929	14037	13703	13835	13833	
B - Mining and quarrying	25306	25122	24224	23748	22564	
C - Manufacturing	2838445	2803856	2753029	2714267	2682905	
D - Electricity, gas, steam and air conditioning supply	170263	173716	176461	177782	176734	
E - Water supply; sewerage, waste management, remediation activities	173957	176622	175672	175783	176121	
F - Construction	1487078	1464566	1437528	1399071	1361701	
G - Wholesale and retail trade; repair motor vehicles/motorcycles	3031162	3016235	2998795	2991879	3014469	
H - Transportation and storage	1372777	1371507	1367759	1364196	1367791	
I - Accommodation and food service activities	960733	968253	963778	973140	988938	
J - Information and communication	711316	713038	710163	717207	725602	
K - Financial and insurance activities	766878	764862	760017	761986	765378	
L - Real estate activities	256789	250878	245715	239969	235383	
M - Professional, scientific and technical activities	2844425	2784415	2806076	2815619	2913891	
N - Administrative and support service activities	260768	262491	265420	266169	269515	
O - Public administration and defence; compulsory social security	173179	171794	170355	166798	167166	
P - Education	312986	315175	316436	319720	320898	
Q - Human health and social work activities	1639112	1669656	1699277	1724334	1745957	
R - Arts, entertainment and recreation	585271	590282	598346	604964	603787	
S - Other service activities	209507	209517	208091	209995	212273	
T - Activities of households as employers						
U - Activities of extraterritorial organisations and bodies	6017	5775	6287	6693	6872	
	INSEE					

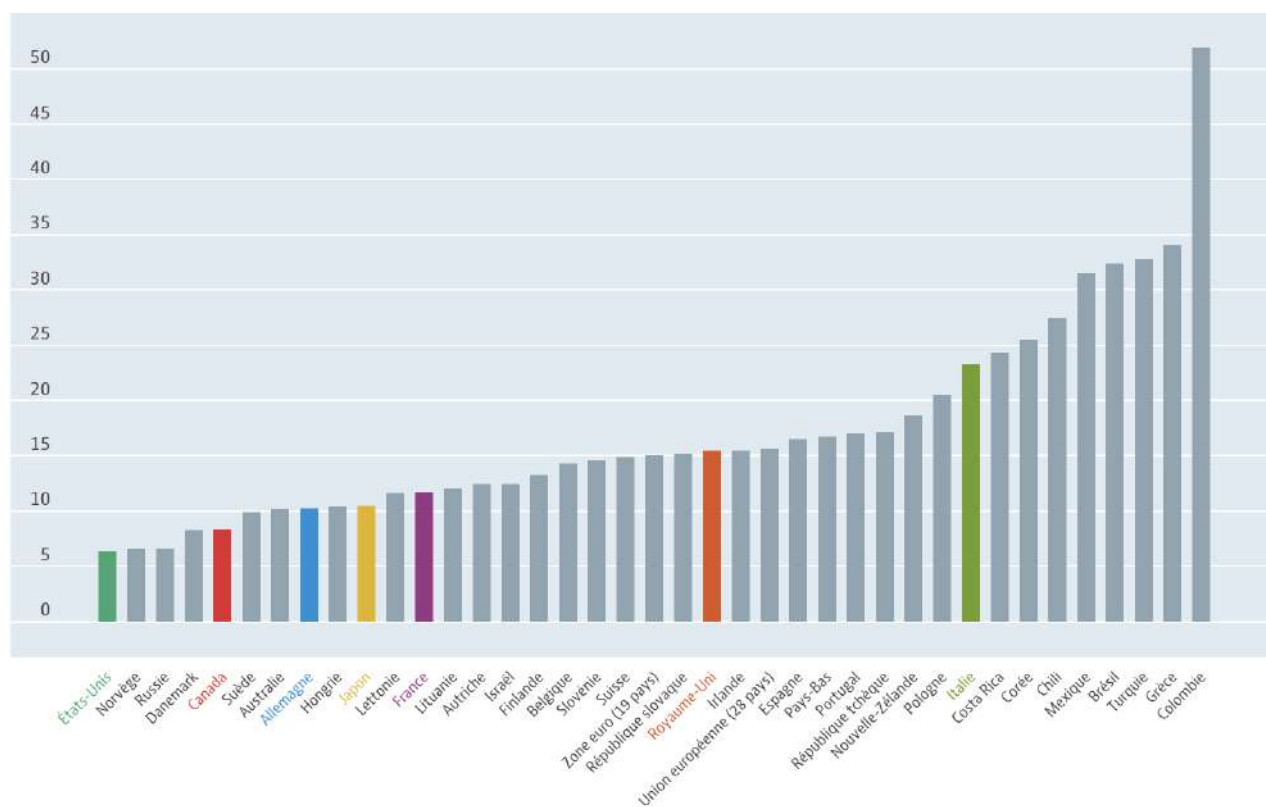
Figure 5: Detailed active population

Indicator	Unit	2000	2013	2014	2015	2016	2020 national target	2014	2015 EU28-total	2016	2020 EU target
Overall employment rate	% of population aged 20 - 64	68.1 e	69.5	69.3 b	69.5	70.0	75.0	69.2	70.1	71.1	75.0
Early leavers from education and training	% of pop. 18-24 with at most lower sec. educ. and not in further education or training	13.3	9.7 b	9.0 b	9.2	8.8	9.5	11.2	11.0	10.7	less than 10
Tertiary educational attainment	% completion of tertiary or equivalent education (30-34)	27.4	44.0 b	43.7 b	45.0	43.6	50.0	37.9	38.7	39.1	40.0
Overall employment growth	% change from previous year	2.7 e	-0.1	0.1	0.0 b	0.5		1.0	1.1	1.5	
Employment rate of women	% of female population aged 20 - 64	60.5 e	65.5	65.6 b	66.0	66.3		63.5	64.3	65.3	
Employment rate of men	% of male population aged 20 - 64	76.0 e	73.7	73.2 b	73.2	73.8		75.0	75.9	76.9	
Employment rate of older workers	% of population aged 55 - 64	30.1 e	45.6	46.9 b	48.7	49.8		51.8	53.3	55.3	
Employment gender gap	difference in the employment rate between men and women in percentage points	15.5 e	8.2	7.6 b	7.2	7.5		11.5	11.6	11.6	
Employment rate of young persons	% of population aged 20 - 29	63.2	60.9	60.6 b	60.9	61.5		60.2	61.4	62.6	
Employment rate of low skilled persons	% of population with at most lower secondary education aged 20 - 64	55.3	53.6 b	52.6 b	51.4	50.5		51.8	52.6	53.6	
Employment rate of non-EU nationals	% of population with non-EU citizenship aged 20 - 64	:	48.1	47.3 b	46.6	46.3		56.4	56.7	56.6	
Part-time employment	% of total employment	16.9	18.4	18.9 b	18.8	18.7		20.3	20.3		
Temporary employees	% of total employees	15.4	15.3	15.3 b	16.0	16.1		13.9	14.1		
Overall unemployment rate	% of labour force	8.6	10.3	10.3	10.4	10.1		10.2	9.4	8.5	
Long-term unemployment	% of labour force	:	4.0	4.2	4.3	4.3		5.0	4.5	4.0	
Youth unemployment rate	% of youth labour force (15-24)	20.6	24.1	24.2 b	24.7	24.6		22.2	20.3	18.7	
Youth NEET rate	% of population aged 15-24	10.2	11.2 b	11.4 b	12.0	11.9		12.5	12.0	11.5	
Labour productivity per person employed	EU-27 = 100 (based on PPS per employed person)	121.3	116.3	115.4 p	115.3 p	:		100.0	100.0		
Labour productivity per hour worked	EU-27 = 100 (based on PPS per hour worked)	134.0	128.5	128.5 p	127.9 p	:		100.0	100.0		
Nominal unit labour cost growth	% change from previous year	1.2	1.1	0.8	0.2	0.5		0.6	0.3		
Real unit labour cost growth	% change from previous year	-0.4	0.3	0.3	-0.4	-0.4		-0.5	-1.0		
Gender pay gap		:	15.5	15.5	15.8 p	:		16.7	16.3	:	
Involuntary temporary employment	as % of total employees	:	9.5	9.6 b	9.9	9.9		8.7 u	8.8 u	8.8 u	
Newly employed	share of people in current job 12 months or less in total employment	16.5	12.9	13.1 b	13.5	14.2		13.8	14.3	14.6	
At-risk-of-poverty rate of unemployed		:	35.6	31.1	37.1	:		47.3	47.5	:	
unemployment trap - tax rate on low wage earners		:	77.2	77.4	76.5	:		74.0	74.0	:	
Inactivity and part-time work due to personal and family responsibilities		:	5.3	4.7 b	4.9	4.7		5.2	5.3	5.4	
Job vacancy rate	% change over the recent 3 years	:	0.6	0.6	0.6	0.7		1.4	1.5	1.7	
Share of adult population with upper secondary or tertiary education	age 25-64	62.2	75.0 b	76.7 b	77.5	78.1		75.9	76.5	77.0	
Percentage of adult population participating in education and training	age 25-64	:	17.8 b	18.4 b	18.6	18.8		10.8	10.7	10.8	

Source: Eurostat database (labour market statistics, national accounts), National Reform Programmes

Notes: b - break in series, p - provisional, c - confidential, e - estimated, n - not significant, f - forecast, s - Eurostat estimate, z - not applicable, u - unreliable, "-" - not available

Figure 6: Independent Employment (comparing France)





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Improving the Supply of Skills to the Sector

3

THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) General data about sport practitioners

Sport plays an important role in French society and the country has a strong sporting history. France will organise the 2024 Olympic Games.

Almost 65% of the population aged 15 years and over, total of 34 million people, practiced sustained physical or sporting activity (excluding physical education and schooling) during the last year. That means at least once a week. 89% of people aged 15 and over reported at least one APS, even in the twelve months. This overall rate is calculated with those who practiced only during their holidays an activity Physical or sporting (5%). The most popular physical activities:

- 🏃 Walking / hiking, trekking) 68% 35,6 million
- 🏊 Swimming (swimming, diving, water polo) 40% 21 million
- 🚴 Cycling (biking / cycling, mountain biking, BMX) 33% 17,4 million
- 🤸 Gymnastics (from wellness / fitness to gymnastics) 19% 9,8 million
- 🏃 Non-stadium races (jogging, marathon to trail) 18% 9,7 million
- 🎿 Skiing (downhill skiing, cross-country skiing, cross-country skiing or snowboarding) 13% 6.9 million
- 🎯 Sports (bowls, bowls, billiards or bowling) 13% 6,8 million

Participation through sport federations is still high. Here are the main ones:

FF track and field	265 455	FF swimming	304 017
FF rowing	43 183	FF de pentathlon modern	891
FF badminton	180 929	FF ski	130 393
FF basketball	504 187	FF taekwondo and ass	53 653
FF boxing	44 534	FF tennis	1 085 399
FF canoë-kayak	42 955	FF tennis table	202 352
FF riding	118 871	FF shooting	171 457
FF horse riding	689 043	FF archery	72 914
FF fencing	55 000	FF de triathlon	46 718
FF football	2 018 003	FF sailing	272 595
FF ice sports	25 917	FF de volley-ball	97 837
FF gymnastics	298 879	FF ice hockey	20 138
FF weight lifting	53 268	FF golf	408 388
FF handball	515 571	FF rugby	327 818
FF hockey	15 799	Total olympic federations	8 652 766
FF judo-jujitsu and ass.	567 855	Source MEOS 2014	
FF de wrestling	18 747		

FF sport for all	207 284	
FF sports for retired	73 232	
FF du sport travailliste	16 553	
F des clubs de la défense	163 682	
F du sport en milieu rural	48 163	
F sportive et culturelle de France	230 487	
FF Maccabi	7 684	
FSGT	242 537	
F sportive de la police nationale	26 372	
UFOLEP	355 194	
FF omnisports personnels	9 382	
Union Léo Lagrange	26 988	
FF du sport d'entreprise	11 279	
Fédération sportive des ASPTT	149 023	
FF handisport	27 058	
FF du sport adapté	43 332	
FF du sport universitaire	104 844	
UGSEL	852 120	
UNCU	70 464	
UNSS	1 046 026	
UGSEL	823 843	
<u>Total fédérations multisports</u>	<u>5 141 537</u>	Source MEOS 2014

Current and potential practitioners asked about their motivations for the relationship between sport and physical fitness.

Nearly 70% of respondents say they practice to be healthy, to maintain their physique (61%) and to improve their well-being (relaxation / stress reduction 60%, pleasure / passion 41%).

The development of the "health sport" is thus a true fundamental trend, which results including the awareness of individuals of the importance of caring for oneself and maintaining health. This awareness often takes place around thirty years. This age represents, in fact, often a turning point in the relationship of individuals to their sporting marked with notions of well-being, pleasure and "health capital". Some sports segments are growing essentially around this notion: many fans of running or even marathon launch themselves in the trail to combine the sides "discovery" and "pleasure". Source Pipame – Enjeux et perspectives des industries du sport en France et à l'international.

b) Three levels to describe the participation

If we want to describe the sport sector, we must firstly to consider different levels. The first level the sport participation. Most of the sport participation is organised through an associative system, with clubs and federations. Close to this system, we have to notice a self organised system, mainly for outdoor, emerging by social networks. A second level is the private or professional system with fitness clubs or private companies (3,7 million fitness practitioners, 4000 clubs, 13 000 employees TNS Sofres, October 2015).

Between them, the professional sport system is dedicated to the high level. In France, we consider that professional players are only the persons employed more than half time by a registered company "professional sport structure". It's a formal status written in the collective agreement in the sport branch (Chapter 12). We had to distinguish this kind of "official professional players" from all the other ones, when these ones are employed less than half time or by an non specific association or company (for instance, a football club with middle level wich pays two hours a week to play)

It's different from High level athletes who register in national ministerial database. To be registered in these lists doesn't mean that you are a professional player. At least, we mainly meet professional players all the collective sports (Football, Rugby, Hand ball, Basket Ball, Volley Ball, Ice Hockey...) In these case, 75% to 95% of the employees are full time (GAREF survey)

Riding, Track and field, yachting, skiing and so many sports are considered with professional's players.

(We have to notice that many ways to earn money with sport practicing are used, beyond the case of black market. For instance, a lot of players are compensated without any taxes and officially considered as volunteers.)

c) Specific role and place for sport and physical activity

The second main characteristic is the role dedicated in France to sport. The French sport organisation has been established at the beginning of the sixties with a specific policy, considering sport and physical activity as a tool for education, integration and health. It's the reason why sport's organisation is historically a shared organisation between the government and the sport movement (CNOSF).

The French state, considering the importance of the sport in public mission, decided to delegate some of it's mission in this sector to the sport movement. The recognised sports federations participate in the implementation of public service missions relating to the development and the democratisation of physical and sports activities. That means the federations are delegated to these missions, to organise the main competitions and rules. They also are considered with public mission where they represent the state. Some of state employees (technical advisors) are positioned in the sport federations to help them to develop this mission.

As a second consequence of the importance of sport activities in the society issues, the French State decided after the second world war to regulate the sport's instruction by law when it was an occupation. It's the reason why sport's instruction in France is "Sport's education", in relationship with a specific role.

The Sport Code provides that "only may, for remuneration, teach, supervise an activity physically or sportively, or to coach practitioners, as a principal or secondary occupation, seasonal or occasional, subject to the provisions of the fourth paragraph of this Article and Article L. 212-2 of this Code, holders of a diploma, professional title or certificate of qualification " (Article L.212-1 of the Sport Code).

However, when the activity is carried out in a "specific environment", it involves compliance with special security measures. Therefore, only the holding of a specific diploma, issued by the ministry in charge of sports, allows its exercise. The activities covered are:

- ✳️ diving, anywhere, and in snorkeling, in the natural environment and in diving pits;
- ✳️ canoe-kayak and associated disciplines in river class three to technical classification issued by the delegated federation pursuant to Article L. 311-2;
- ✳️ sailing beyond 200 nautical miles from a shelter;
- ✳️ climbing on the sports sites beyond the first relay and "adventure fields", determined in accordance with the technical classification standards laid down by the delegated federation in application of article L. 311-2, as well as climbing in "via ferrata";
- ✳️ Whatever the zone of evolution of the canyonism; parachuting; skiing, mountaineering and their activities assimilated; caving; sea surfing; of free flight, with the exception of the acrobatic kite activity and fight.

d) Updating with Paris 2024 perspectives

French Government asked to describe what kind of increase we could expect till the Olympics Games.

In November 2018, a French survey was finalised by the prime minister services (France Strategy)

“Three million additional physical and sports practitioners before the Olympics and Paralympics in 2024, compared to 34 million current practitioners: this is the objective that the government has mobilised to create a "culture of physical activity and sport" in our society, moving from one evolution to another. The challenge is high: while our lifestyles are becoming more sedentary and our physical and athletic benefits are being supported by the prevention or treatment of the disease, or its effects on well-being, a every two French people declare no sports activity.”

The observation of individual situations reveals a diversity of profiles of practitioners (or non-practitioners), each profile being associated with representations of physical activity and sports and specific expectations, a way of practicing the activity or registering it (or not) in the daily practises. The brakes and levers to practice, multiple and combining in a variable way during the life of the same individual, can be related either to the immediate "environment", both normative (role of social norms), physical (access to places of practice, activity offerings or active mobility) and social (role of the entourage), either to the personal situation (time available, motivation and psychological factors, lifestyle, health status, etc.).

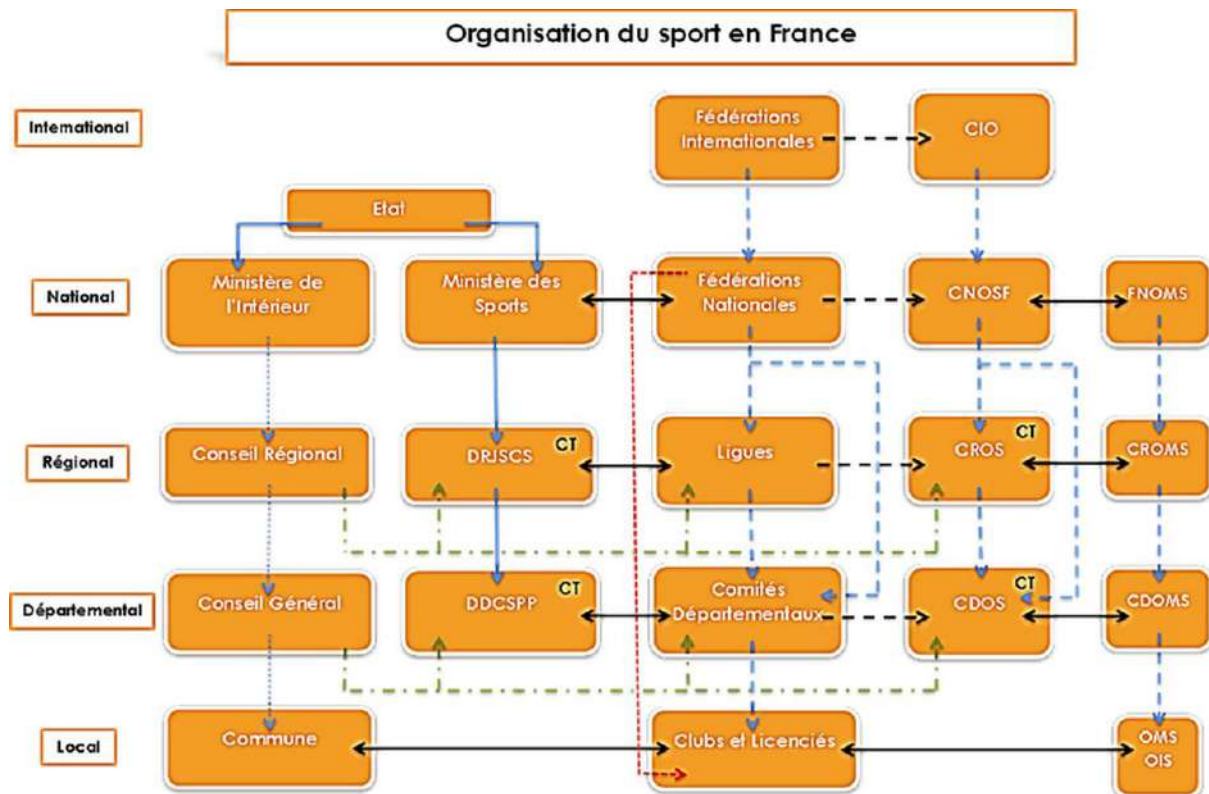
At the end, this survey finalised 13 recommandations:

1. Reinforce communication about ordinary and soft physical activities, their immediate benefits (well-being and pleasure), their diversity and their ease of access.
2. Add cycling skills, like swimming, as fundamental skills to be acquired at the end of primary school.
3. Develop physical activity as a support for learning and wellness in school.
4. Invite the social partners to include the subject of support for the physical activity and sporting assets in the discussions that are held within the framework of the next national interprofessional agreement, with a view to the future law on occupational health.
5. Ask employers to relay information to employees about the benefits of regular physical activity and locally available offers.

6. Study the possibility of supporting the extension of the opening hours of municipal sports equipment and access to sports equipment belonging to schools
7. In the case of new equipment, prioritize sports facilities open to the public space and adapted to all types of public, especially those with mobility difficulties.
8. Study the possibility of including in town planning schemes the need to provide recreational physical and sports areas with equipment accessible to all.
9. Encourage the development of pedestrian zones around schools, especially primary schools, to facilitate children's access to walking and cycling.
10. Increase the awareness of sports associations, municipalities and schools of the importance of a greater diversity of sports activities in order to encourage the development of the practice of girls and adolescents.
11. In some municipalities (intercommunalities) priority, set up pilot projects involving relevant local actors - from the sectors of sport, education, health, equipment, environment and development of the territory - and target audiences in order to identify obstacles to the practice of physical activity and sports (including active mobility) and to propose concrete adjustments to the territory and the existing local supply.
12. As part of these pilot projects, consider single public funding envelopes, with the identification of a single interlocutor.
13. After evaluating the financial assistance currently offered for access to leisure activities, particularly regular physical activity and sports, to young people and families in difficulty, generalize the devices that will have prove themselves.

e) Sport policies

Figure 11: Sport organisation in France



1) The state authority

The State exercises its powers in three main areas. (source I. Sandillon)

It is primarily responsible for defining the main strategic orientations in terms of physical and sporting activities, through the development of a collective sports services scheme. This scheme "defines the objectives of the State to develop access to services, facilities, spaces, sites and routes related to sports practices throughout the national territory, in line with the scheme of collective services of natural spaces and the social integration of citizens "(Article L. 111-2 of the Sport Code).

Secondly, the State is responsible for the organization of training courses for the sports professions and for the award of the corresponding diplomas (see point I, Article L. 111-1).

Finally, the State exercises the supervision of sporting federations, in particular ensuring that they comply with the laws and regulations in force (see point II, article L. 111-1).

2) Local and regional Authorities

Local and regional authorities can financially support the associations or sports societies formed by the latter (professional clubs). Finally, it should be stressed that there is considerable indirect support for the provision of sports equipment, sometimes free of charge, for the benefit of sports associations or professional clubs.

Indeed, local and regional authorities are a major player in the creation of sports facilities, in particular local authorities (see Census of sports facilities (RES) and atlas of French sports facilities, as well as the link dedicated to local and regional authorities on the website of the Ministry of Sports).

3) Sport associations

The constitution of the sports associations corresponds to the provisions of the law of 1 July 1901 on the contract of association. As stated in Article L. 121-4 of the Sport Code, only approved associations are eligible for State aid, the authorization being "in particular based on the existence of statutory provisions guaranteeing the the democratic functioning of the association, the transparency of its management and the equal access of women and men to its governing bodies. Sports companies are constituted by sports associations affiliated to a sports federation for the purpose of managing their paying activities.

4) Sport federations

The sports federations have as their object the organisation of the practice of one or several sports disciplines. They carry out their activities in full independence.

These federations, themselves constituted in the form of associations, include sports associations and, as members, natural persons to whom they issue sports licenses directly; the for-profit structures they authorize to issue licenses; structures which, without having as their object sports practice, contribute to the development of sport; and sports companies (see Article L. 131-3).

The approved federations have an accreditation which associates them with the exercise of a public service mission and have adopted, in order to do this, specific statutes and a standard disciplinary regulation (obtaining approval is also conditional on respect criteria relating to the duration of the federation or the existence of an administrative and technical structure adapted to the practice of the discipline concerned, see Articles R. 131-3 and R. 131-4 of the Code Sport).

5) Professionnal leagues

Professional leagues may be set up by the delegated federations with a view to "representing, managing and coordinating the professional sports activities of their affiliated associations and sports companies" (Article L. 132-1 of the Sport Code).

These professional leagues are either integrated into the federations or created in the form of associations, having the legal personality, subdelegates of the federation.

6) National Olympic Committee

The French National Olympic and sports committee is the representative body of sporting federations and their licensees, sports associations and sports companies which they have created (see Article L. 141-1 of the Sport Code).

It therefore contributes to the promotion of sporting disciplines and "has exclusive competence to constitute, organize and direct the French delegation to the Olympic Games and to the multi-sports competitions sponsored by the International Olympic Committee" (see articles R. 141-1 and R 141-2). It can benefit from the financial (and staff) support of the State and can delegate part of its missions to the regional committees and departmental Olympic and sports committees (see articles R. 141-3 and R. 141-4). This committee also has a conciliation mission in the event of conflicts between licensees, sports agents, approved federations, associations or sports companies. It is obliged to set up a conference of conciliators for this purpose (see Article L. 141-4 and Articles R. 141-5 to R. 141-25).

Article L. 141-5 further provides that "the French National Olympic and Sports Committee shall own the national Olympic emblems and shall be the depository of the motto, the anthem, the Olympic symbol and the terms" Olympic Games "and" Olympiad ".

7) National sport council



The national sport council, established by Decree of 4 April 2013 (Decree No. 2013-289), replacing the national sport conference (and bringing together different specialized administrative committees), has the task of examining all the common interest in sports policy. It submits an annual report to the Government (see Articles R. 142-1 and R. 142-2). It brings together representatives of the State, local and regional authorities, the sports movement, economic and social players

8) National sport agency

The Minister of Sports has presented to the Prime Minister (18th of december 2018), the Federations and communities its project to reorganize the French sport model in order to develop the practice of sport in France and to better meet the challenges ahead, including the good preparation of the Olympic Games and Paralympics in 2024.

To renovate the current organization of French sports, today based on strong state supervision over the federations and marked by a huge lack of coordination between the players in the sector, Roxana MARACINEANU announced the creation of a new structure in which the main stakeholders of French sport, the state, local authorities, the sports movement and the economic world, will now work in a collegiate and concerted manner.

This unique support, funding and evaluation agency will ensure two closely related missions, according to the wishes of the Minister of Sports: high performance and the development of practices.






-  The high-level mission will place athletes and their coaches at the heart of the system with the aim of supporting them in an individualized way towards high performance. It will provide the federations with new tools, particularly in the field of research. The Minister of Sports has decided to entrust the animation of this mission to Claude Onesta.
-  The part of practice development will be achieved through more effective action in the face of underprivileged audiences and territories, support to federal development projects from the national level to clubs, as well as funding for initiatives carried by non-federal associations and structural equipment.

Shared management

The Sport Agency will take the form of a Public Interest Group (GIP), a structure with an agile and unifying character. Represented on the Board of Directors, the State, the sports movement, the communities and the economic and social world will jointly decide on the agency's guidelines and intervention regulations. A prefigurator will be appointed very soon to launch its construction in close collaboration with the partners of the agency. The agency will initially benefit from public funding from the National Center for Sport Development (CNDS) as well as the "sport" program intended to finance federations. Further work will be done to determine the conditions under which private financing could be mobilized.

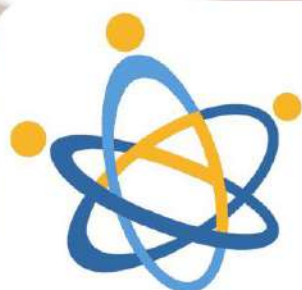
The changing role of each actor

This renewal of the sport model based on a shared mode of governance is necessarily accompanied by a real evolution of the role of each in the ecosystem:

-  For the sports movement, the acquisition of a real autonomy, which marks the end of the current supervision of the State replaced by a control of legality, a corollary of a strengthened accountability notably by an evolution of the modes of election of the federation presidents.
-  For the French National Olympic and Sports Committee (CNOSF) and the French Paralympic and Sports Committee (CPSF), beyond the representation of French sports and the Olympic and Paralympic movement, a mission to control the ethics of federations.
-  For the communities that are already the first funders of sport in France, the desire to better coordinate with each other and with the state to co-build the guidelines available in their territories,
-  For the economic and social world, now associated nationally and regionally, an opportunity to contribute to the support of "medalable" athletes, but also to the development of sport, particularly in the company, as well as innovation in the field. equipment and methods of intervention,
-  For the administration of the State, a modernization of its missions of strategic observation, anticipation of practices, regulation, security and control as well as the implementation of a vast transversal work with the other ministries especially those of work, national education, health so as to bring sport into all fields of our society.

An implementation in 2019

The establishment of this new organisation will be progressive and concerted with the sports movement, communities and the economic and social world. The imminent arrival of the agency's precursor will help put the structure on track by validating its statutes in particular.



ESSA-SPORT

Improving the Supply of Skills to the Sector

4

SPORT LABOUR MARKET STATISTICS

4. SPORT LABOUR MARKET STATISTICS

a) General data

Sport is still considered within a volunteer system, nevertheless, some of the supervision is delivered by some professional workers (historically, some functions were considered as an occupation: swimming instructor, fencing instructor, mountain guide, ski instructor.). This growing fact explains that the French sport economic sector is still young and in progress. The first collective agreement for the sport sector was signed in 2005.

The professional forms of the most central occupations, ie sports educators, are relatively recent for the vast majority. Other functions in voluntary organisations are still largely exercised by volunteers. The organisation and managing of the sport (mainly for competing sport) is essentially run by a large number of volunteers (13 million volunteers) in clubs and federations.

Others remain occupations, first of all external, but which are exercised in the heart of the field. For example, a sports doctor first practicing a profession of doctor, therefore in the health sector

The same applies to sports journalists, sports merchants and many others. The consequences are decisive. Indeed, if more than 150 occupations are exercised in the only companies of the national collective agreement of the sport, it is never easy to identify them as "proper sport professions or occupations". In 2003, Jean Camy described several professional spheres with an "upstream" of sports practice and a "downline" of the same practice. This relationship has since become more complex.

b) 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, the word 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.

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 can be summarised as follows:



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.

1) NACE and ISCO Classifications

All registered organisations across Europe are classified under a NACE cods. 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 classification² 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:

² Source : 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-08³ (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

³ 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 section provides a summary of the main findings and statistics for the sector.

c) Sport and physical activity data in french statistical data

In the meantime, collecting data from Eurostat, we collected data from the french statistical source. It's important to first notice that these data aren't always the same as European data. In the first hand, it's more precise and in the second hand the parameters used to collect the main data changed in the years 2013 and 2014.

It's the reason to explain the main differences and to bring to the ESSA project some added information and comments to reinforce the results.

In France, we find sports activities in the section R of national classification

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

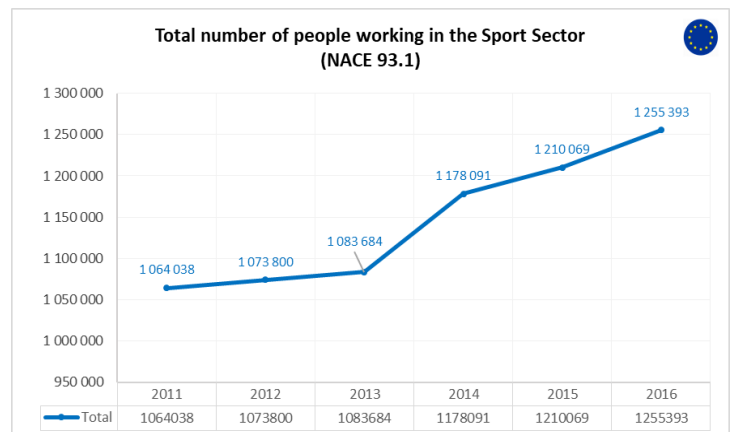
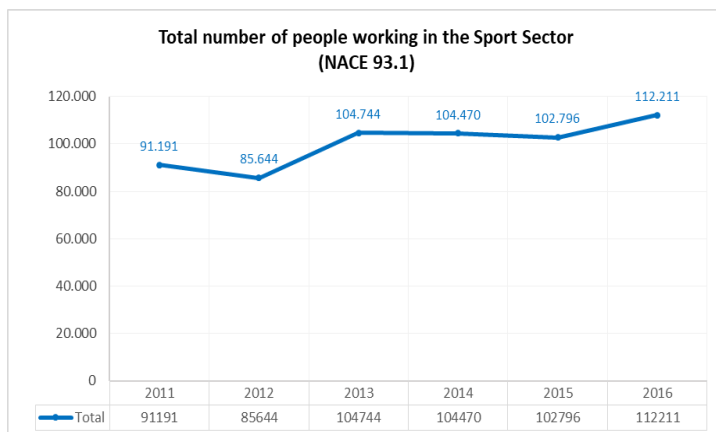
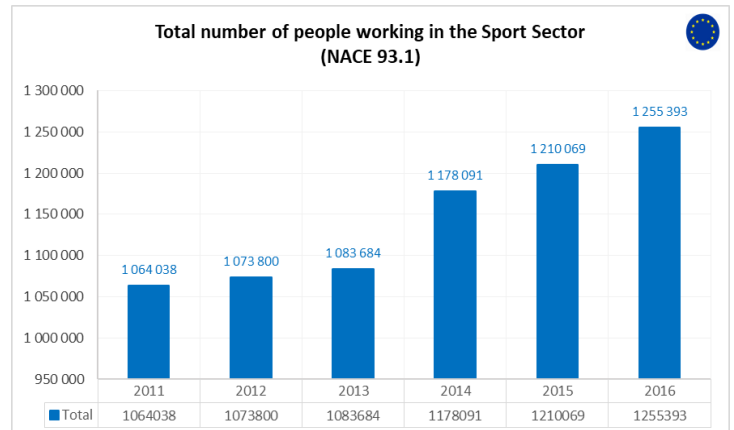
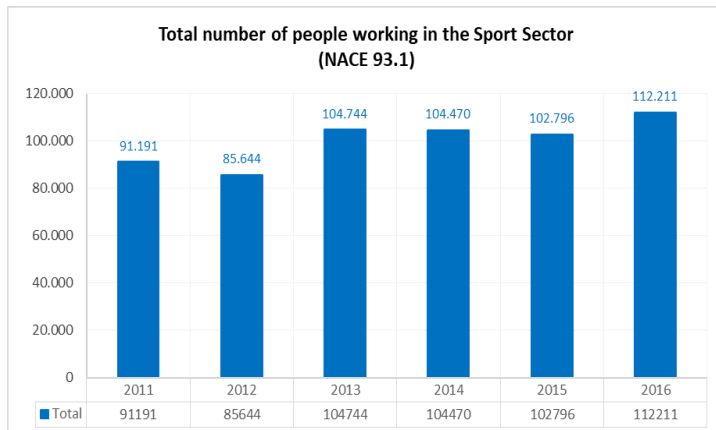
85.51 Sports and recreation education

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

Figure 5: Employment in sport sector from French statistical source

NACE CODES	TOTAL NUMBER OF PERSONS WORKING IN THE SECTOR					
	2011	2012	2013	2014	2015	2016
93.1 Sports activities						
93.11 Operation of sports facilities	18244	18594	18586	19079	19326	
93.12 Activities of sport clubs	72241	73576	77283	80556	81867	
93.13 Fitness facilities	3383	3995	4607	5358	6239	
93.19 Other sports activities	6526	6871	7241	7454	8266	
93.11 Operation of sports facilities						
93.12 Activities of sport clubs						
85.51 Sports and recreation education	8150	8046	8358	8574	8588	
<i>Source</i>	ACOSS					

1) We can now look at the data from Eurostat at the French level (left) and EU as a whole (right)
Overall picture, total NACE 93.1

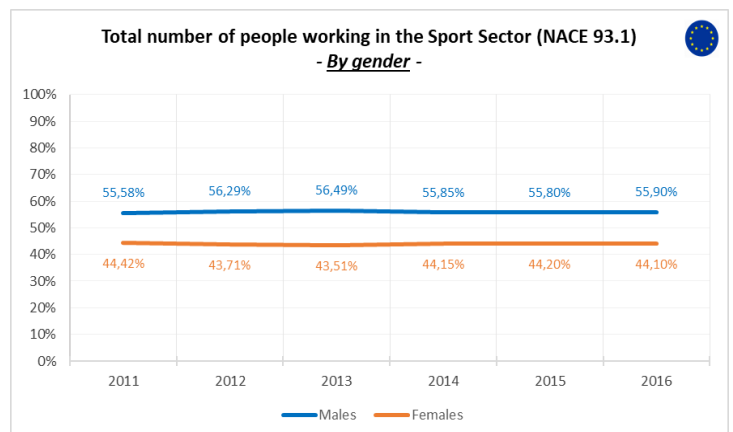
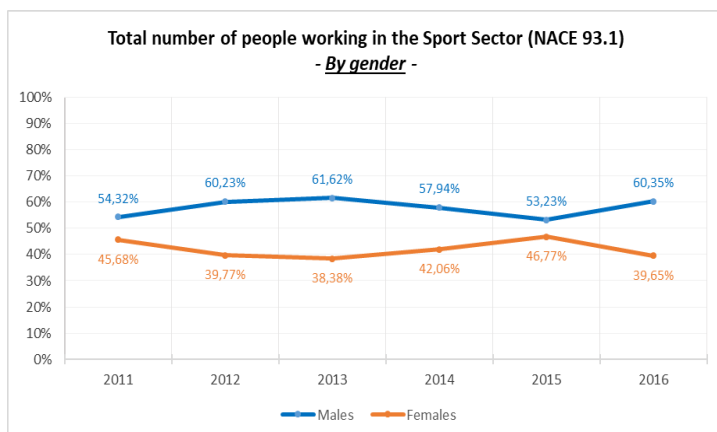
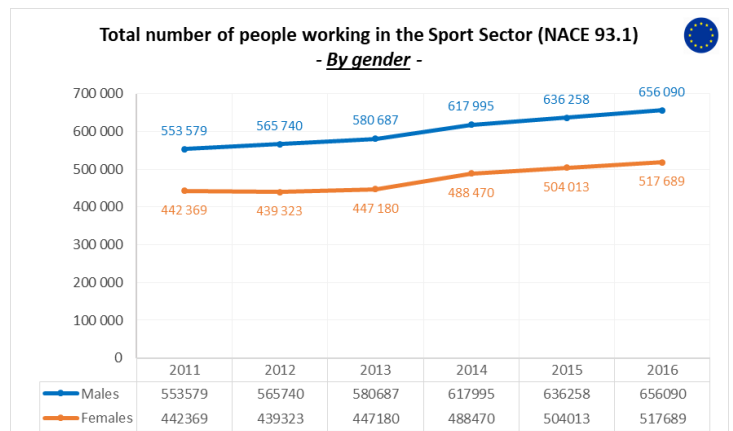
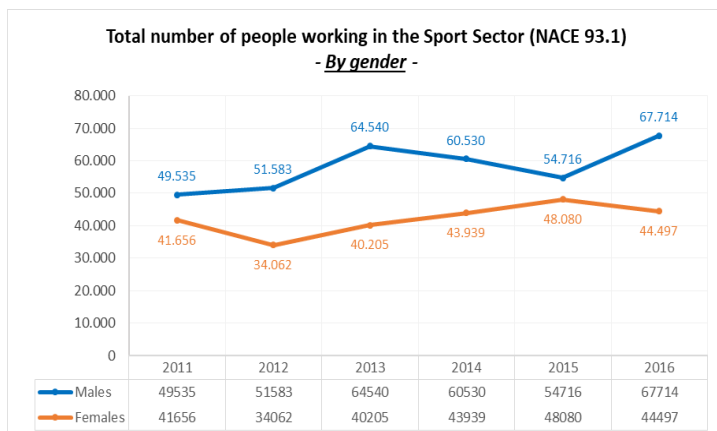
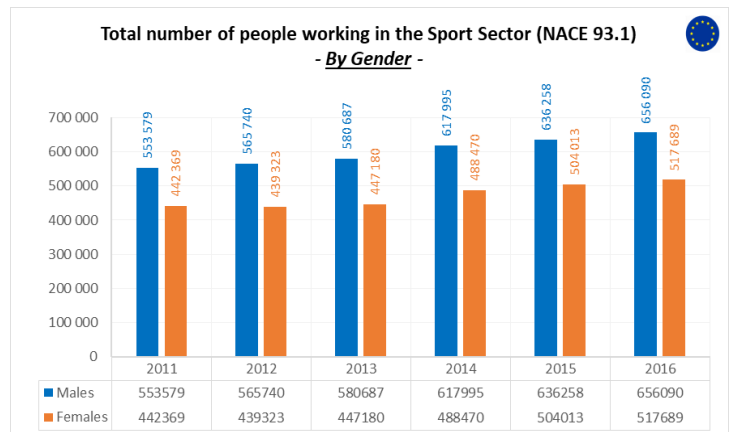
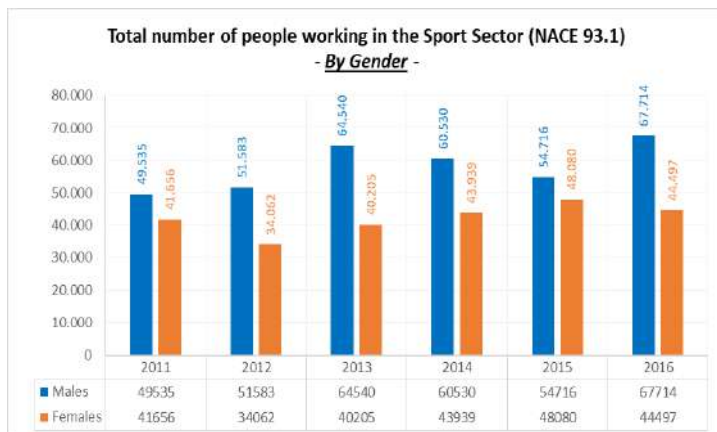


We have to notice the difference between French and Eurostat data. In 2015, 115,698 in 93.1 and 102,796 with Eurostat. We find out the two differences. First one, more or less 10% we find everytime, and second time several changes in statistics methods. At the end we have to learn about the growing of the French labour market and confirmation of differences between sources.

Figure 6: gender in sport employment from French statistical source

NACE CODES	2011		2012		2013		2014		2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
93.1 Sports activities										
93.11 Operation of sports facilities	6750	11494	6879	11714	6876	11709	7059	12019	7150	12175
93.12 Activities of sport clubs	26729	45511	27223	46352	28594	46688	29805	50750	30290	51576
93.13 Fitness facilities	1251	2131	1478	2516	1704	2902	1982	3375	2308	3930
93.19 Other sports activities	2414	4111	2542	4328	2679	4561	2757	4696	3058	5207
85.51 Sports and recreation education	3048	5102	3009	5037	3126	5232	3206	5367	3212	5376
<i>SOURCE</i>										

2) We can now look at the data from Eurostat at the French level (left) and EU as a whole (right)



In France, **around 60%** of the sport workers are male.

Figure 7: Type of contract in sport employment from French statistical source

NACE CODES	2011		2012		2013		2014		2015	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
93.1 Sports activities										
93.11 Operation of sports facilities	9432	8811	9613	8981	39555	8977	9863	9215	9991	9334
93.12 Activities of sport clubs	37348	34892	38038	35537	38038	37327	41647	38909	42325	39541
93.13 Fitness facilities	1749	1634	2065	1930	2065	2225	2770	2587	3225	3013
93.19 Other sports activities	3373	3152	3552	3318	3743	3497	3853	3600	4273	3992
85.51 Sports and recreation education	4213	3936	5160	3886	4321	4037	4433	4141	4440	4148

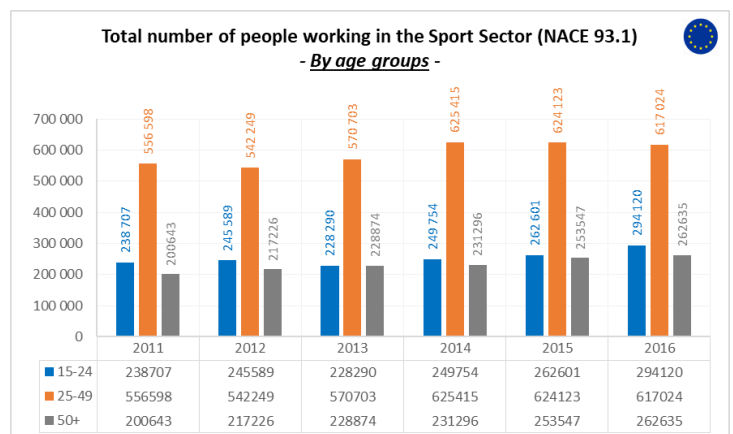
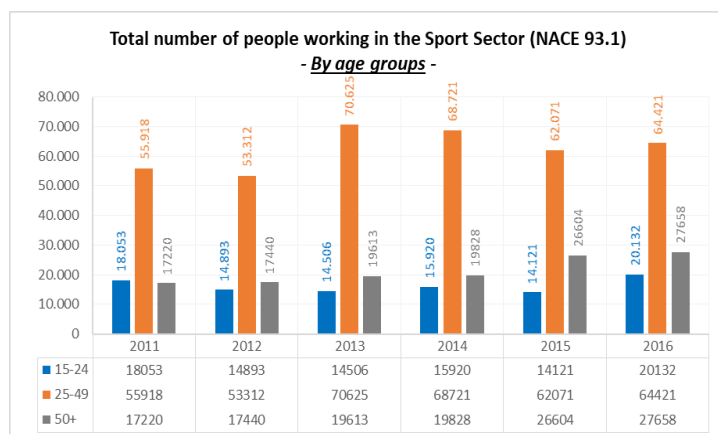
Part time is the major characteristics in the core field (sport educators, instructors)

Figure 8: Sport employment by age from French statistical source

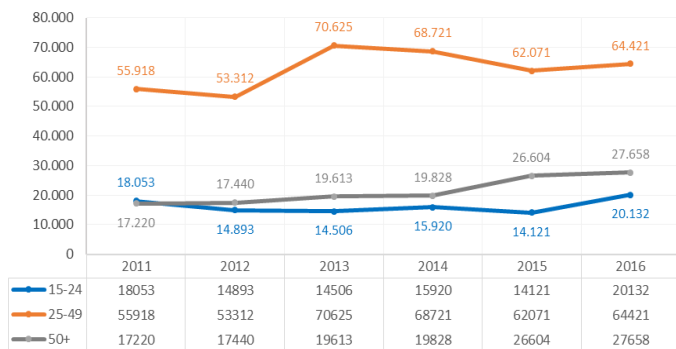
NACE CODES	2011			2012			2013			2014			2015		
	< 25	26-49	50+	< 25	26-49	50+	< 25	26-49	50+	< 25	26-49	50+	< 25	26-49	50+
93.1 Sports activities															
93.11 Operation of sports facilities	6112	9049	3101	6229	9222	3161	6226	9218	3159	6391	9463	3243	6474	9585	3285
93.12 Activities of sport clubs	24200	35832	12281	24648	36494	12508	25890	38332	13138	26986	39956	13695	27425	40606	13917
93.13 Fitness facilities	11133	1678	575	1338	1982	679	1543	2285	783	1795	2658	911	2090	3094	1061
93.19 Other sports activities	2186	3237	1109	2302	3408	1168	2426	3592	1231	2497	3697	1267	2769	4100	1405
85.51 Sports and recreation education	2730	4042	1385	2695	3991	1368	2800	4146	1421	2872	4253	1458	2877	4260	1460

Sport's workers are mainly young and their careers are often short

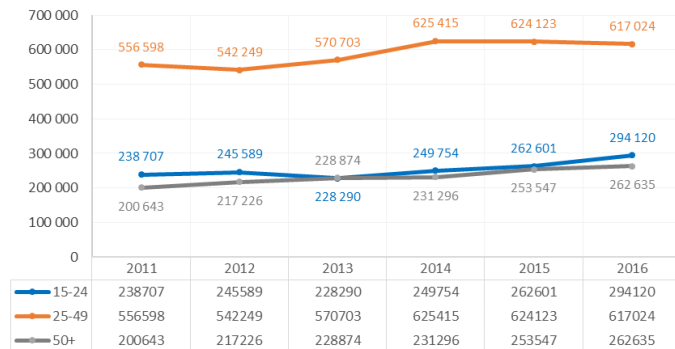
3) Sport employment by age from Eurostat data for France and EU



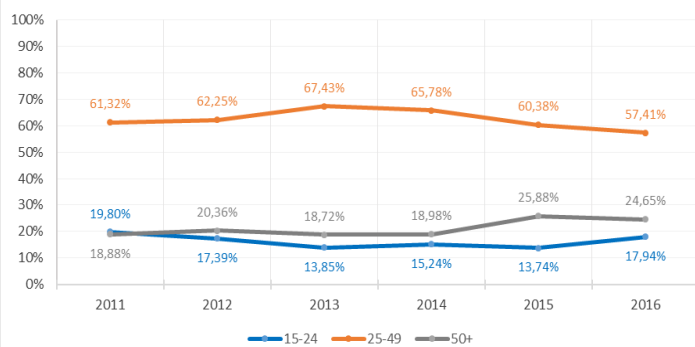
Total number of people working in the Sport Sector (NACE 93.1)
- *By age groups* -



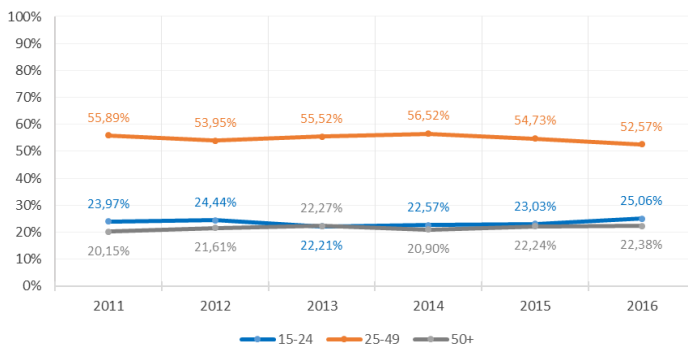
Total number of people working in the Sport Sector (NACE 93.1)
- *By age groups* -



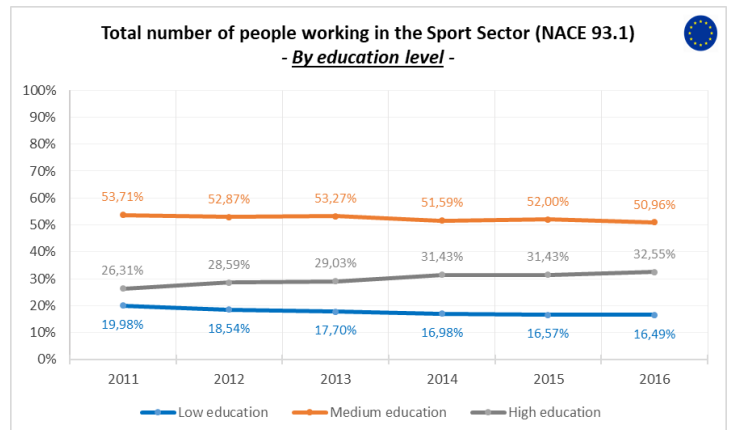
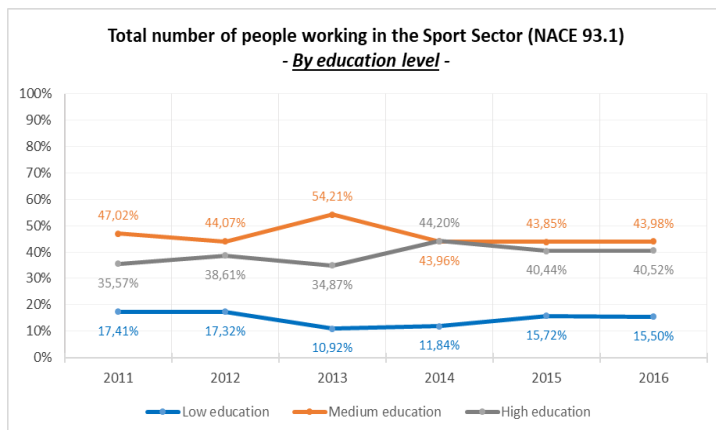
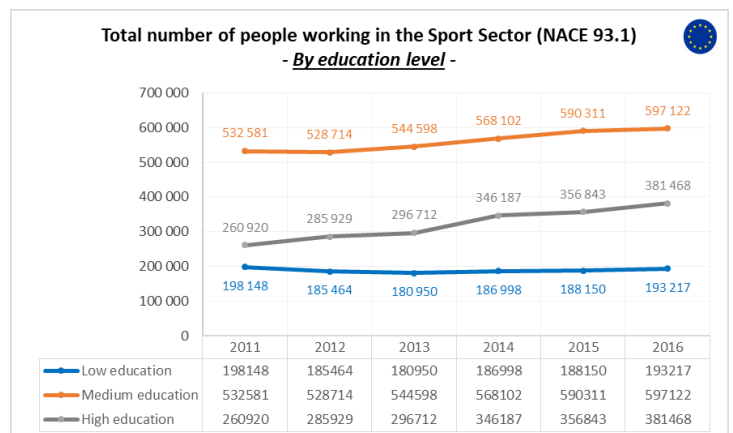
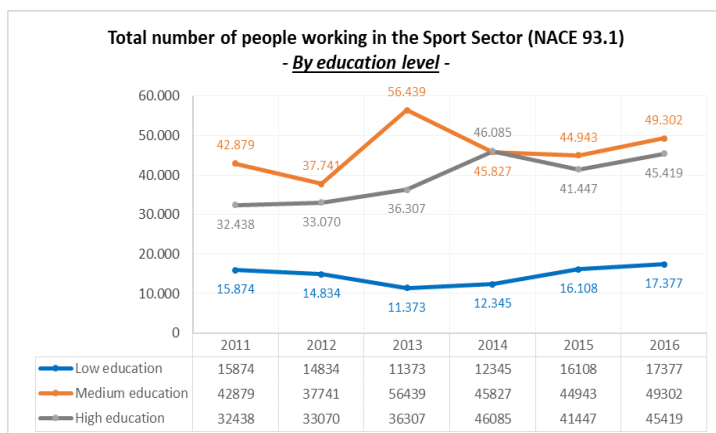
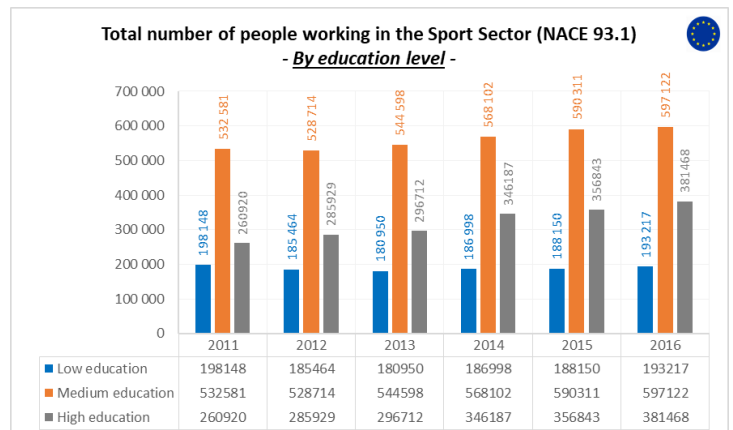
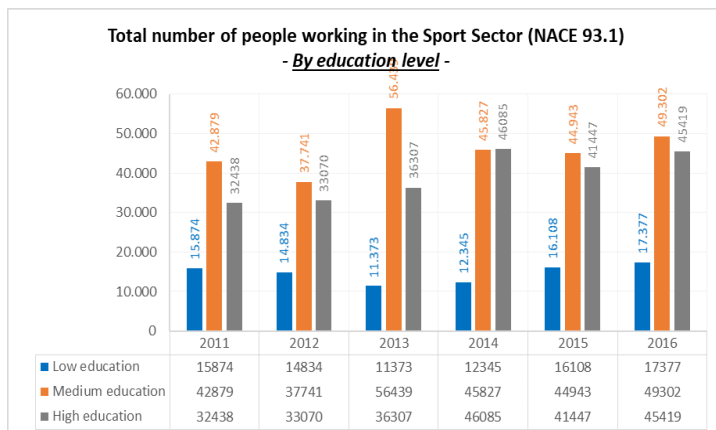
Total number of people working in the Sport Sector (NACE 93.1)
- *By age groups* -



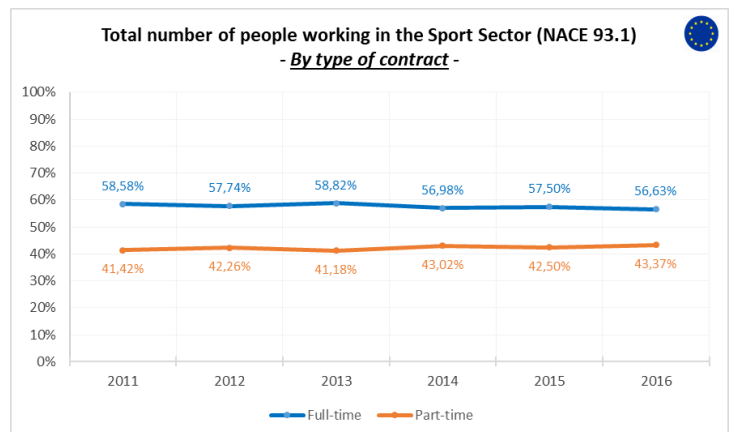
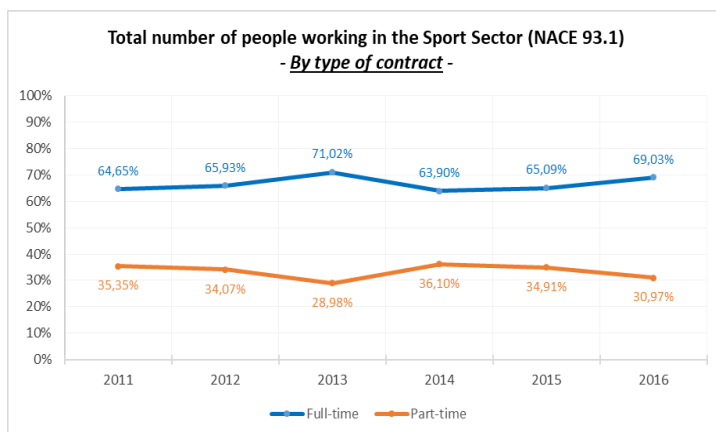
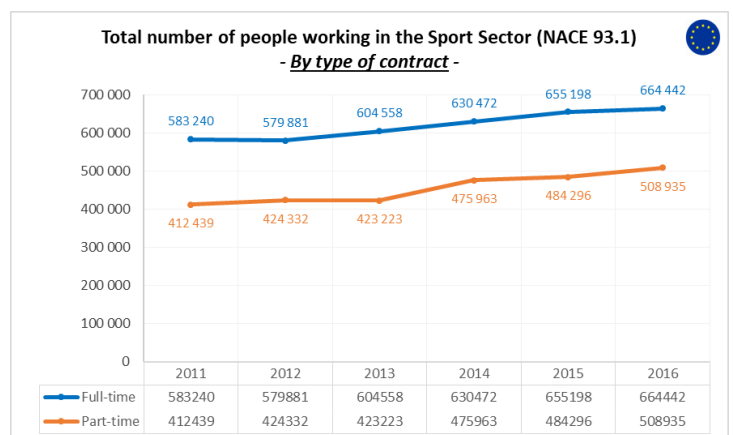
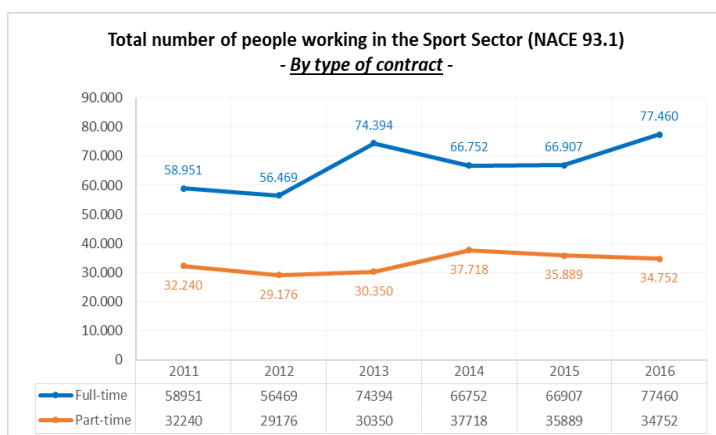
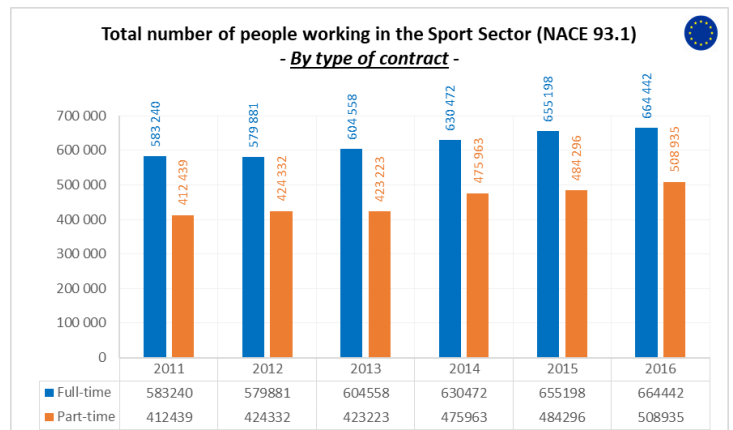
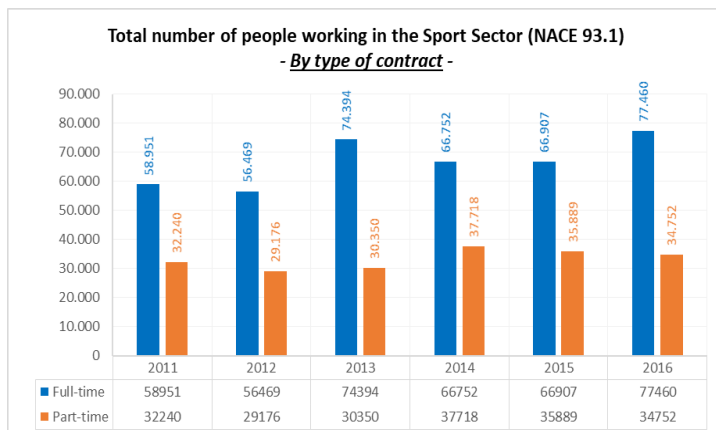
Total number of people working in the Sport Sector (NACE 93.1)
- *By age groups* -



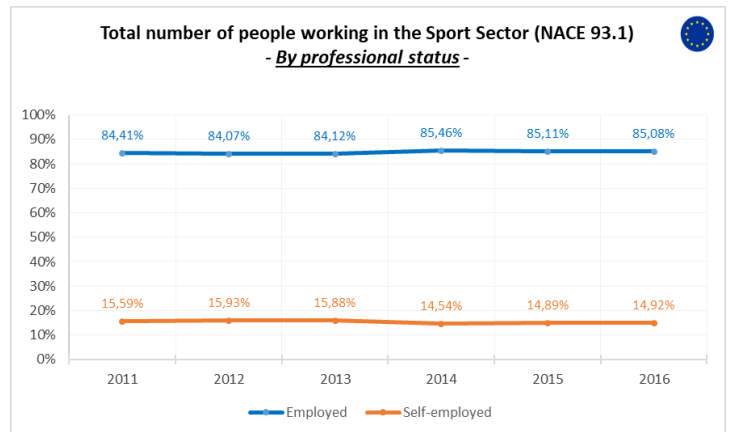
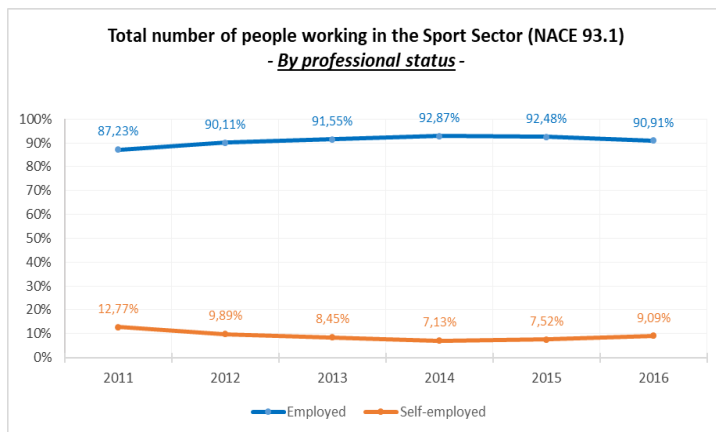
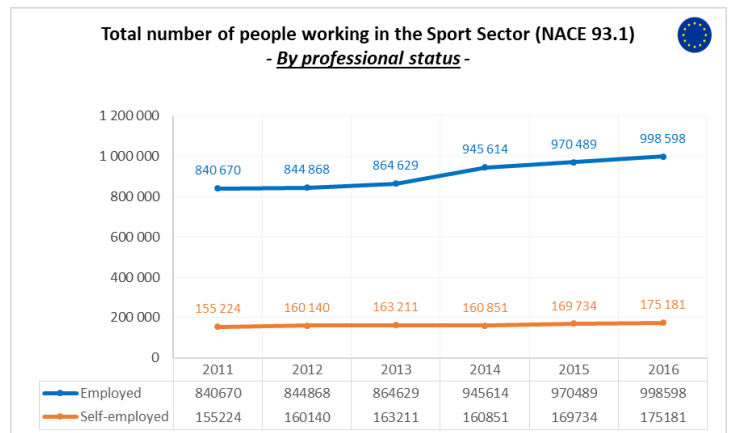
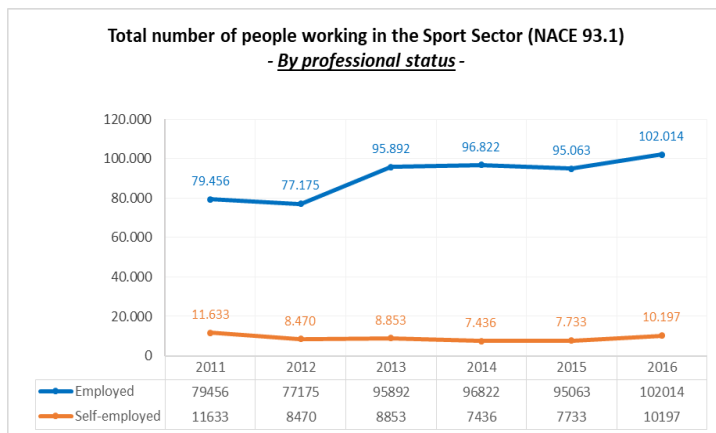
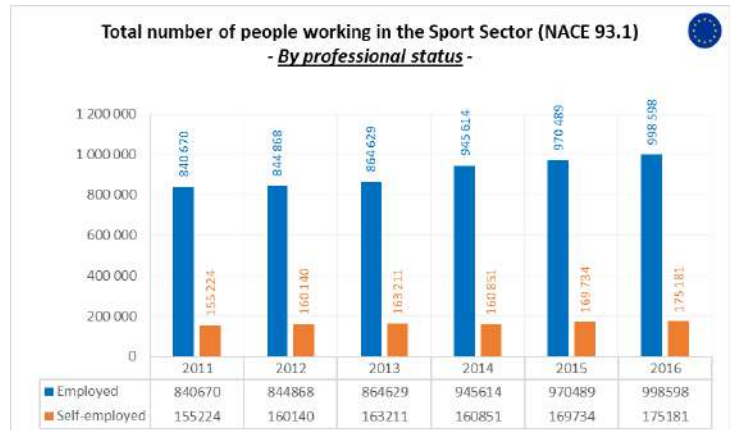
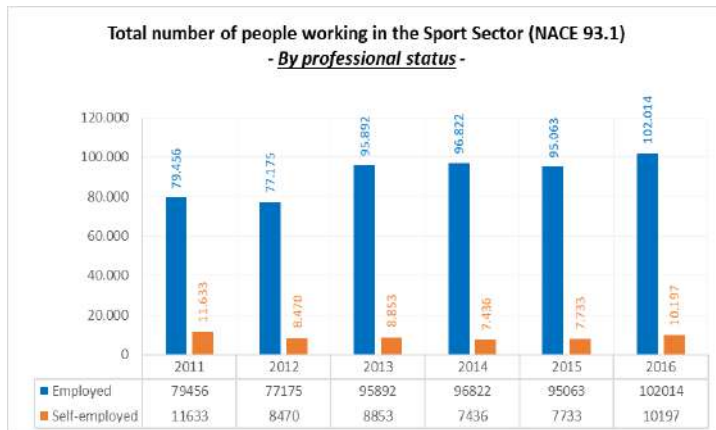
4) Employment by level of education from Eurostat data for France and EU



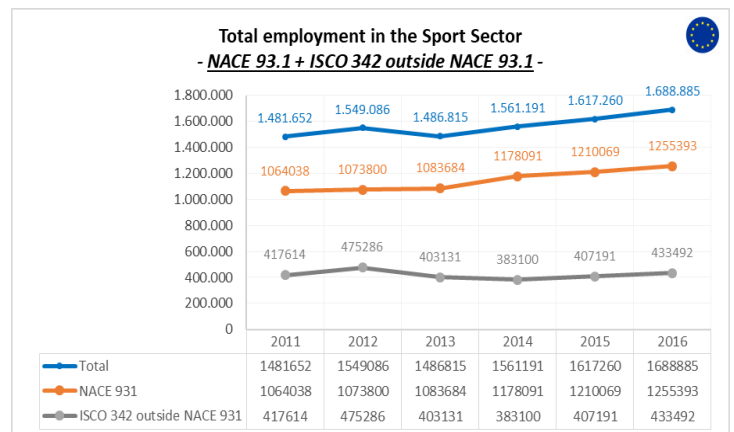
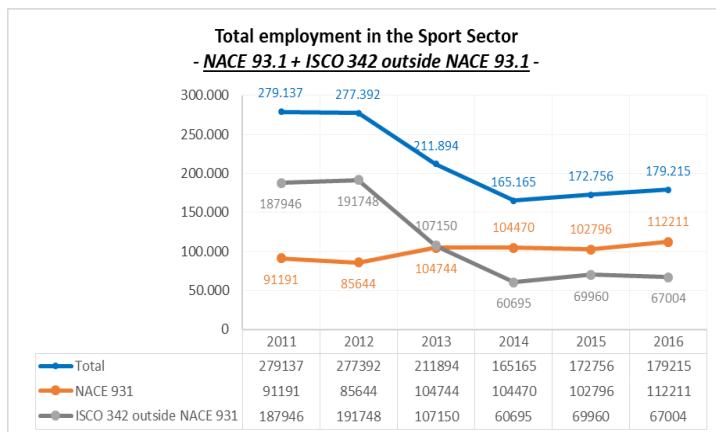
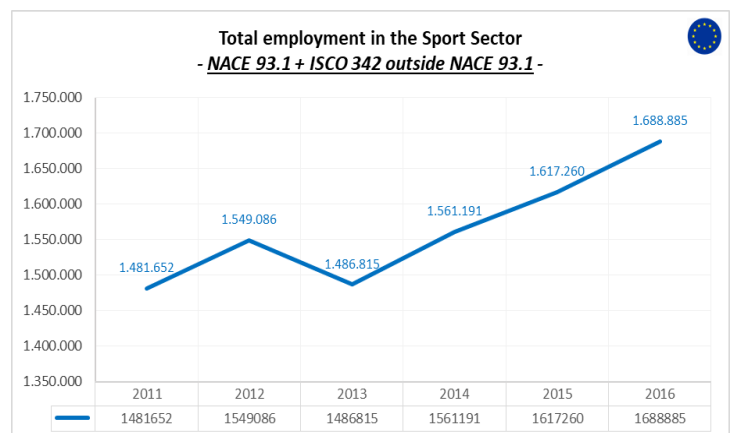
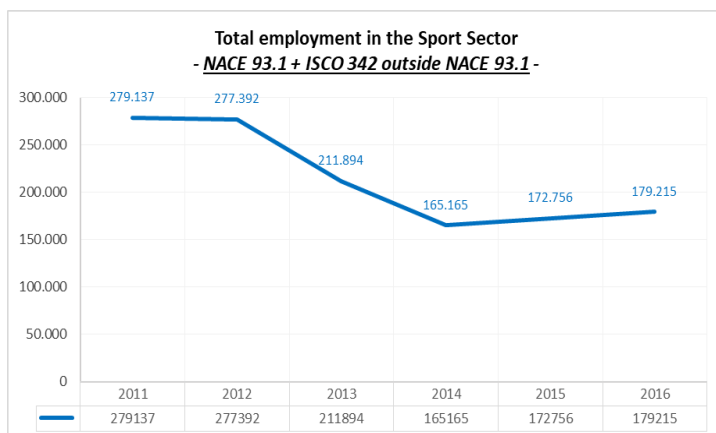
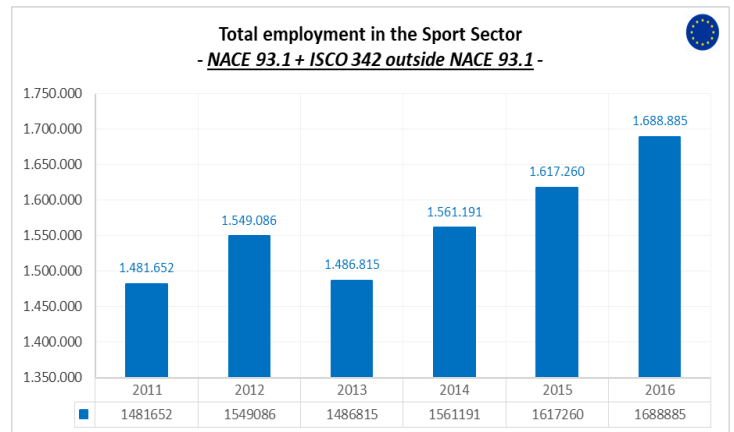
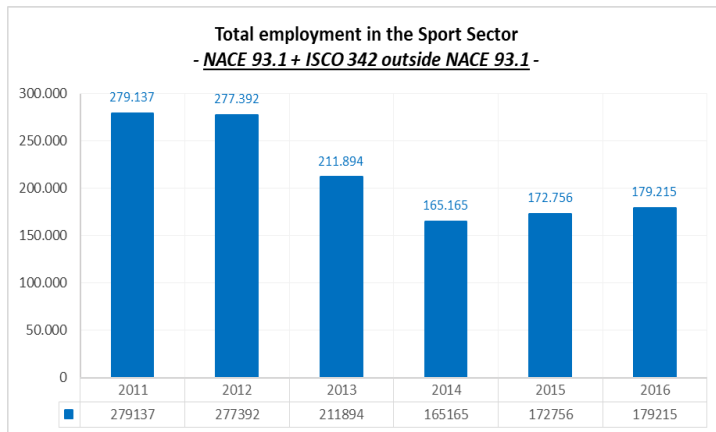
5) Employment type of contract from Eurostat data for France and EU



6) Employment by professional status from Eurostat data for France and EU

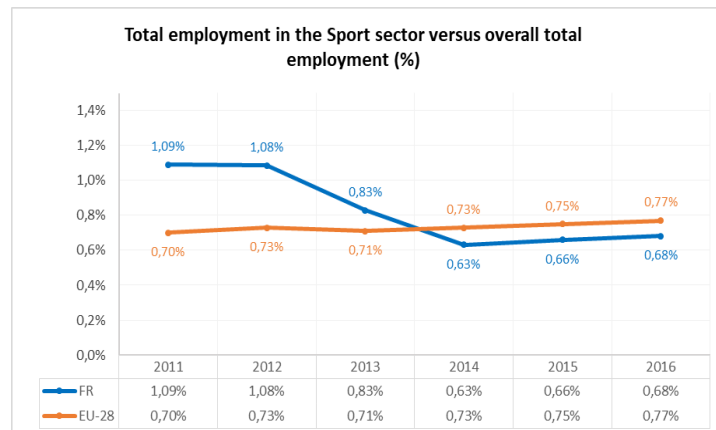


d) Total employment in the sport sector (NACE 93.1 + ISCO 342 outside NACE 93.1)



We notice the difference between France and Eurostat data due to statistical changes

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



f) Independent workers

We also have to take in account the growing of independent workers.

"Observatoire de l'activité libérale" indicates 17400 active self employed people in 2013 in sport's instruction.

It's currently growing strongly with big difficulties to get some new data.

In 2016, ACOSS survey with 2015 data got 29100 persons. They are taken in account in the previous figure.

g) Occupations

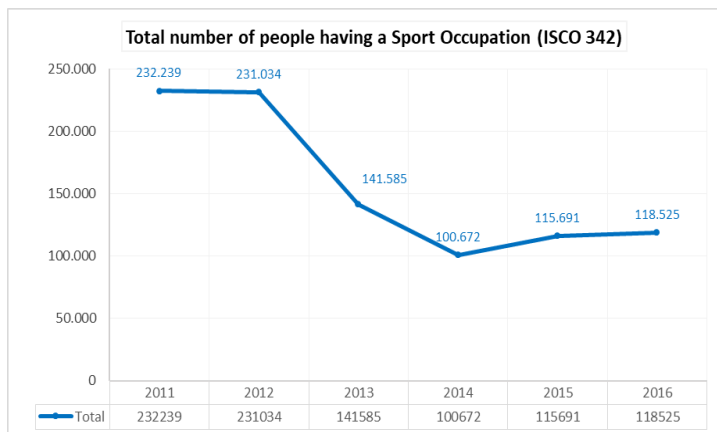
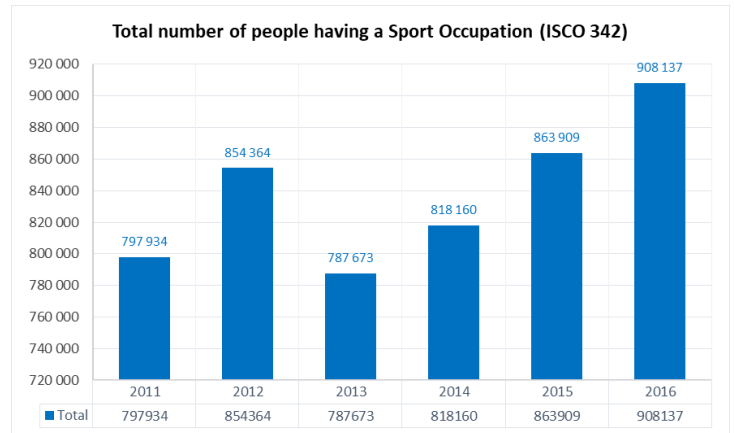
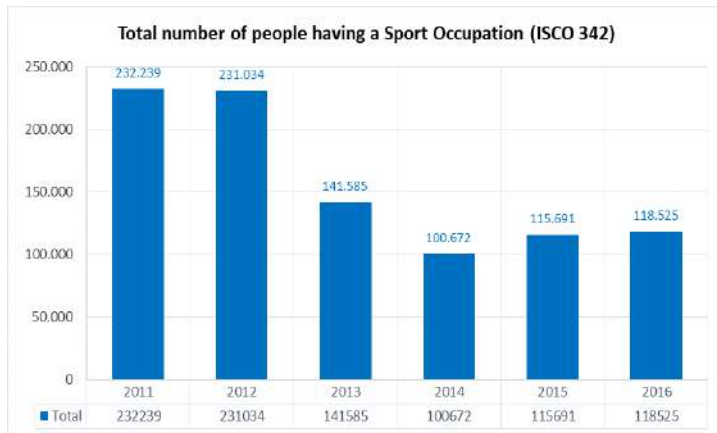
We analyse the occupations by ISCO Codes. In France the most important code is the 424 A "Sports professionnels and educators"

Figure 10: Occupations in sport from French statistical source

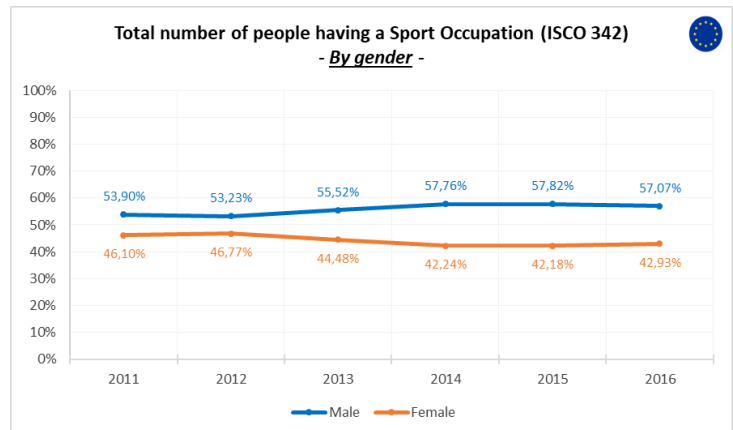
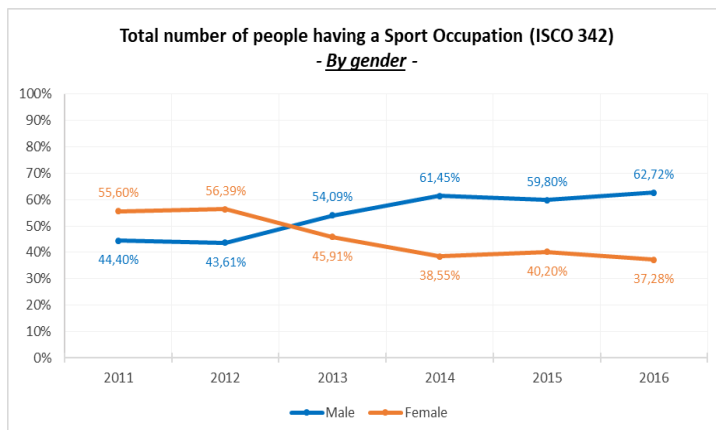
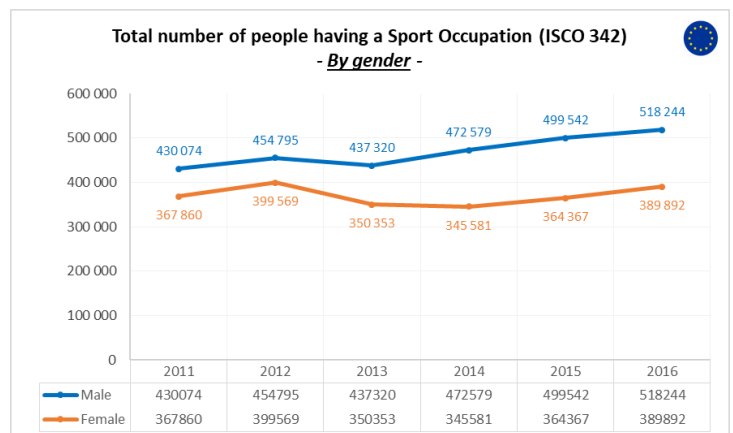
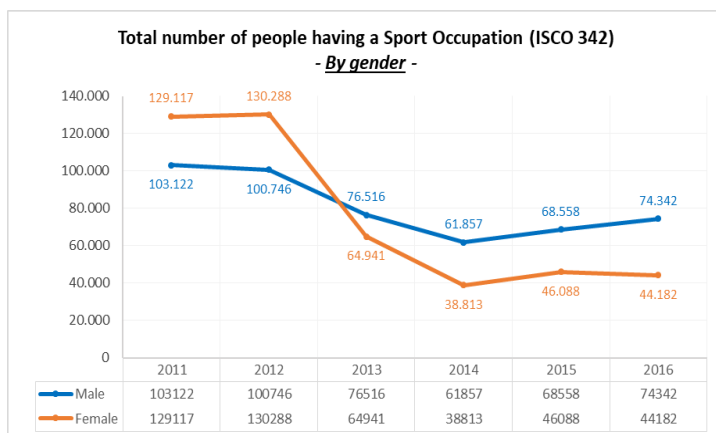
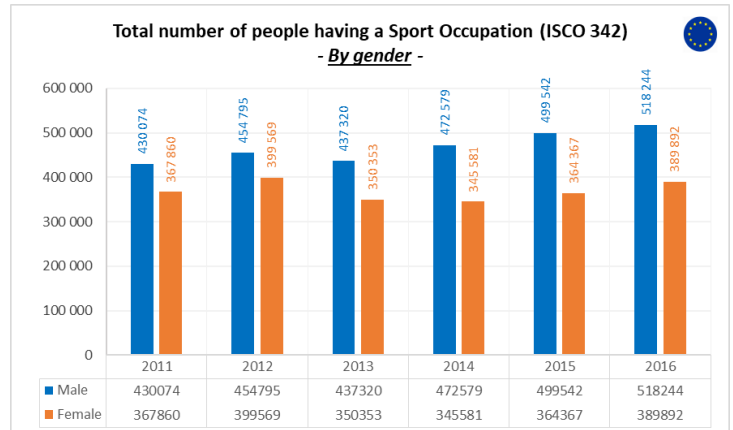
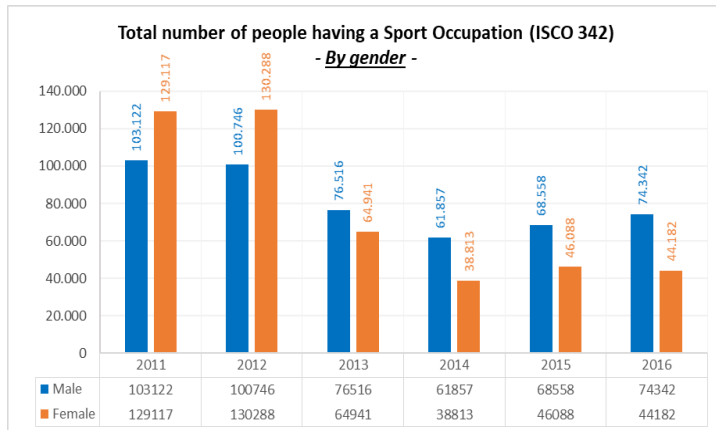
ISCO GROUPS NACE CODES	PCS 424 A 2013	PCS 424 A 2014
93.1 Sports activities		
93.11 Operation of sports facilities	1486	1526
93.12 Activities of sport clubs	50234	52361
93.13 Fitness facilities	138	162
93.19 Other sports activities	579	596
93.11 Operation of sports facilities		
93.12 Activities of sport clubs		
85.51 Sports and recreation education	476	489

h) Sport occupations from Eurostat data in France and EU

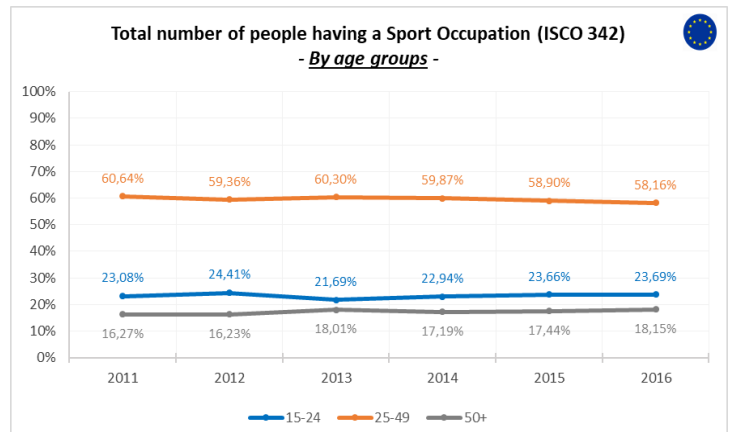
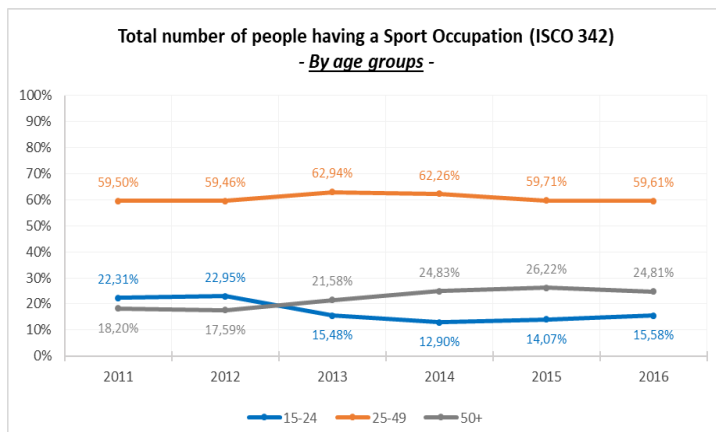
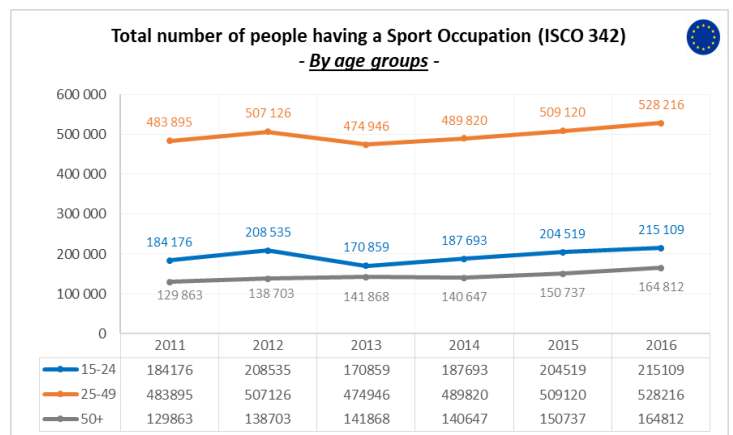
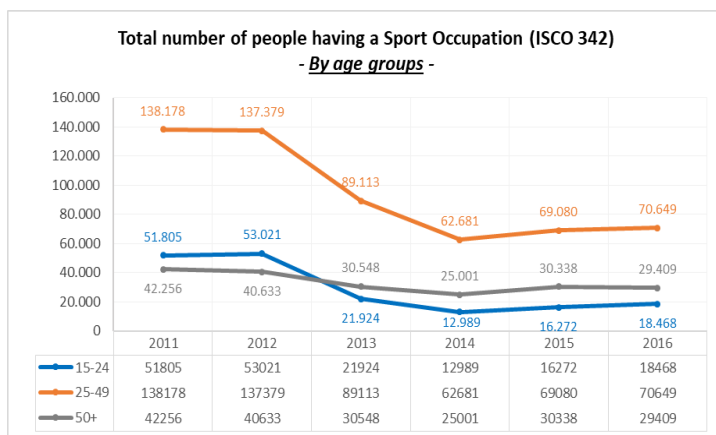
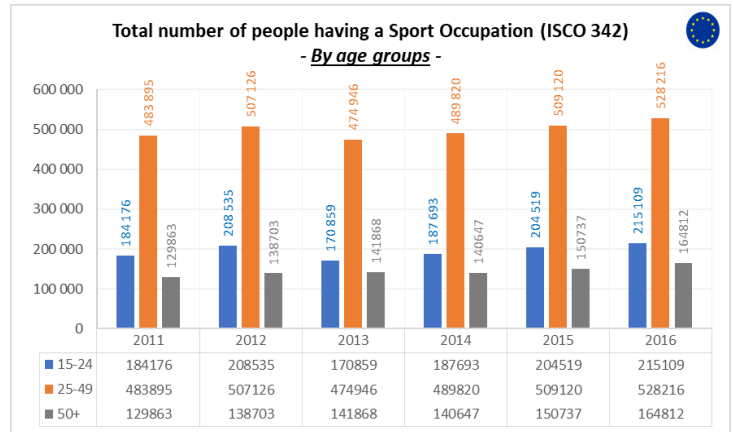
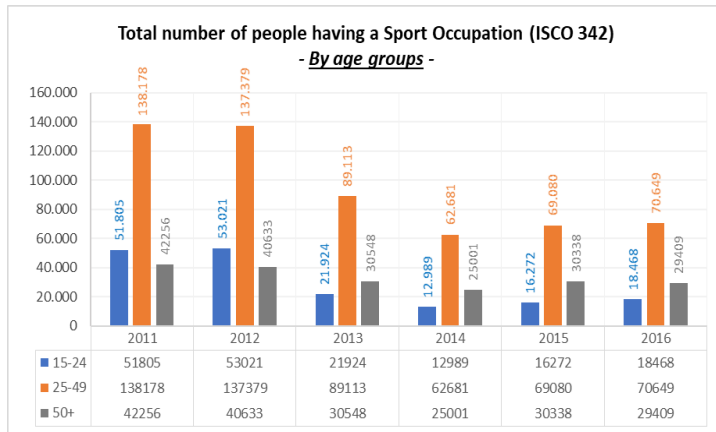
1) Overall picture, total ISCO 342



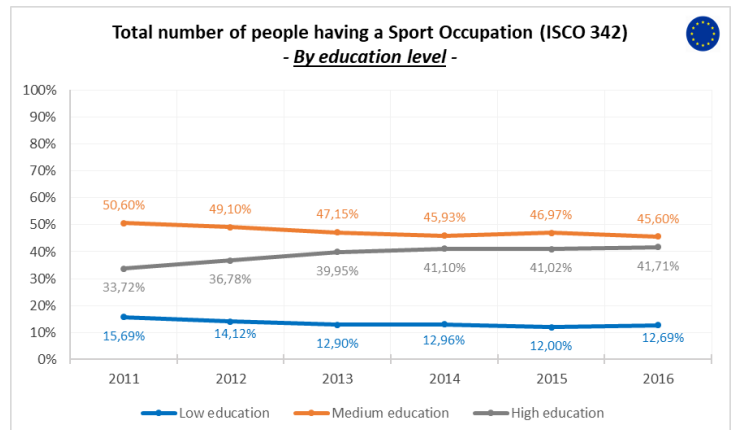
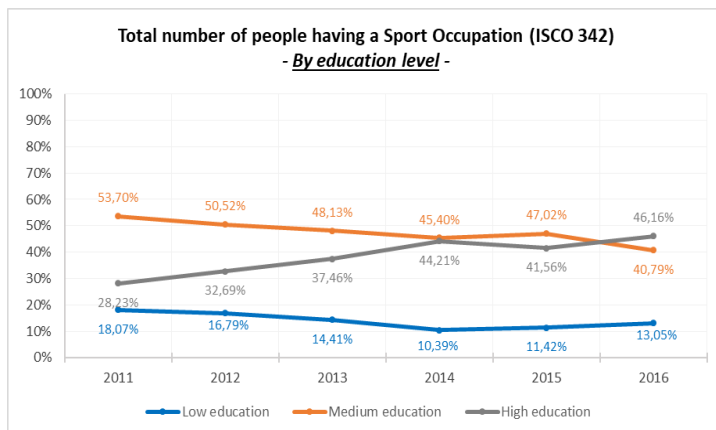
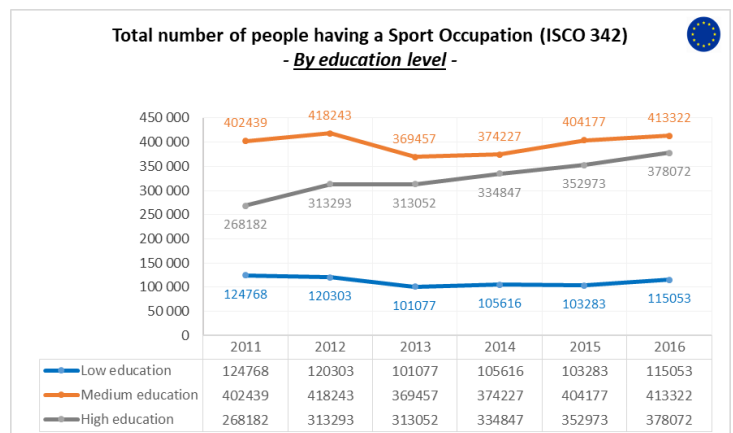
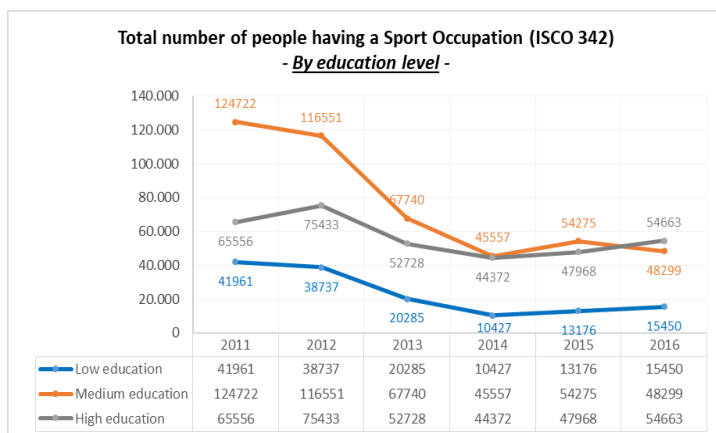
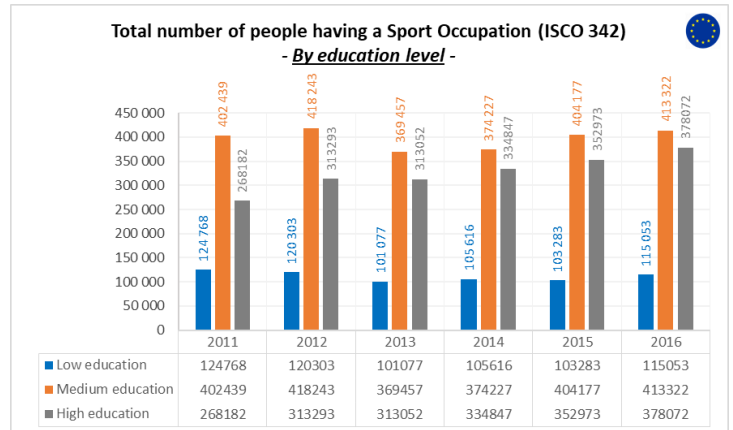
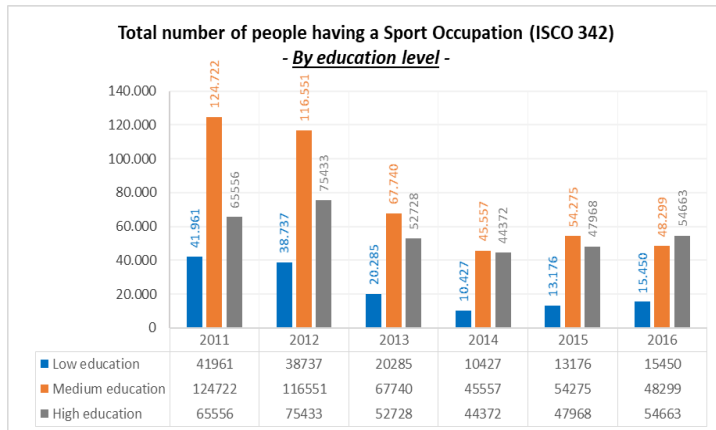
2) Total number of people having a sport specific occupation (ISCO 342) - By gender



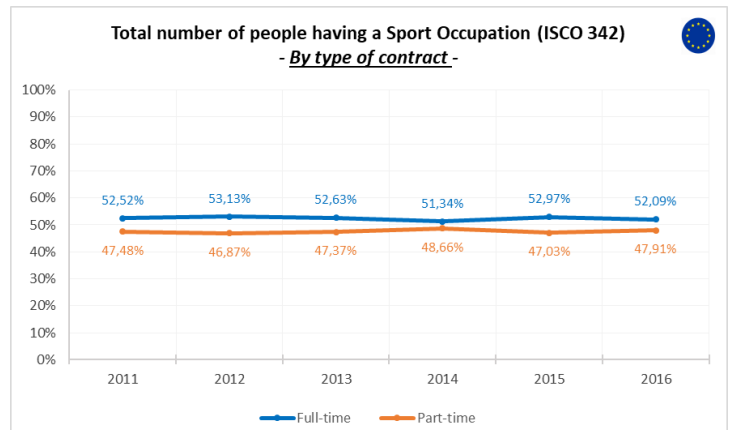
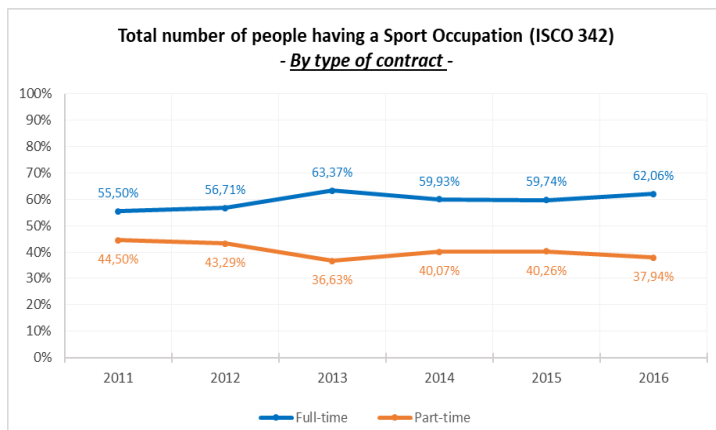
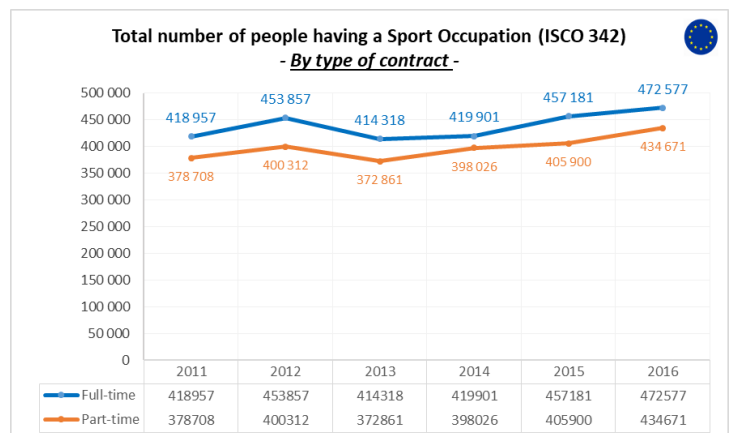
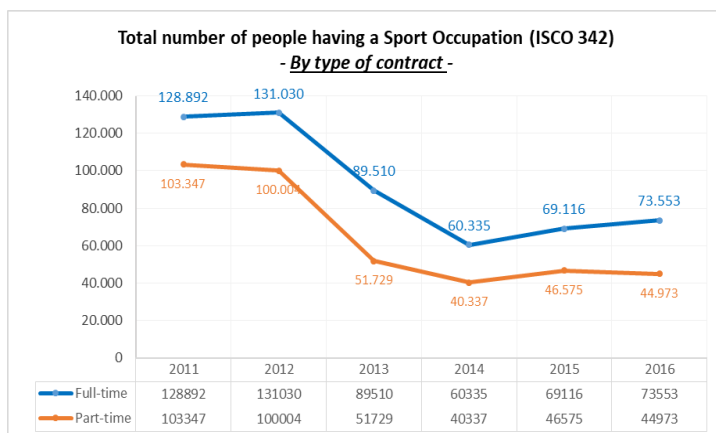
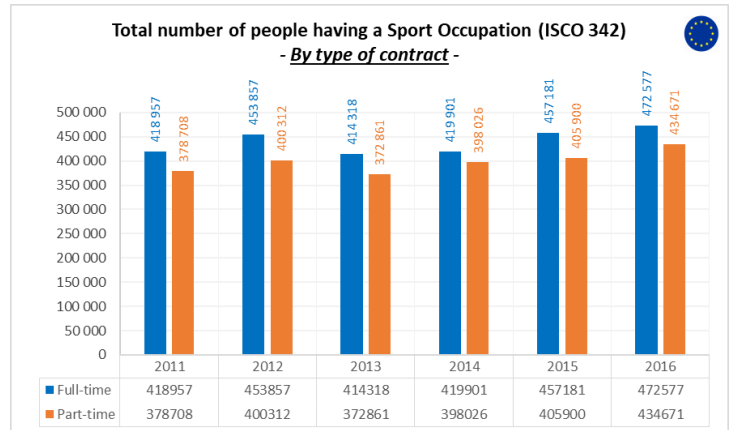
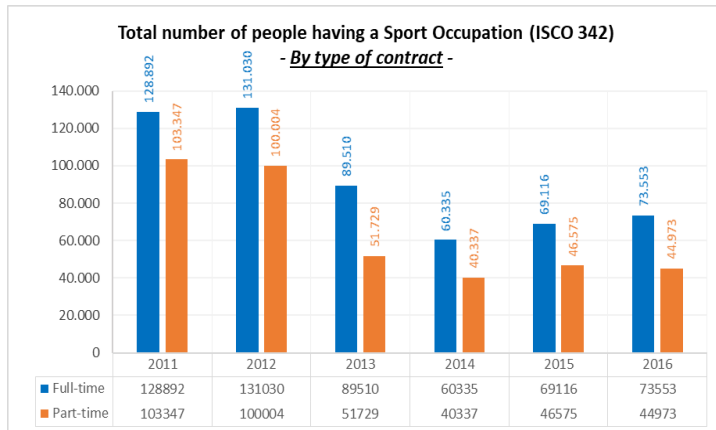
3) Total number of people having a sport specific occupation (ISCO 342) - By age groups



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

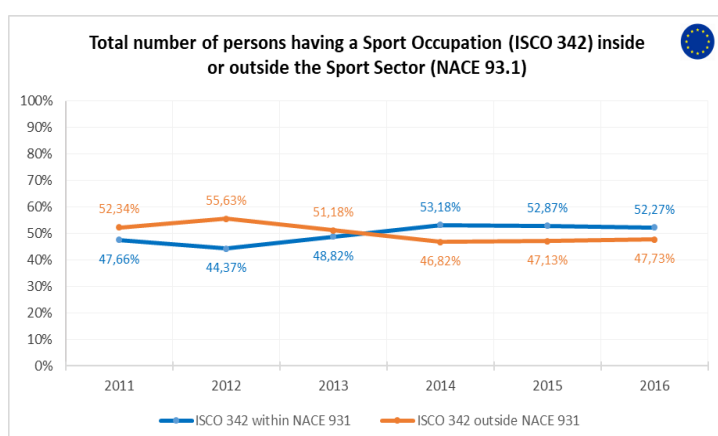
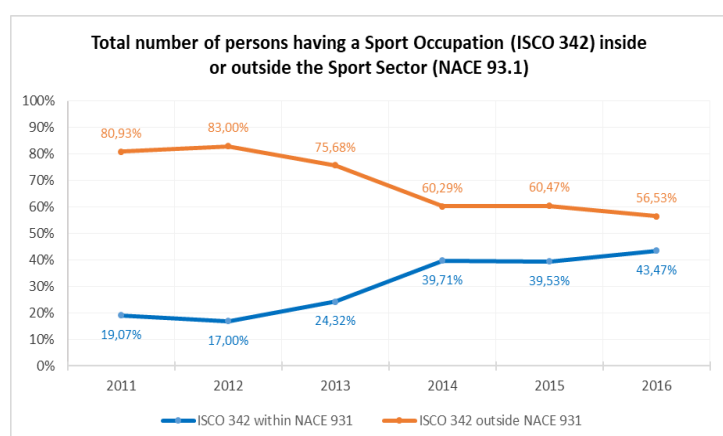
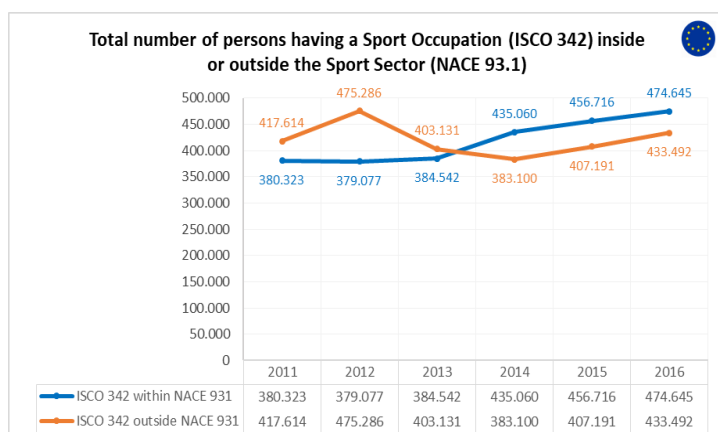
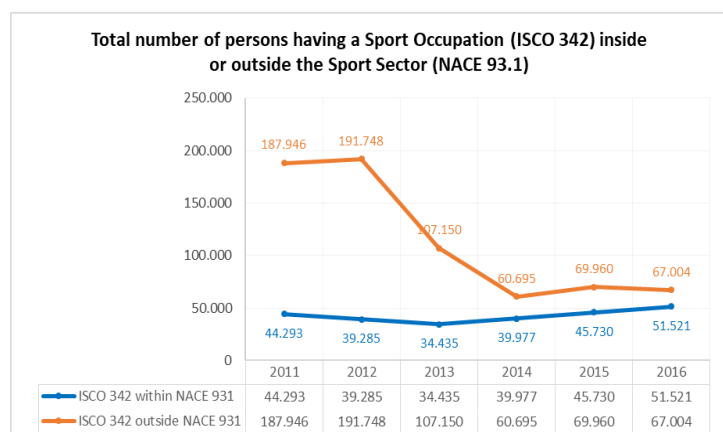
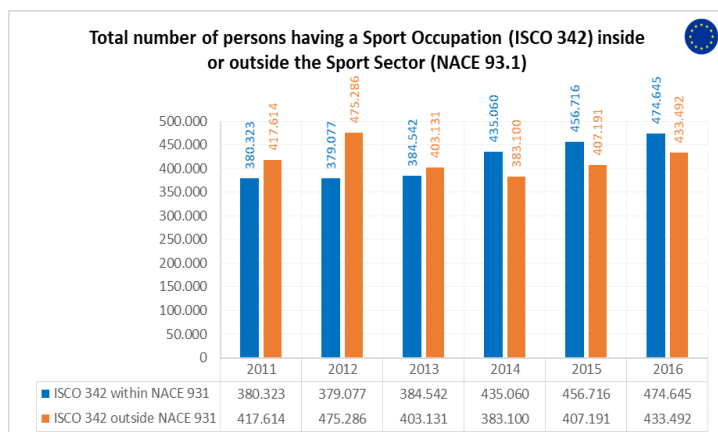
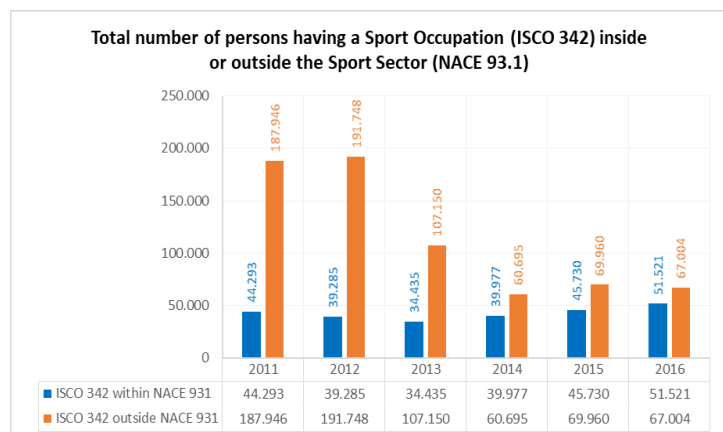


5) Total number of people having a sport specific occupation (ISCO 342) – By type of contract



6) 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.





i) Additional information

These data have to be completed by the overall picture of the sector. This part is just the private part (associative and for profit). The public part of the employment (civil servants) represents 1/3 of the persons and more if we consider the importance of full time in this section.

As we stressed before, the characteristic of the Sport sector is that it still has several collective agreements to organise sport and physical activities companies.

On the one hand, there are those of the NCC Sport (IDCC 2511) of 2005. The scope of this collective agreement covers the organisation, management and supervision of sporting activities; the management of sports facilities and equipment; education, training in sports activities and vocational training in sports; promotion and organisation of sporting events. As a guide, the activities concerned generally fall under the N.A.F. 93.12Z (sports center activities), 93.13Z (activities of fitness centers), 93.19Z (other sports-related activities), 93.29Z (other recreational and sports activities) leisure activities nec), 85.51Z (teaching sports and leisure activities).

On the other hand, we find the CCN Golf (2120) of 1998, which includes companies whose main activity is the management and operation of golf courses and related services, and their employees; the NCC concerning the staff of the Equestrian Centers (7012) of 1975 which covers the teaching, the animation and the accompaniment of the equestrian practices; hire, take-over and dressage of equines (training of racing horses and breeding are not within the scope of this Convention); as well as the "football collective agreements" (5526), the football administration (5507) and the independent football charter (5540); collective agreements and professional sports agreements (rugby (5541), professional basketball (5542) We add to this category two special cases:

-  Enterprises adhering to the Collective National Convention on Animation, which are nonetheless entirely dedicated to sport (ie "the field").
-  The extension of the CCNS endorsement 37 bis implies that many companies adhering to the National Collective Agreement of Leisure, Attraction and Cultural Spaces are governed by the CCNS. For several years, sports and recreation companies have been subject to the Leisure collective agreement, until in 2008 the social partners in the professional sector revised the scope of this activity to separate from everything related to the field of sport. As a result, these companies were excluded from leisure agreement. In the absence of being able to create their own collective agreement, the professional sports sector has mobilized to integrate them into the scope of the CCNS. The change of collective agreement was made effective by the order to extend the addendum 37 bis, on 7 April 2010, published in the Official Journal of 15 April 2010; this same day was also published the order excluding these companies from the scope of the NCC ELAC (endorsement 26b).

To these enterprises must be added the Territorial Public Service (sports, security and police), part of the State Public Service (sport, national education, defense, higher education), the field of public administration private education in primary, secondary and higher education, and certain company agreements following the example of Club Méditerranée.

Adding to this picture we have to take in account a lot of types of activities related

We can find them in public statistics with different codes

Other codes related with sports occupations integrated

Rent sport and leisure articles 7721z

Other leisures 9329z

Well being 9604z

Réparation d'autres biens personnels et domestiques (stuff) 9529z

Fabrication d'autres vêtements et accessoires (clothes) 1419z

Fabrication de chaussures (shoes) 1520z

Construction de bateaux de plaisance (nautism)3012z

Fabrication d'articles textiles, sauf habillement (other clothes)1392z

Autres organisations volontaire (other volunteering) 9499z

Téléphériques et remontées mécaniques (skiing facilities) 4939z

j) Estimation of sport's and physical activity employment in France

Beyond the survey, we bring an estimation coming from CAFEMAS and DARES survey about sport employment. Several remarks before the figures.

- ✿ A lot of civil servants are involved in sport. We estimate more than 100 000 persons in sport's services in communities, in physical education or in high level sport's supervision.
- ✿ A specific survey made by DARES (French governmental institute for employment and labour market analysis) brought than 52400 persons were employed in sport's companies, without specific registering in general statistics. It's due to the very mall duration of employment in a year. (Less than 3 hours a week for instance). Due to cost reasons, this survey hasn't been launched again, but we have some information to consider these data as up to date.

To summarise, the figure shows the underestimation of employment in sport throught national statistics.

A summary table of short-time workforce in the sport sector (DARES, 2013). Here is the table of 61,000 short contracts in the sports sector in 2010 that are not taken in account in the statistics. This represents one third of the employment of the sport branch.

		Number of employment days				
		Less than 13 days	13-59 days	60-268 days	More than 269 days	
Number of hours of work	Less than 20 H	8 500	2 300	2 800	1 400	15 000
	20-44 hours	5 500	3 000	4 200	2 700	15 400
	45-94 H	1 200	5 400	4 400	4 200	15 200
	95 H or more	0	4 200	4 300	6 900	15 400
		15 200	14 900	15 700	15 200	61 000

After adding these extra surveys, we propose an estimation for the total employment in France

Figure 9: Estimation for global employment in relationship with sport and physical activities

	<u>Sport Employment under collective agreement</u>	<u>Public function</u>	<u>Sport employment outside sport sector</u>	<u>Total</u>
<u>Sport instructors</u>	<u>125 000</u>	<u>24 000</u>	<u>13 000</u>	<u>162 000</u>
<u>Teachers and sport professors</u>		<u>40 000</u>		<u>40 000</u>
<u>Professionnal practitioners</u>	<u>8000</u>			<u>8 000</u>
<u>Managerial staff</u>		<u>6 000</u>		<u>6 000</u>
<u>Admin and technical staff</u>	<u>58 000</u>	<u>35 000</u>		<u>72 000</u>
<u>Business sale</u>	<u>1000</u>		<u>35 000</u>	<u>36 000</u>
<u>Others</u>	<u>10 000</u>	<u>500</u>	<u>3000</u>	<u>13 500</u>
	<u>202 000</u>	<u>105 500</u>	<u>51 000</u>	<u>360 000</u>

k) Facilities

In France, local authorities own most of the facilities. We got a national database for sports and physical activities facilities.

The website is <http://www.res.sports.gouv.fr/>

269 497 sports facilities are registered in France (source RES 01/07/2016)




l) Financing sport

All data in http://sports.gouv.fr/autres/1/EcoSport_fiches_MacroEco.pdf

All resources allocated in the year concerned by all resident economic agents (public administrations, households, associations, companies) to the financing of professional or amateur sport. This aggregate mainly covers household purchases of merchandise goods and services for individual sporting uses (eg, access rights to clubs and sports equipment, purchases of clothing and other sporting goods, sports lessons, etc.) as well as the public expenditure of the State and local authorities for EPS, construction, maintenance and running of public sports equipment, public aid distributed to sports clubs and sports event organizers. Corporate spending on sports (sponsoring, sponsorship, sports broadcasting rights) is included.

	2009	2010	2011	2012	2013
Billions	33,7	34,3	36	36,5	38,1

The sources of funding for French sport are numerous and varied. Thus, contributed to the national sports expenditure estimated at 38 billion euros in 2013:

-  Households (€ 16.6 billion): purchase of goods, services and sports shows.
-  Local authorities (10.8 billion euros): financing of sports facilities, grants to local sports associations. The sports expenditure of the communities is mainly provided by municipalities. Thus, in 2007, out of the € 10.2 billion allocated to sport by the municipalities, 9 were allocated by the municipalities, 0.5 by the regions and 0.8 by the departments.
-  The State (3.2 billion euros): equipment, aids to sports federations and their decentralized bodies

- 🌟 Businesses (€ 3.2 billion). They finance sports through sponsorship (€ 2.0 billion), patronage (€ 1.2 billion), media (TV rights, Internet, etc.).

The share of the sports sector in the GDP at the end of the eighties was around 1% in 1990 (Andreff, Bourg, Halba and Nys 1995). This growth largely comes from the increased household share in sports spending (mainly for purchase of material and sport equipment) and a sustained increase of company and public sector spending. Sport financing used to be mainly financed by the state but because of the household impulsion, now financing largely tends to come from private sources.

The current GDP is around 1,8% (source MEOS)

The household (active or passive sportsmen) are the main financing sources of sport in France. Sport consumption is fairly equal between sport goods (equipments, clothes...) and sport services. The latter increase faster than sport product sales and are less liable to economic circumstances.

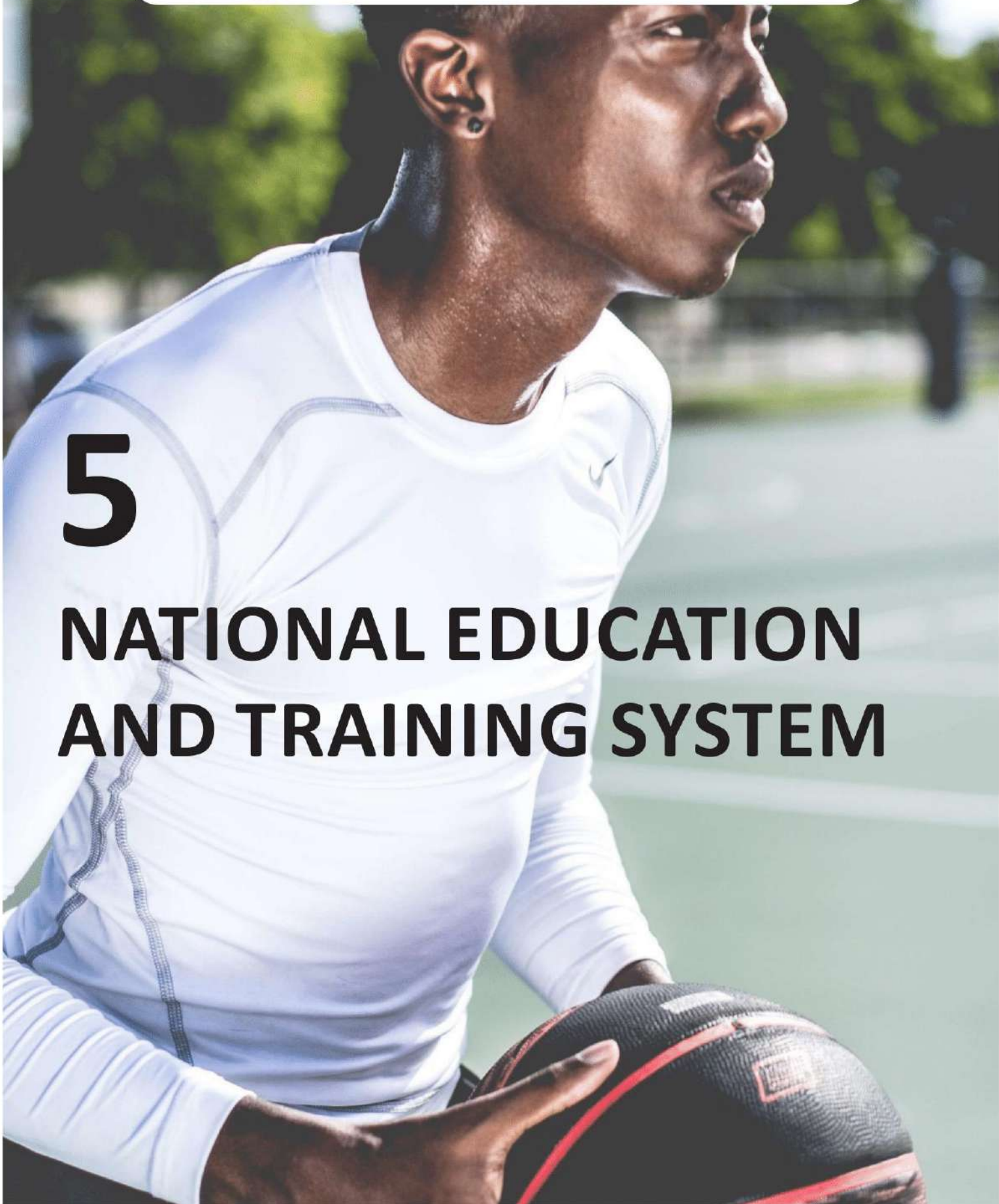


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

The French educational system is organised through three different steps:

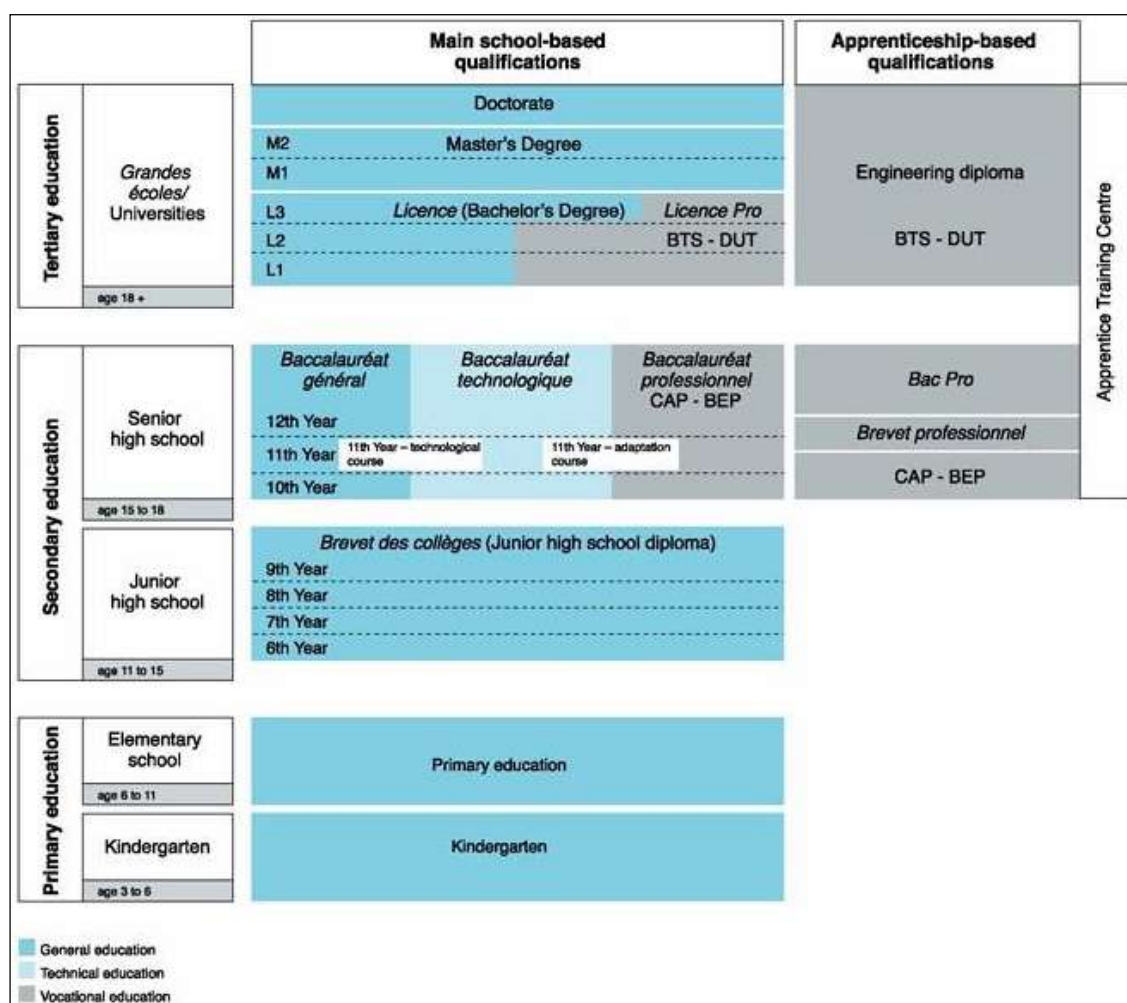
- ✦ primary education (enseignement primaire);
- ✦ secondary education (enseignement secondaire);
- ✦ Higher education (enseignement supérieur).

Primary and secondary education are mainly public (private schools also exists, in particular a strong nationwide network of primary and secondary Catholic education). Education has both public and private elements.

The Programme for International Student Assessment, coordinated by the OECD, currently ranks France's education as the 25th best in the world, being neither significantly higher nor lower than the OECD average.

a) Educational framework

Figure 12: French Educational Framework



- ✳ Bac Pro (= Baccalauréat professionnel) Secondary vocational diploma
- ✳ Baccalauréat général Senior high school diploma – general
- ✳ Baccalauréat technique Senior high school diploma – technical
- ✳ Baccalauréat professionnel Senior high school diploma – vocational
- ✳ BEP Vocational education certificate
- ✳ Brevet professionnel Professional certificate
- ✳ BTS Advanced technical diploma
- ✳ CAP Certificate of professional aptitude
- ✳ DUT Tertiary technical diploma
- ✳ Licence Pro Vocational certificate/diploma

All educational programmes in France are regulated by the Ministry of National Education (officially called Ministère de l'éducation nationale), and the ministry of Higher education, called ministère de l'enseignement supérieur de la recherche et de l'innovation). The current ministers are Jean Michel Blanquer for the national education and Frédérique Vidal for the higher education, research and innovation ministry.

1) Primary and secondary levels

The teachers in public primary and secondary schools are all state civil servants, making the ministry as one of the largest employer in the country. Professors and researchers in France's universities are also employed by the state, even Universities are now more independent (enlarged competences sine 2007).

At the primary and secondary levels, the curriculum is the same for all French students in any given grade, which includes public, semi-public and subsidised institutions. However, there exist specialised sections and a variety of options that students can choose. The reference for all French educators is the Bulletin officiel de l'éducation nationale, de l'enseignement supérieur et de la recherche (B.O.) which lists all current programmes and teaching directives. It is amended many times every year.

Schooling in France is mandatory as of age 6, the first year of primary school. Many parents start sending their children earlier though, around age 3 as nursery classes (maternelle) are usually affiliated to a borough's primary school. Some even start earlier at age 2 in pré-maternelle classes, which are essentially day-care centres. The last year of maternelle, grande section is an important step in the educational process as it is the year in which pupils are introduced to reading.

After nursery, the young students move on to primary school. It is in the first year (cours préparatoire) that they will learn to write and develop their reading skills. Much akin to other educational systems, French primary school students usually have a single teacher (or perhaps two) who teaches the complete curriculum, such as French, mathematics, science and humanitiesto name a few. Note that the French word for a teacher at the primary school level is professeur (previously called instituteur, or its feminine forme institutrice).

French secondary education is divided into two schools:

- ✳ the college for the first four years directly following primary school; (11 15)
- ✳ the lycée for the next three years. (15 18)

The completion of secondary studies leads to the Baccalauréat.

2) Higher education

Higher education in France is divided between High schools and public universities. Since 1984 act, the access to Universities is open after Baccalaureat. We must notice that the French law is currently changing. Fighting some automatic rules and addressing students by random in universities, a new system will take place in 2018, giving the Universities the capacity to choose and organize the access. It's a way to re introduce human factors, nevertheless respecting the French 1984 law, giving the right after Baccalaureat to access the high education system.

A striking trait of French higher education, compared with other countries, is the small size and multiplicity of establishments, each specialized in a more or less broad spectrum of areas. A middle-sized French city, such as Grenoble or Nancy, may have 2 or 3 universities (focused on science or sociological studies), and also a number of engineering and other specialized higher education establishments. In Paris and its suburbs there are 13 universities, none of which is specialized in one area or another and a large number of smaller institutions which are highly specialised. Adding these remarks, we notice some creation of new big universities, by fusion between two or three universities (see the "wedding between the universities in Lyon, Paris, Bordeaux or Grenoble)

French Universities are now evolving and gathering in COMUE (University communities) (New French law, 22 of JULY, 2013).

In engineering schools, a large share of the teaching staff is often made up of non-permanent professors; instead, part-time professors are hired to teach one specific point only. These part-time professors are generally hired from neighbouring universities, research institutes, or industries.

Another original feature of the French higher education system is that a large share of the scientific research is not done by universities, but by research establishments such as CNRS or INSERM. In many cases, the research units of those establishments are installed inside universities (or other higher education establishments), and jointly operated by the research establishment and the university.

Since higher education is funded by the state, the fees are very low; the tuition varies from 150€ to 1000€ depending on the university and the different levels of education. (licence, master, doctorate). One can therefore get a Master's degree (in 5 years) for about 750-3,500€. Additionally, students from low-income families can apply for scholarships, paying nominal sums for tuition or textbooks, and can receive a monthly stipend of up to 450€/month.

The tuition in public engineering schools is comparable to universities, albeit a little higher (around 700€). However it can reach 7000€ a year for private engineering schools, and some business schools, which are all private or partially private, charge up to 8900€ a year.

Although this is the case in many schools, some public schools have other ways of gaining money. Some do not receive sufficient funds from the government to hold many trips, and so these schools may ask for a small (optional) entrance fee for new students.

3) [Universities in France](#)

Universities accept students who hold a senior high school diploma (Baccalaureat) or equivalent qualification: selection is not practised except for university-equivalent colleges of technology.

All French universities are operating the three-cycle system (bachelor/master/doctorate).

University fees are not high and financial help is available to some students in the form of a means-tested grant, a bursary based on academic criteria (for the preparation of a thesis or in some cases as a competitive award) or an interest-free loan on trust.

Outside the university sector there are public and private tertiary-level colleges and institutions under the umbrella of various ministries, which select their students and offer higher education with a vocational aim. These colleges, offering long, high-level courses, include, for example, political studies institutes, engineering colleges, colleges of commerce and management and veterinary colleges. Access to the most prestigious tertiary-level colleges – commonly known as *grandes écoles* – is by competitive examination, requiring two years of preparation in special classes. The term *grandes écoles* covers engineering colleges, colleges of commerce and management and teacher-training colleges (*Écoles normales supérieures*).

4) [Population in education](#)

Figure 13: Pupils and students population in France

Sources : Depp ; SIES.

«First_Level_VET_Compentent_authorities» Effectifs d'élèves et d'étudiants en 2015

Niveau d'étude	Effectifs (milliers)
Primary school	6 805,2
First step	2 563,6
Second step	4 193,0
ASH (1)	48,7
Secondary school	5 536,4
college	3 229,8
Second cycle (vocationnal)	667,0
Second cycle (technological and general)	550,9
Enseignement adapté (SEGPA) (disabilities)	88,8
Centres de formation des apprentis (apprentices)	410,8
Scolarisation dans les établissements de santé (health system)	71,4

Enseignement du supérieur (High education system)	2 551,1
Universities	1 445,6
Pre cycle	98,0
Short cycle in Lycée (BTS)	256,1
Short cycle (technology institutes)	116,2
Engineering	282,6
Health and social	135,4
Other ones	217,2
Total	15 519,4

b) VET System

1) First level Vocational Educational Training (VET) System

On leaving junior high school, pupils can choose one of three routes: general, technical or vocational. Each has particular aims and characteristics. The general route aims to prepare the great majority of students who obtain their senior high school diploma for further studies.

Initial vocational education and training is the first stage in lifelong vocational training. It can take two forms:

vocational education inside the school system – delivered in a vocational or agricultural high school or a vocational training unit within a general and technical or multi-purpose (lycée polyvalent) high school; Apprenticeship – during which the apprentice, who has a contract of employment with a company, trains alternately in the workplace and in an apprentice training centre. The technical route, which is specifically French, prepares students on the basis of their vocational aptitudes for higher-level technical courses of at least two years' duration: for example, in an advanced technical unit, a university or a technical or specialised college. The vocational route enables students to acquire skills and know-how in the work-orientated environment of a vocational high school run by the Ministry of Education or the Ministry of Agriculture or in an apprentice training centre. These studies can lead to a certificate of professional

The awarding ministries are those having a social dialog commission (named Commission Professionnelle Consultative (Consultative Professional Commission) and then having the competence for the qualifications registration in the RNCP (National Qualification Framework)

Otherwise, the CNCP is the competent authority and examine and register the others qualifications submitted. The CNCP is indeed considered as a competent authority regarding its central position in the creation process of certification, attesting the guarantee of the state.

The range of the names of qualifications delivered by the different ministries is large, we encompass them under the name « Diplômes d'Etat » (State Certificates)

The regions and the social partners play a great part in the organisation of professional training.

Big reforms are currently launched in France about VET system. The main idea is to organize a clear system to let the users know what are the possibilities to train them and what kind of confidence they can have to the providers.

In this way, we notice a strengthening of the CNCP (NQA) with new rules, a strengthening to the quality assurance with some clear criteria and indicators. In 2018, we adopted a new law for VET system, based on these new goals.

CNCP becomes CCP (without national in acronym)

Figure 14: VET Stakeholders in France

Competent authorities	Awarding bodies	Ranking Qualifications within National Qualification Framework	Main Providers
The state is the only authority through ministers : The social partners The private training providers CNCP (National Commission for Vocational Certification) The governance council (CNEFOP) (council for VET)	Ministers Branches CCP	National qualification framework (RNCP in French)	Ministers (7 of them) Private providers

2) Higher Education level VET system

Many students, having passed their baccalaureate examination, opt to continue their studies in an advanced technical diploma (*BTS*) unit'. These units, on senior high school premises, offer a two-year course leading to the *BTS* and that prepares students for direct entry to work.

Education and Research issued more than 100 000 diplomas. More girls than boys took the exam, the majority in services-sector subjects, notably 'trade and management' and 'communication and information'. In manufacturing-sector subjects, which attracted 23 % of the candidates, more than half took 'mechanical, electrical and electronic engineering'.

Tertiary-level colleges of technology, which are part of the university system, select their students and offer them two-year courses leading to the tertiary technical diploma (*DUT*), which is designed as a direct preparation for entry to work.





Having completed a *BTS* or *DUT* course, young people may decide to work towards a tertiary vocational diploma.

3) Creation of a new agency (France competences)

Created on 1 January 2019, France Compétences is a national public institution responsible for the regulation and financing of vocational training and apprenticeship.

What is “France Competences”?









Placed under the responsibility of the minister responsible for vocational training, his role is to:

-  allocate pooled funds to the different actors of vocational training and apprenticeship;
-  regulate the quality of training;
-  make recommendations on costs, rules of care and access to training;
-  ensure the smooth implementation of the reform on vocational training and apprenticeship.

France's skills also play a key role in transforming the training supply. In connection with the branches, she participates in the construction of qualifications and professional degrees.

France competences is endowed with a moral personality and a financial autonomy, it is composed of five colleges: the State, the trade unions of employees, the employers organizations, the Regions and qualified personalities.

What are the missions of France competences?



-  Establish and guarantee the relevance of certifications: updating the national qualification framework:
-  identification of evolving or emerging qualifications;
-  integration of new skills.
-  Regulate the quality of training actions;
-  Regulate the costs and rules of care of public funders;
-  Contribute to public debate
-  Organize and fund career development consulting (CEP);
-  Distribute all the funds for vocational training and work-study programs.

A three-year objectives and performance agreement will be concluded between the state and France competences. It will define the objectives assigned to the institution, the methods of financing and implementing its missions.

What is the place of France competences, in the landscape of vocational training and learning?

Central authority for governance and funding of vocational training and apprenticeship, France competences replaced the national governance bodies (Copanef, Cnefop) and absorbed the Parity Fund for Securing Career Pathways (FPSPP) and the National qualification authority (CNCP).

France competences will ensure the distribution and the payment of mutual funds for vocational training and work-study programs:

-  National skills operators (OPCO) for the financing of apprenticeship, professionalization and retraining contracts or alternation promotion (Pro-A) and for skills development assistance for companies with less than 50 employees;
-  to the Regions an endowment for the financing of apprentice training centers and for planning and economic development needs;

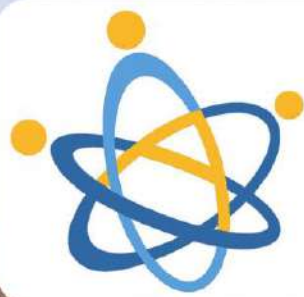
- ✦ to the Caisse des dépôts et consignation, for the financing of the personal training account (CPF);
- ✦ regional inter-professional joint committees (CPIR) for financing vocational transition projects;
- ✦ to the state for training jobseekers.

It will organize and finance the CÉP for occupied assets, excluding public employees, according to procedures to be fixed by decree. It will ensure the monitoring, observation and transparency of costs and rules of care in vocational training, when providers receive public funding.

What is the governance of France competences?

The governance of France competences is constituted:

- ✦ a president, appointed by decree of the President of the Republic from the college of qualified persons;
- ✦ a narrower board of 15 members;
- ✦ a director general, appointed by decree, after consulting the board of directors, on the report of the minister in charge of vocational training;



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) Employment

The sport sector is organised through a collective agreement named “Branch of sport”. **A national collective agreement has been signed by the social partners in July 2006.** Some sport sub sector have collective bargaining system:

- ✦ Agreement for professional football (since 1973) (professional football players and coaches);
- ✦ Agreement for personal of administration in football (since 1983);
- ✦ Agreement of leisure and cultural establishments (commercial fitness employers);
- ✦ Agreement for horsing establishments (since 1975);
- ✦ Agreement for golf (since 1999).

It means that all the employers and employees representation agree some convenience and declare accept to apply some specific rules for this sector, beyond the general labour rules.

But, it concerns only the workers. They are about 150000 persons in France (CCNS sport), only for the employees of the sport companies registered through the collective agreement. The core system is still probably the volunteer system through associations and sport clubs.

b) Training system

Figure 15: Training Sport System in France

	Competent authorities	Awarding bodies
Sport federation	Sport federations by state delegation	Sport federations TFP
VET system	Ministry of Sports Social partners	«VET_system_Competent_authorities» (Ministry of Sports) Social partners
HE system	«HE_system_Competent_authorities» (Ministry of Higher Education and Research)	«HE_system_Awarding_bodies»
Others	CQP : Social partners and Ministry of Sports «Others_Competent_authorities»	CQP : Social partners «Others_Awarding_bodies»

c) The national map of stakeholders

Policy makers and regulating organisations

1) The Sports Ministry

The Youth and Sport entity had different forms during the last 60 years (Ministry, Office of Secretary of State). The sport Minister has managing power. He can use his managing power when running his ministry, that is within the amount of public money which his ministry has been attributed by the State.




The MS has his own budget and also an extra budget financing through the National Sport development center “CNDS”⁴ which is dedicated to help financing in Sport.

The Regional delegations are some services in department or regions, have specific missions in the educative field. They deliver teaching certificates and control them. These certificates are needed to be entitled to payment.

Besides these local quarters, The State runs a certain number of public establishments under the authority of the sport ministry. These establishments are endowed with educative missions. There are three types of establishments:

Institut National du Sport, de l’expertise et de la performance (National institute for sport, expertise and performance) (INSEP, Paris) whose mission is to receive and train high level sportsmen.

3 national schools :




-  the horse riding National School in Saumur;
-  the mountain sport National School (ENSM) in Chamonix;
-  the sailing and nautical sports National School (l'Ecole nationale de voile et sports nautiques - ENVSN) in Saint-Pierre-Quiberon.

Their mission with concerned federations is to train the managerial and teaching staff of the discipline, to insure the on-going teaching and performance of the elite and to develop research in the relevant fields.

The **regional quarters of physical education and sports (CREPS)** are mixed establishments with a regional setting. Their main mission is to receive and train high level national quarter sportsmen.



They are currently moving from a state governance towards a regional governance.

The current animation and sport reform policy of diplomas and training programmes has several goals:

-  To help people find an occupation and develop better qualifications to match future jobs. To help social advancement by the creation of certification procedures from level 4 to level 6 (EQF levels).
-  To take into account the way social, cultural, physical and sports practices evolve and the emerging new professional situations.
-  To improve the training and diploma plan fit into the evolving French professional training framework.

2) Sport federations

Sport federations organize educational courses in their own specific sport. They are responsible for the development, organization financing and evaluation of the courses. Federations are responsible for:

-  Training and proficiency training of executives, animators, professional teachers, and federal coaches;
-  Organizing the access to the umpire occupation of the discipline, especially for young people;

They are also responsible for technical and security safety and training rule of conduct respect as well as for the respect of the professional code of ethics of their discipline. Besides, they deliver federal titles. These federal titles do not allow remunerative teaching jobs.

⁴ Fonds National de Développement du Sport

3) Private training companies in the sport sector

In this category we find:

- ✿ Private higher-education institutions: they consist of a few business schools which deliver general diplomas, sometimes with (optional) teaching units or even sport management diplomas.
- ✿ Some organisms, either associative organisms or small companies in the sport sector: part of UCPA, Club Med Gym, etc.

As producers of services in the sport sector, they often offer training courses in partnership with the Health, Youth and Sports Ministry and they also set up the continuous training of their own staff via their training internal institutes.

Finally there are a lot of private training institutes and organisms (associations or companies).

4) Social partners

Through the sport branch and the professional qualification certificates, the French social partners are now one of the main stakeholders in the French system.

We have to notice that they are strongly linked with sport federations by the way of certificates (see below)

Higher education system

We introduce below the HE French system with specific qualifications.

Since 2003, some of the HE qualifications allow to get some occupations in sport supervision. But the main target for the HE system is the others occupation like health, management or engineering. 60 000 students are now registered in sport's faculties and the forecast describe sometimes 10% of the French pupils wishing enter in a sport faculty after the Baccalaureat. This issue will be tackled to avoid some strong imbalance in the sector

With the increasing level of qualification, HE system will play a major role to produce the expected competences in the enlarged sport economic sector.

Figure 16: Training System in France (2)

	Authority (s)	Operator (agency or structure delegated to represent authority)	Regulation Agency or structure dedicated to...	Tools used
Qualification Endorsement	State (7 ministries) Social partners (in 2 cases sport federation)	CCP (as NQA)	CPC (social dialogue to create qualification) CNESER (the same ones for universities CNCP (for the other ones)	RNCP (NQF)
Training providing	Ministries	CREPS (sport ministry) Private training providers) Fédérations as private operators Universities	HCERES for universities Sport ministry services	
Awarding body	Ministries Social partners Federation (2 cases)	Universities Sport ministry services Social partners federation		ECTS for LMD
Market access	State	Sport ministry	Code du sport L212.1	Professional card delivering

5) Situation around the National Qualification Framework and European Qualification Framework

Figure 17: The Qualifications System in France

Sport federation qualifications	VET system qualifications	HE system qualifications	Others qualifications
Federal qualifications (outside vocational law) *Vocational Titles	*BPJEPS : Diplôme d'Etat de la Jeunesse, de l'Education Populaire et du Sport Diplôme d'Etat Supérieur de la Jeunesse, de l'Education Populaire et du Sport (Higher State Certificate for Sport, Youth and Popular Education)	DEUST (7) Licence (5) Professionnal licence (5) Master (5) Doctorate (PhD)	* *Certificat de Qualification Professionnelle (Certificate of Professional Qualification)

d) Qualifications in sport sector

1) Qualifications issued by the Ministry in charge of sports

The architecture of the ministry in charge of youth and sports is characterized by a common structure between the diplomas of animation and sport. Moreover, it is specific by pre-requisites which are not academic conditions, but sports conditions.

A- The State Patent of Sports Educator (BEES)

The most well-known diploma remains the State patent, which is still a reference but is no longer issued at the present time. It can serve as an indication for understanding a system based on different sports practices. This translates into 82 different options. We give here some examples.

- ✳ BEES option " basket-ball ".
- ✳ BEES, option " activités du cyclisme ".
- ✳ BEES, option " aikido ", spécialité " aikibudo "
- ✳ BEES, option " aikido ", spécialité " aikido ".
- ✳ BEES, option " athlétisme ".
- ✳ BEES, option " badminton ".
- ✳ BEES, option " baseball et softball ".
- ✳ BEES, option " billard ".
- ✳ BEES, option " bobsleigh ".
- ✳ BEES, option " boxe anglaise ".
- ✳ BEES, option " boxe française ".
- ✳ BEES, option " canoë-kayak et disciplines associées " assorti du CQC " canoë-kayak en eaux vives ".
- ✳ BEES, option " canoë-kayak et disciplines associées " assorti du CQC " nage en eaux vives ".

B- The certificate of professional aptitude of assistant animator technician of the Youth and Sports (BAPAAT)

The BAPAAT is the first level of qualification for the animation and supervision of sports and socio-cultural activities. It was retained despite the 2001 agreement whereby the first level was level 4 with the BP JEPS. This diploma remains in use with an extremely important training volume for this level: 1,500 to 2,000 hours of general, technological and professional education

The courses are organized on the basis of three options:

- ✳ Leisure activities for young people and children (for children and young people, youth centers, neighborhood houses, local amenities, etc.).
- ✳ Leisure activities for the general public in the sites and structures of collective reception (with an audience of all ages in holiday villages, spas, seaside resorts, tourist offices, rural gîtes, leisure centers, theme parks...).
- ✳ Outdoor recreation (with an audience of all ages in: natural parks and all structures promoting outdoor recreation) with 18 technical supports

C- The Professional Patent of Youth, Popular Education and Sport issued by the Ministry of Youth and Sports BP JEPS

The Professional Patent for Youth, Popular Education and Sport issued by the Ministry of Youth and Sports (BP JEPS) is the current benchmark diploma within the architecture of the Ministry for Youth and Sport sports. It was established by decree in 2001. This decree was updated on **27th of April 2016**

Here some example of types of Brevet professionnel

- ✳ Activités Aquatique
- ✳ Activités aquatiques et de la natation
- ✳ Activités de randonnées
- ✳ Activités du cirque
- ✳ Activités du cyclisme
- ✳ Activités équestres
- ✳ Activités nautiques
- ✳ Activités gymniques de la force et de la forme
- ✳ Activités physiques pour tous
- ✳ Activités pugilistiques
- ✳ Animation culturelle
- ✳ Animation sociale
- ✳ Education à l'environnement vers un développement durable
- ✳ Escrime
- ✳ Golf
- ✳ Loisirs tous publics
- ✳ Lutte et disciplines associées
- ✳ Parachutisme
- ✳ Plongée subaquatique
- ✳ Pêche de loisir
- ✳ Sport automobile
- ✳ Sports collectifs
- ✳ Techniques de l'information et de la communication (TIC)
- ✳ Vol libre




Each of them is splitted in mentions, as example of horse riding

- ✳ Equitation.
- ✳ Tourisme équestre.
- ✳ Equitation western.
- ✳ Equitation de tradition et de travail.
- ✳ Attelage.

D- The State Diploma of Youth in Popular Education and Sport (DE JEPS)



This graduate of State is located at level 3 of the French grid of qualification. The State Diploma of Youth, Popular Education and Sport is awarded under the specialty of "sports development" or the specialty "socio-educational or cultural animation" and a mention relating to a disciplinary field or professional.

The trades that can be exercised with a DE JEPS are various and varied in particular:

-  Coordinator responsible for the structure (socio-cultural center, hospital center, associations ...)
-  Sports coach in a discipline for performance
-  Competitions in the territorial public service such as that of territorial educator of the main APS allow the holders of the DE JEPS to register

The DEJEPS diploma is awarded after obtaining 4 credits (UC): 2 transverse CUs, 1 specialty CU and 1 CU.

Two specialties constitute this DE JEPS

-  sports development
-  socio-educational or cultural activities

with 84 mentions:

See here some examples


-  [Activités physiques et sportives adaptées](#)
-  [Aïkido, aikibudo et disciplines associées](#)
-  [Arts énergétiques chinois](#)
-  [Arts martiaux chinois externes](#)
-  [Arts martiaux chinois internes](#)
-  [Athlétisme et disciplines associées](#)
-  [Attelages canins](#)
-  [Aviron et disciplines associées](#)
-  [Badminton](#)
-  [Baseball, softball et cricket](#)
-  [Basket-ball](#)
-  [Billard](#)
-  [Bowling](#)
-  [BMX](#)

E- The State Diploma of Youth of Popular Education and Sport (DESJEPS)

The Higher State Diploma of Youth, Popular Education and Sport (DES JEPS) is a level II diploma created by decree of 20 November 2006.

The DESJEPS trains professionals in the management functions to carry out their mission in an association, a sports club, a company, a local authority. They are responsible for the collective, technical and financial implementation of the structure project.

The trades that can be exercised with a DES JEPS are various and varied in particular:

-  High level coach in a sports discipline

- ✧ Sports Director in an association, a company
- ✧ Socio-cultural Director

The DES JEPS is transversal to sport and youth. It is issued under specialties and mentions:

- ✧ The sports performance specialty with its 80 mentions (as of 1 Jan. 2013);
- ✧ The specialty "socio-educational or cultural animation" with its unique mention.

The DES JEPS diploma is awarded after obtaining 4 credits (UC): 2 transverse CUs, 1 CU of specialty and 1 CU of mention. Entry into JEPS is not subject to academic requirements. On the other hand, the entry into training courses is conditioned by the success of selection tests organized by each training organization. In order to be able to take part in the selection tests which allow the integration of a training course, candidates must sometimes fulfill the prior requirements set by the decree of each entry.

F- The diplomas of the mountain trades

State diplomas for the teaching, coaching and training of mountain sports were created by Decree No. 2010-1409 of 12 November 2010 (Articles D. 212-67 to D. 212-69- 2 of the Sport Code). Here we are faced with a different architecture and whose levels of qualification are specific. For example, the ski DE is at level 2 of the qualification grid and not at level 3 as the DE JEPS.

The diploma of accompanying mountaineer, level IV, gives the holder the right to supervise and drive people in mountainous rural areas, on paths and areas not usually covered by snow, excluding rocks, glaciers and land requiring the use of mountaineering equipment or techniques for progression.

The diploma of aspiring guide, level II, confers on the holder, in addition to the prerogatives granted to the mountain guide and the climbing instructor, the right to supervise and conduct for a fee for persons on excursions or excursions. climbs within the limits defined in Annex I. These exercise limits become irrelevant when the activities are under the guidance of a guide. It can also, under the responsibility of a guide, teach the techniques of mountaineering, cross-country skiing, ski-mountaineering and off-piste skiing and to train in competitive practices in the aforementioned disciplines.

The diploma of mountain guide, level II, confers on its holder the right to exercise for remuneration activities:

- (a) Driving and accompanying persons on excursions or mountain climbs to rock, snow, ice and mixed terrain;
- (b) Driving and accompanying persons on excursions of ski touring, ski-mountaineering and off-piste skiing;
- (c) Teaching of mountaineering, climbing and cross-country skiing, ski-mountaineering and off-piste skiing;
- (d) Training in competitive practices in the aforementioned disciplines.

Order of 16 June 2014 relating to the specific training of the state diploma of mountaineering-mountain guide

The State diploma of ski-monitor for alpine skiing, level II, certifies, for all public, the competences required for the supervision, the animation, the teaching and the training in safety of the alpine skiing and its derivative activities in application of all classes of the progression of alpine skiing and its derivative

activities, defined by the Committee on Training and Employment of the Higher Council for Mountain Sports. By coaching and coaching, we mean in particular the accompanying activity on the ski area.

It permits its holder to exercise, independently and independently, all types of ski equipment and any type of equipment derived from this equipment, both on and off-piste, with the exception of unmarked glacial areas and of the grounds whose attendance uses the techniques of mountaineering.

Decree of 11 April 2012 amended relating to the specific training of the State ski diploma - national ski instructor

2) Qualifications issued by the higher education system

The architecture of training and certification of higher education is radically different from that of the ministry in charge of sports whereas the historical roots are common mostly in the field of Physical Education and Sports.

While the first is almost exclusively centered on direct supervision, higher education is aimed at a range of professions ranging from management to ergonomics, while remaining strongly influenced by EPS teacher training. This distinction is often overshadowed because the management problems remain the first and source of many conflicts. It is impossible to understand the specificity of the curriculum without quickly referring to some historical elements.

Higher education awarded its first diplomas in the fields of physical activities in the late 1920s as a teacher of Physical Education. This situation of vocational training lasted until the 1970s. But until then, the ministry of guardianship remained the ministry in charge of sports. Teachers of Physical Education and Sports (EPS) have claimed both their integration into the Ministry of Education and the capacity of strong scientific support to support their practices. The establishment of a STAPS academic branch dates only from 1984 and it is from this that the different training and certification paths other than the EPS professorship were formed.

The sports and EPS sectors had previously had not only teachers in common, but also had a gateway for EPS teachers to intervene in sports clubs as volunteers. There was an equivalence between the Deug steps and the common core of the BE ES First degree and the graduates of Staps therefore presented themselves to obtain the specific part of the BEES. The 1981 rupture between sport and EPS, academic integration and its consequences, and the professionalization of sports management have been the foundations of current evolutions towards two architectures which struggle to be articulated within the public service itself.

The point of departure for the current situation is the implementation of Act No. 2003-708 of 1 August 2003 on the promotion and organization of physical and sports activities and its implementing decrees, in particular Decree No. 2004-893 of 27 August 2004 and the higher education sector, the implementation of Act No. 2013-660 of 22 July 2013 on higher education and research.

These two legislative pillars combine within the STAPS sector because of the 2003 law which defines the modalities of access to the regulated sports educator professions.

The map of France for STAPS certifications (sport sciences)

It currently consists of 23 degrees, DEUG, DEUST, licenses and masters. Of these 23 diplomas, fifteen allow the supervision of the public (face to face pedagogic) and are listed in Appendix 2-1 of the Sport Code.

The PhD STAPS

The university organization characterizes the delivery of a postgraduate doctorate.

Approximately 50 doctoral theses are supported in the field of STAPS per year.

The doctorate attests the highest academic level of qualification. It punishes a demanding and selective training course of at least eight years, guaranteeing the rigor and the quality expected at this level. The professional competencies of doctors concern all research and innovation activities. Beyond that, the PhD also attests to a permanent openness that is academic or the field of the company, and a competitiveness to push back the frontiers of the knowledge. Doctors thus appear to be able to promote technological, social and cultural advances in a knowledge-based society in academic and professional contexts.

The Doctorate opens in particular to the professions of the research. In case of qualification and recruitment, the holder becomes a lecturer.

Finally, obtaining the authorization to direct research opens the rank of professor of the Universities.

e) Certificates issued by the professional sports sector

The Sport Act 2003 creates the possibility of recognition of vocational qualification certificates for management for remuneration. This system has developed considerably since 2008 and is now a specific qualification for workstations that do not correspond to existing national diplomas.

Figure 18: French certificates issued by the social partners

CQP	Date de l'avenant à la CCNS	Date de 1 ^{er} publication au JO	Date de 2 nd publication au JO
Assistant moniteur de voile	04/10/2012	06/07/2008	27/08/2013
Animateur de loisir sportif	21/12/2006	06/07/2008	19/01/2012
Animateur des activités gymniques	04/10/2012	06/07/2008	25/11/2011
Animateur de savate	06/09/2007	06/07/2008	22/07/2010
Guide de véhicules terrestres motorisés à guidon	02/07/2012	06/07/2008	19/01/2012
Animateur tir à l'arc	05/07/2007	06/07/2008	27/08/2013
Educateur grimpe d'arbres	21/04/2008	07/02/2009	
Assistant moniteur de tennis	16/06/2008	07/02/2009	28/04/2013
Assistant moniteur de char à voile	05/12/2011	21/11/2009	28/04/2013
Technicien sportif régional de basket ball	26/06/2008	21/04/2009	
Assistant professeur arts martiaux	21/04/2008	21/11/2009	
Pisteur VTT	26/06/2008	21/04/2009	
Assistant moniteur motonautique	07/07/2010	21/04/2009	07/09/2011
Agent de sécurité de l'événementiel	07/07/2010	02/02/2011	
Moniteur de roller skating	07/07/2010	25/11/2011	
Moniteur d'aviron	07/07/2010	25/11/2011	
Moniteur de squash	15/12/2010	14/04/2012	

Moniteur de rugby à XV	07/07/2010	19/01/2012	
Animateur de tennis de table	15/12/2010	14/04/2012	
Initiateur en motocyclisme	15/12/2010	14/04/2012	
Moniteur de tir sportif	04/05/2011	09/12/2012	
Animateur de badminton	04/05/2011	28/04/2013	
Technicien sportif de cheerleading	04/05/2011	28/04/2013	
Moniteur de football américain et flag	04/05/2011	28/04/2013	
Opérateur vidéo / photos de parachutisme	07/02/2012	09/12/2012	
Plieur – réparateur de parachute de secours	07/02/2012	09/12/2012	
Animateur d'athlétisme	26/06/2012	27/08/2013	
Animateur de patinoire	07/02/2012	27/08/2013	
Technicien sportif de rugby à XV	07/02/2012	27/08/2013	
Moniteur de canoë kayak	07/02/2012	27/08/2013	
Technicien sportif d'athlétisme	05/12/2012	29/11/2014	

The certificates of qualification issued by the equestrian companies: CQP "assistant facilitator".

Its activity consists in participating in the supervision of the practitioners in the framework of an activity of animation in riding horse ", in" riding pony "or in" equestrian tourism ".

For the words "public horse riding pony" and "public horse riding", he exercises under the supervision of a holder of the State certificate of sports instructor "riding" option or the professional patent of youth, popular education and sport specialty "equestrian activities" mention "riding". For the term "equestrian tourism", he exercises under the supervision of a holder of the professional patent of youth, popular education and sport specialty "equestrian activities" mention "equestrian tourism" or the patent of guide of equestrian tourism .

f) Professional titles endorsed by sport federations

Professional titles are issued by private or public bodies or by ministries without a consultative body (defense, equipment, culture, etc.), and recorded in the register after instruction, CNCP advice and publication of a adopted in the Official Journal. These titles are registered at the request of the authorities or bodies that issue them (this is not obligatory) in order for their level to be officially recognized by the State.

Titles of the French federation of Foot ball

As part of the renovation of the certification sector linked to the training of educators and coaches, the French Football Federation (FFF) has chosen to acquire diplomas and diplomas recognized by the State and registered in the National certifications (RNCP). Effective since the beginning of the 2013-2014 season, the new architecture of the football certifications offers four professional titles awarded by the FFF and a diploma of higher State (DES) issued by the Ministry of Sports, all registered with the RNCP.

The four titles are: football instructor certificate (BMF, level IV), football coach certificate (BEF, level III), football trainer coach certificate (BEFF, level II), coaching certificate professional footballer (BEPF, level II).

g) Other certificates allowing instruction or supervision in sport

Physiotherapist

There is yet another certification that is to be retained and that concerns physiotherapists.

The delivery by the Ministry of Health of a diploma of masseur physiotherapist allows the Supervision of the practice of hygienic gymnastics of maintenance or preventive in the establishments of physical activities and sports declared.

We must therefore consider it as a diploma enabling the supervision of physical activities and it is also included in the code of sport in these terms.

h) The current situation for referencing to EQF

The French NQA presented the referencing report to EQF 11/10/2010 and adopted the EQF in 2019

It's a bloc to bloc correspondance between French level and EQF levels

Figure 12: EQF/NQF in France

EQF	1	2	3	4	5	6	7	8
NQF			5«EQF_3»	4«EQF_4»	3«EQF_5»	2«EQF_6»	1«EQF_7»	1«EQF_8»

The current step of this process considers 7 steps.

The level 1 becomes splitted in Level 8 (doctorate) and level 7 (master degree)

The level 2 becomes level 6 (bachelor and Licence degree, DES JEPS)

The level 3 becomes level 5 (Deust, deug, DE JEPS)

The level 4 stays as it is

The level 5 becomes level 3

The French system doesn't consider a need for level 1 and 2.

i) Labour market access in France

One of the main characteristics of employment in the field is the reference to sports supervision (instruction) to earn money with. However, sports instruction and therefore the generic profession of sports educator is, in France, a "regulated exercise". This means that access to the exercise is governed by the Act. This reference is very old in France since it dates back to the immediate post-World War II period with ski instructors, lifeguards and fencing masters. Regularly, the legislature has since established the fact that the paid exercise of the sporting framework was subject to regulation. Currently, this regulation is included in the Sport Code.

1) Article L212-1 as the basis for the regulated exercise

The Sport Code establishes the regulated exercise as follows

I.- Only, for remuneration, may teach, animate or supervise a physical or sporting activity or train practitioners, as a principal or secondary occupation, in the usual, seasonal or occasional period, subject

to the provisions of the fourth paragraph of this Article and Article L. 212-2 of this Code, holders of a diploma, professional title or certificate of qualification:

1 ° Guaranteeing the competence of its holder in terms of the safety of practitioners and third parties in the activity ;

2 ° And recorded in the national register of professional qualifications under the conditions provided for in II of Article L. 335-6 of the Education Code.

The functions mentioned in the first subparagraph above may also be exercised for payment in accordance with the requirements of 1 ° and 2 ° above, persons undergoing training for the preparation of a diploma, professional title or qualification certificate in accordance with conditions prescribed by the regulation of that diploma, title or certificate.

II.-The diploma mentioned in I may be a foreign diploma recognized as an equivalence.

III.-The provisions of I shall apply from the entry of diplomas, professional titles or certificates of qualification on the list of diplomas, professional titles or certificates of qualification satisfying the conditions laid down in paragraphs I and II , as this registration proceeds.

IV. Persons who have acquired, in the period preceding the registration mentioned in III, and in accordance with the legislation in force, the right to exercise one of the functions mentioned in I retain this right to be paid.

V. A decree in the Conseil d'Etat determines the conditions for the application of this article. It shall lay down in particular the procedures for drawing up the list referred to in III.

4-2 Article R212-7 concerning the specific environment

Activities carried out in a specific environment involving compliance with the particular security measures referred to in Article L. 212-2 are those relating to the practice:

(1) Scuba diving, in all places, and in apnea, in the natural environment and in diving pits;

(2) Canoe-kayak and associated disciplines in river of higher class to three according to the standards of technical classification decreed by the federation delegated in application of the article L. 311-2;

(3) Sailing beyond 200 nautical miles from a shelter;

(4) Whatever the zone of evolution:

(a) Canyoning;

(b) Skydiving;

(c) Skiing, mountaineering and related activities;

(d) Speleology;

(e) Sea surfing;

(f) Free flight, with the exception of acrobatic kite and combat activities.

The keystone of the sports management system thus remains the guarantee of safety for practitioners and third parties. The opening up of access to the labour market to other operators than those of the

ministry in charge of sports has necessitated setting the rules which are included in the decree of August 27, 2004, since incorporated into the Sport Code (sport Act).

2) The decret

The Decree on the application of the Sport Act, which opens up the diversity of diplomas, qualifications and qualifications Unlike previous legislation, in 2003 the legislature heard access to the sports management professions to other certifications than those of the ministry in charge of sports. It does so in the following manner

Article 1

A diploma, professional title or certificate of qualification guarantees the competence of its holder in terms of the safety of practitioners and third parties within the meaning of 1 ° I of Article L. 363-1 of the Education Code in one physical activity or sport or in a group of activities of the same nature relating to a specific public, if it attests in its rules that its holder:

- (a) Is capable of mobilizing the technical and pedagogical knowledge specific to the activity concerned and of delivering the techniques of its practice in conditions ensuring the safety of practitioners and third parties;
- (b) Control the behavior to be observed and the actions to be taken in the event of an incident or accident.

Article 2

The list of diplomas, professional titles or certificates of qualification fulfilling the conditions laid down in Article L. 363-1 of the Education Code shall be adopted by the Minister for Sport.

For each of the options, mentions or specialties of each diploma, professional title or certificate of qualification, the list mentions its conditions of practice.

Article 3

I. - For diplomas or professional titles issued on behalf of the State by establishments under the supervision of the Minister in charge of higher education, as well as those issued by the Minister for Agriculture or the Minister responsible for sports, the conditions for exercise are established by the ministers responsible.

The conformity to I of Article L. 363-1 of the Education Code of the diplomas or professional titles referred to in the preceding paragraph shall be verified by each of the ministers responsible. These diplomas or qualifications shall be entered on the list provided for in Article 2 of this Decree, after informing the professional advisory committee created on the basis of Articles D. 335-33 to D. 335-37 of the Education Code.

II. - In the case of other diplomas, professional qualifications or certificates of qualification, the inclusion in the list referred to above shall be subject to the opinion of the same Commission.

Article 4

In order to exercise, for remuneration, the functions provided for in the first paragraph of Article L. 363-1 of the Education Code, persons undergoing training preparing for a diploma, a vocational qualification or a certificate of qualification mentioned in Article 1 of this decree must be placed under the authority of a guardian and have satisfied the preliminary requirements for their pedagogical situation, in accordance with the conditions laid down in the regulations governing these diplomas, diplomas or certificates of qualification.

We must insist here on the specificity created by these texts. The conditions of access to the labour market are thus more often conditioned by these legal aspects, which paradoxically makes all this very dependent on regulatory developments.

j) Conclusions

Here we summarise the key points and challenges of the sport and physical activity sector in France.

First, let's remember the need to go beyond the only quantitative issue. The limitations of the statistical categories, the specificities of employment in the sector as well as the overlapping of this sector with others have created a sufficient barrier for the whole of the quantitative data to be systematically and partially contradicted from a study to the other ones. Therefore, if we notice the main figures (350,000 people employed in the broader area of physical activity and sport) and the different components, a qualitative analysis of the situation becomes essential. It is summarized here in 7 points of analysis and diagnosis.

This analysis was based on the conclusions of various reports, such as the sports branch report, the VPPEC sport report (prospective vision of employment and skills) and the different works of GAREF, all focused on sector analyzes and the employment and training relationship.

1) Increasing demand for physical activity and sports with alerts on the sedentary lifestyle

If a set of surveys attest to the reported growth in the number of practitioners in France (45 million practitioners, 16 million licenses, 4 million volunteers), a number of signals suggest that this increase should be observed and interpret with caution. Indeed, at the same time that the growth of the practice is observed a strong maintenance of the sedentarity of the French. Similarly, some signals emanating from the teaching of physical education and sports show that the general level of motor skills of young French people is declining (for example, young people run less quickly and less time than their seniors of the same age). In the same way, 67% of the practitioners would belong to an unorganized system, which does not make it possible to measure the qualitative importance of their practice.

This increase in practice is particularly noticeable for audiences who were once less active. Thus, the practice of women and the senior public attests generally that sport and physical activity are now the fact of all components of French society. In the same way, the practice increases as a tool of other subjects such as tourism, leisure or health. This is the trace of a development of practice as a tool.

We are therefore confronted with a growing demand for physical activity that is taking place on new audiences and on broader grounds than previously, which may explain the corollary existence of less positive signals among audiences and the more traditional ways of practices.

This development of demand will probably have a very important catalyst in France by organising the Olympic Games in 2024.

2) Centrifugal and disruptive trends in practices development

The development of this demand is not at all linear, but instead shows relatively disruptive and centrifugal tendencies.

By centrifugal we mean the movement away from a model of practice that is considered central and from which structures, governance, diplomas and training have historically been organized.

This tendency is disruptive because it is not the transformation of one model for another but a progressive transformation of the components of a model without going in the direction of another new set that is a priori coherent. Some breaks are then all the more difficult that they are not predictable.

The initial central model as a base point

A- The central model is a so-called self-centered practice, which exists mainly for itself (we do athletics for athletics). This is based on performances, competitions and institutions that organize it and with means to make it sustainable. It is the organization of teams, championships, a national and international framework consistent in the service of a discipline that ensures a common sense between all the practitioners and their performances.

B- The central model is a traditional practice in the sense of a "game model" relatively stable for several decades, set by rules, competitive models, flagship events and specific places.

C- Finally, the model is a voluntary social model in the sense that it is based on a disinterested, if not voluntary, project. The associative sports club is the archetype of this model since it remains the unit that allows competitive practice as well as social representation, training or the protection of values. It is the vehicle of a role assigned to a coach or educator with leaders and volunteers who come together on this basic model.

Centrifugal and disruptive tendencies characterise effects on these three levels, sometimes combined.

A- On the first level, we find "service effects". Sports activity is thus an explicit tool of achieving a main goal other than the practice itself. Health, leisure, well-being, tourism, social action, or other goals place the sporting activity as a support for other objectives and that remove or transform it.

B- On the second level we notice effects of successive modifications of the way of practices. We talk about derived practices (from volleyball to beach volleyball, skiing to all other forms ... surfing, sailing etc ..). This is characterized by going out of specific places (the outdoor) to go to non-instituted places (wilderness or tarmac of the city) to change the rules (number of players), to introduce criteria of dress without link with the performance (beach volley, surf riders), to change the places of practice ... These practices can also come to risk, danger, the only show (seen or put online). Spectacularization is a very powerful centrifugal force...

On the last level, the model of a practitioner trained in a club evolves towards a more autonomous athlete, towards distance training (internet), and verses forms of groups more ephemeral and more spontaneous of the practice (trekking). It is also an economic model that goes from volunteering to the professional relationship and forms of independent employment (uberisation phenomenon).

On this last point, it is absolutely necessary to underline that this is the reason why these evolutions of practices are economically viable and the structures are thus solvable. We pay a service and the relationship is based on it and not on a shared and disinterested form of project.

The consequences of these trends on the sector are very important

- 1- The economic sphere of the sector is no longer just that of sports but a broader sphere with other visions and values (equipment manufacturers, bets, lotteries, tourism, entertainment show)
- 2- The skill needs resulting from this trend are radically different and arise urgent problems of adaptation (aquatic centers with well-being, Hand clubs with the Hand fit, coach athletic health ...)
- 3- The control is carried out by people (consumers of activities, shows, services) who will pay for short periods without necessarily year-round licenses. The question of the regulations of the safety of the practitioners and the users will thus be played completely differently (insurance)

Last, it seems that the speed of the transformations described above is increasing considerably. This can not leave indifferent for the 2024 objective because significant evolutions will still take place by then and are difficult to anticipate outside these major trends. The increase in point 1 may not be reflected in positive developments in certain sectors or structures.

3) Tensions on the current economic model

All the surveys show the difficulty of defining the sport and physical activity sector with the traditional tools of investigation of the economic sectors. Several proposals have been constructed. Examples are the upstream and downstream models of the practice or the so-called Vilnius European model. But more broadly, it's no longer just a question of whether employment is upstream or downstream, if we are in the education or tourism sector. It is a question of determining on what economic bases a sport and physical activity sector can be developed.

Several registers to describe the current model of the sector

Register of the social and solidarity economy

We find there the traditional register of the associative sport (NFP). Structured around a voluntary association project, it exists within structures such as sports federations that also provide public service missions. It measures its impact in terms of the number of practitioners and performance, including the international representation of France in major events.

This model has almost never been built on an economic profit model or strictly private type. The structuring of qualifications and trades thus took place on performance and public safety considerations. The economic model is highly subsidized at different levels of French society.

Register of the commercial economy of physical activity and sport

This register is that of the commercial economy. It is a professional sport, but also modalities and practices such as fitness or outdoor sports. This register responds to a traditional economic model based on the solvency of the structures and on the profit of the activity. Let us note immediately that the core conception of the activity, the supervision of the public and the necessary qualifications is here fundamentally different.

Overlapping register with other sectors

We must now take into account a third register which is that of the more or less open intersection with other economic sectors for which the physical activity and the sport are assets and means of development of the activity.

We can mention tourism, but also entertainment, leisure, health or online betting. Add to that the sectors of commerce or the manufacturing industry.

This register responds to a specific form of use of practices. The pressures exerted from there are very important and result in very significant evolutions of the activity itself.

These registers are now in tension. Until recently, it was recognized that the sector was only in the ongoing process of professionalization, it means progressive integration of salaries for example. It is very likely that this hypothesis is no longer valid if taken alone. We will mention here only French actuality about integration of the sector of physical activity to larger economic entities. The choice between culture and entertainment or that of social cohesion clearly shows these tensions.

The effects are extremely important on the qualifications, skills and occupations of this sector. If the first register has always been the leader or the key of determination, we observe that this situation could change very soon.

4) Strong evolution of needs in skills and trades, well beyond face-to-face management issues

The first points mentioned refer to the impacts on qualifications, skills and trades.

If we take up the essential impacts, we must first describe the evolution of what is called "pedagogical face-to-face" to describe the direct relationship to the practitioner for purposes of learning, physical conditioning, animation or coaching. This face to face has emerged as the almost unique point of reference for jobs and even jobs.

This means that the only way to enter the sector professionally was face-to-face and that was the basis of professional developments or breaks with the sector. The fact that the age pyramid is young, the duration of careers is short, the employment is very fragmented may in part come from central support for this face-to-face issue.

But that's not the only element. The face to face was formed with regard to technical and sporting determinants. It is the technical segmentation of practices that still remains the main guide to employment, trades and skills.

The evolutions on this point are very strong. Professionalization brings out a broader set of functions, but also relationships to different practitioners. Where the transmission of a model (the French school of ...) structured the face to face, the necessities of loyalty of practitioners and development of structures quickly transform intervention models.

Rapid changes in practices as well as their diversity finally create situations where the tension between technicality and versatility is becoming stronger. Versatility is not multivalence and one must also question what this means from the point of view of cross-curricular competencies and the required qualification levels.

Finally, employment is an essential component of the relationship between an employee and a volunteer leader. The need to compose long working hours and the intrinsic difficulties of volunteering, for example,

create professional situations that are increasingly oriented towards management, administration and development.

Sports federations know these facts well and work resolutely to take them into account. However, this is not without creating tensions between small structures that wish to continue on a rather original model and larger structures that become more and more actors of the city, far beyond the learning of skills or the search for performance.

5) Clear need for answers to the questions of regulation and safety of practitioners, French specificity.

France has historically (World War II) based its model of supervision practices on the guarantee of security given to practitioners. For this, it implements a professional card scheme whose attribution is based on the possession of recognized diplomas. The face to face is the subject of a generic profession "Sports Educator" which is based on several pillars. The key is that this face to face has a strong educational component and that this component requires a level 4 of qualification whatever the type of intervention in autonomy. This French model is thus different from other devices founded differently. For example, devices based on structures and not on people, or progressive devices where the level of skills is adjusted to the type of intervention. Recent European developments (Directives 2005-36 and 2013-55) put this situation in tension. This system is very integrated in France and a majority of actors want to maintain provisions allowing the guarantee of safety of the practitioners. A certain number of works and reflections are carried out to achieve this objective while respecting the proportionality of the responses and the mobility of the workers. For example, the fact of not indexing the regulated exercise on qualifications but on requirements required by the practices themselves. French actors are thus very attentive and interested in the mechanisms adopted throughout Europe and the ESSA Sport project should be an important vehicle for exchanges and mutual knowledge on these points

6) Strong need for a response to the needs in terms of forms of employment and professionalisation of structures

All the parameters described in this summary result in employment responses.

Employment in the sector, still predominantly face-to-face, remains a highly fragmented, small-scale job with little time. The place of volunteering and supported and subsidized employment is extremely important to understand the French model.

As a result, the employment situations encountered in the field are highly composite, with very large differences depending on the discipline, a significant presence of masked employment and a job that very often remains a secondary or even tertiary job.

We observe rapid adaptations and changes in the form of, for example, growth in self-employment and currently a sharp decline in supported employment. A number of works and initiatives such as the employers' groups or the federation Profession Sport, are appropriate responses to the current model.

The essential question is that of the solvency of structures and employment corresponding to this solvency. We perceive here that the employment is not a cause but a consequence of the situations described in the various points

7) Need of qualifications in coherence with the needs

France is characterized by a great diversity of qualifications within 4 different authorities. In concrete terms, this means that qualifications remain at the center of all French issues. More than 1080 qualifications are recorded and the dynamic of permanent rise is not stopped. This results in a set of extremely important barriers for users, practitioners and employers.

Some tracks are currently being transformed in France with a new law. This indicates, for example, the possibility of capitalizing qualification elements in the form of competences blocks.

But above all, it tries to reverse the engineering of qualifications by having them driven by professional users and no longer by the training and certification authorities. These may be tools of transformation that could lead to significant changes

The major issues concern the ability to identify competences blocks rather than qualifications to foster bridges between all training systems, but especially to promote the capitalization of skills throughout life to secure and develop long career careers. within the sector.

And finally, the challenge remains the need for an agreement on the needs from which activities, skills and certifications will flow. The objectives of the French government are an increase of three million practitioners. It is therefore urgent to think about the reasons that will 3 million people to practice, in what frameworks, for what purposes, with what expectations and under what conditions of supervision, security and financing?



ESSA-SPORT

Improving the Supply of Skills to the Sector

7

FINDINGS FROM THE EMPLOYER SKILLS SURVEY

7. FINDINGS FROM THE EMPLOYER SURVEY

a) Objective of the survey

In a context of dynamic and complex labour markets, gathering information on current and future skill needs can support better matching of training and jobs, which is of paramount importance for every country in the world. 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 European Union places great emphasis on skills anticipation and more accurate matching capabilities. The Europe 2020 strategy and, in particular, the Agenda for new skills and jobs, recognise that anticipation and matching approaches and methods can help develop a skilled workforce with the right mix of skills in response to labour market needs, in a way that promotes job quality and lifelong learning.

As it is the case for all sectors, a perfect matching between skills demand and supply is neither feasible (especially in rapidly changing labour markets and economies) nor necessary, given the fact that many people can do many different jobs and many jobs can be done by people with different skill sets.

However, it is important for policy makers to be aware of the importance of reducing the risk of creating large skills gaps that undermine the employability of individuals and impede the productivity of organisations and the growth of economies.

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 and consultation activities, leading to a series of national Strategic Action Plans with concrete recommendations and priorities.





Indeed, a proper understanding of the characteristics and trends of the labour market, which has long been missing in our sector, is the basis to re-skill the workforce with modern, fit for purpose training and qualifications.

b) Working methodology and structure of the survey

The main issue, however, is the recognised difficulty in measuring and forecasting skills and collecting information on organisation skill needs and workforce development strategies.

An Employer Skills Survey is a mechanism that helps to define the type, level and composition of skills that individuals need to perform the work demanded by organisations from the sector. It can also help investigate future skill needs and analyse the relationship between organisation characteristics and the creation of skills needs.

The main purpose of such survey can be mainly defined as follows:

-  To collect data about enterprises' skills use and needs;
-  To forward information to policy makers and social actors;
-  To go beyond simple detection of occupational changes;
-  To contribute to effective future employment strategies.

Following a wide desk research for existing Employer Skills Survey 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.

This process was extremely important to ensure the survey fitted all types of organisations in the sector, responded to the expectations from the various stakeholders involved in our fragmented sector and covered the whole spectrum from professional sport to grassroots level, from public to private.

Moreover, a sample of national organisations were involved in the testing phase of the draft survey to provide comments and make sure the relevancy of the content with national specificities and cultures.

The agreed structure of the online survey was validated as follows:

- ✳ Section 1 - About your organisation: Type, size, status, geographical coverage etc
- ✳ Section 2 - Employment and skills in your organisation: Who you employ and skills required.
- ✳ Section 3 - Recruitment of paid staff and volunteers: What barriers to recruit and retain people.
- ✳ Section 4 - Working in sport and physical activity: Key issues facing the sector.
- ✳ Section 5 - Workforce development and training: How do you train your staff for their role.

As mentioned earlier, the goal of the Survey was to gather employer views on the realities and challenges facing the sport and physical activity sector which is growing, changing and becoming increasingly important to the social and economic future of Europe, and to make recommendations for future action.

So, the questionnaire of the survey was designed to be addressed to all type of employers / organisations from the sector and not individual employees.

This list of targeted stakeholders was developed as follows:

- ✳ Ministry responsible for sport
- ✳ Municipality/local authority
- ✳ Network association (umbrella organisation)
- ✳ Sport body (e.g. National Olympic Committee, Sport confederation, Sports council)
- ✳ Sport federation
- ✳ Sport for all organisation
- ✳ Employers representative organisation (social partner)
- ✳ Trade union
- ✳ Sport club
- ✳ Fitness club/centre
- ✳ Outdoor activity provider (e.g. ski schools, private sector companies, recreation activities)
- ✳ Sport institute/Sport academy
- ✳ University/college

- ✧ Sports facility operator (e.g. swimming pool operator, stadium operator, golf course)
- ✧ Accommodation provider (e.g. hotel, resort)

In terms of targeted occupations and knowing the difficulty with the various terms used all over Europe, we were all aware that there was no perfect or ideal list but it was decided through the consultation process to use the following one:

- ✧ Professional athletes and players
- ✧ Sport coaches
- ✧ Outdoor activity leaders and animators
- ✧ Fitness instructors and personal trainers
- ✧ Sport officials (e.g. referees)
- ✧ Senior management staff (e.g. CEO)
- ✧ Middle management staff (e.g. assistant managers, sport administrators)
- ✧ Operational staff (e.g. lifeguards, greenkeepers, maintenance staff)
- ✧ Clerical and office staff (e.g. secretaries)

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.

National members and partners, European network organisations, European sport federations, national contacts, Member states, individual experts... were all actively involved in the dissemination and promotion of the online survey at all levels with the goal to implement a cascade process to gather employer views on the realities and challenges facing the sector.

c) Total number of contributions collated through the survey

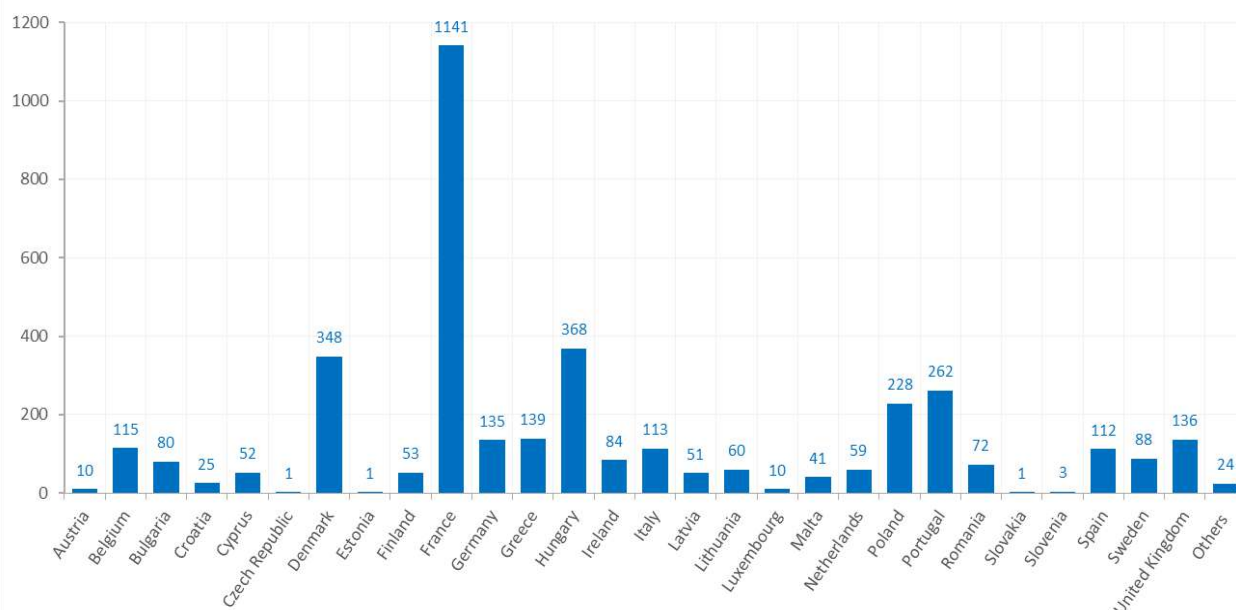
The online survey was launched in November 2018 and ended on 25th of January 2019 with a total of more than 3,800 valid responses collated.

The original target was 1,000 responses so the survey has been a great success and that demonstrates a high level of interest from employers of the sector on the issues around skills development for the workforce of paid staff and volunteers.

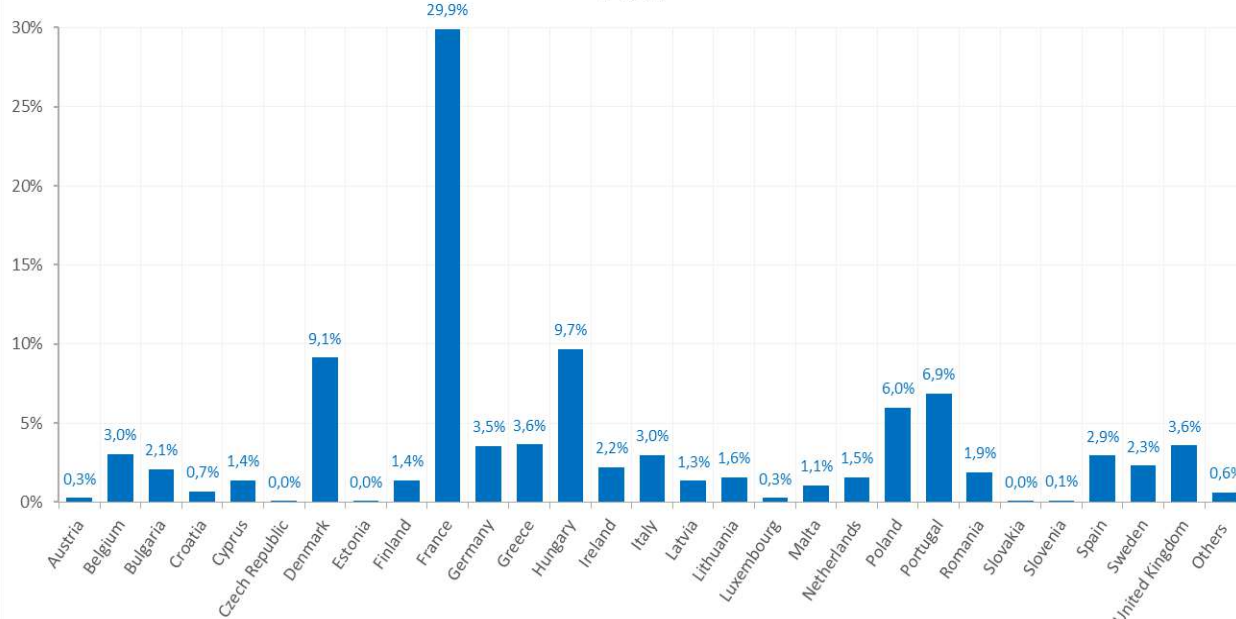
Overall, this research activity is breaking new ground and is a clear a statement from the sector of its willingness to work together to analyse and tackle the skills challenges that face the sector and are holding it back in realising its full economic and social potential.

A clear and proper definition of the European labour market as well as a direct consultation with employers on skill issues have long been missing from the sport and physical activity sector.

Total number of responses collated through the first ever European Employer Skills Survey for the Sport and Physical Activity sector
n=3812



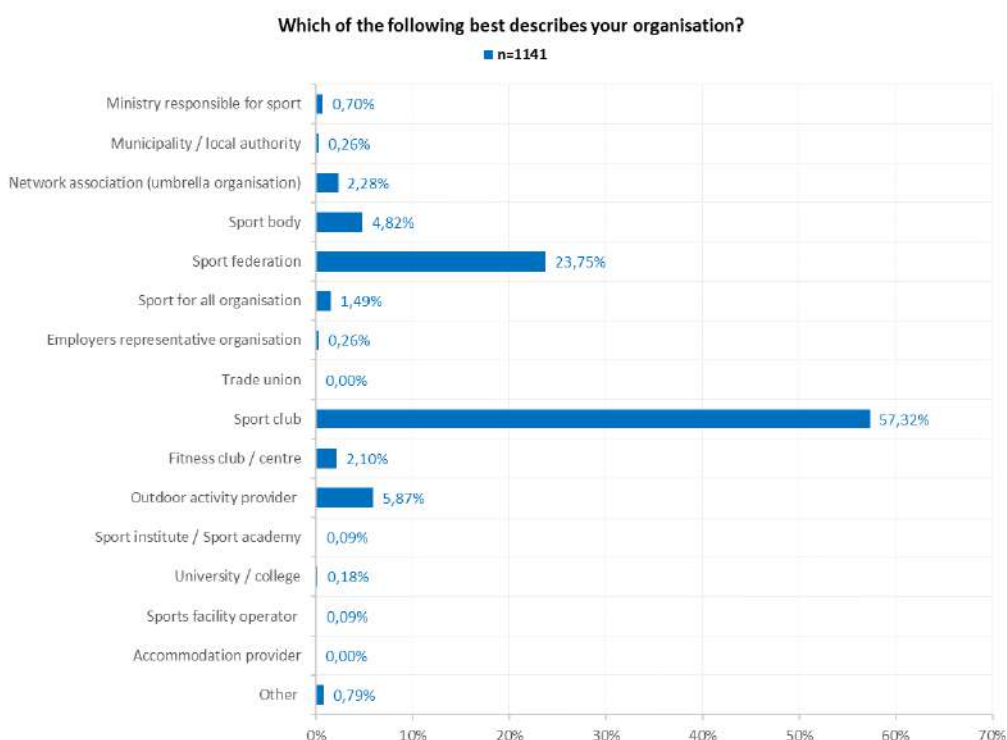
Total number of responses collated through the first ever European Employer Skills Survey for the Sport and Physical Activity sector
n=3812



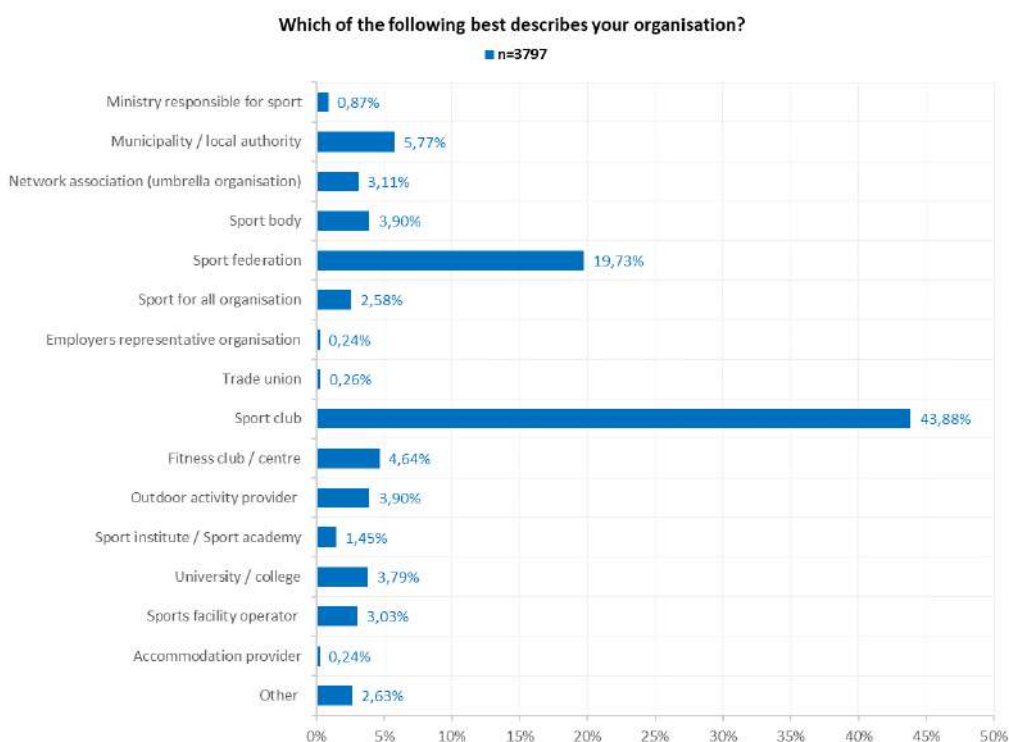
We can now present the specific results from French respondents and compare results with those at the European level.

d) Responses

1) Type of organisations



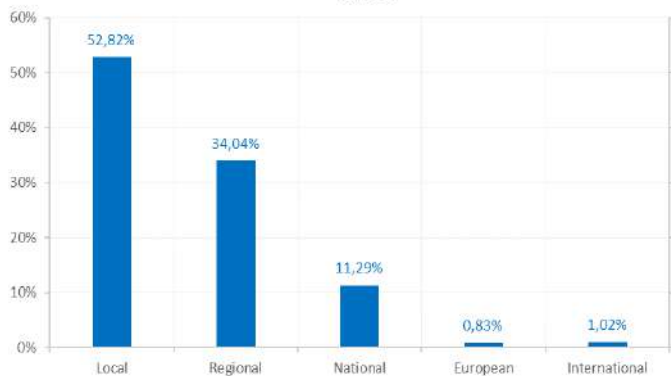
European level



2) Status and geographical coverage

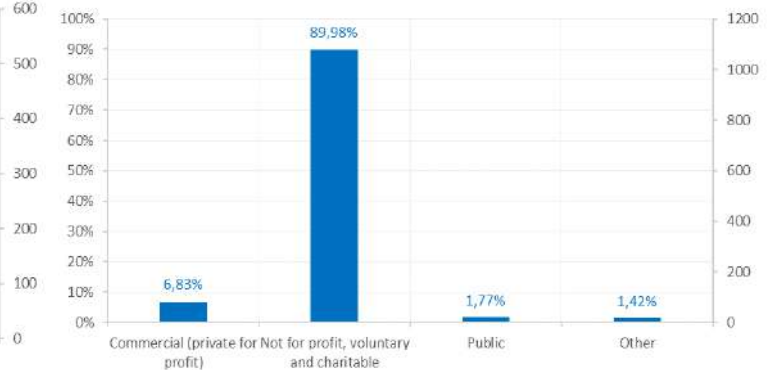
What is the main geographical scope of your organisation?

n=1081



Which of these categories best describes your organisation?

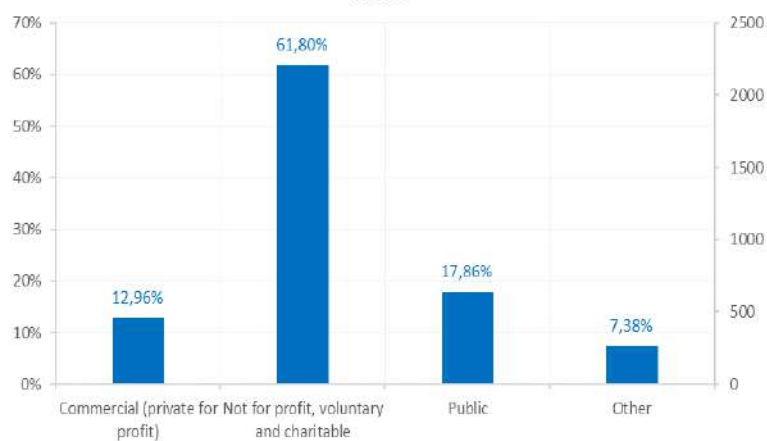
n=1128



European level: significant differences

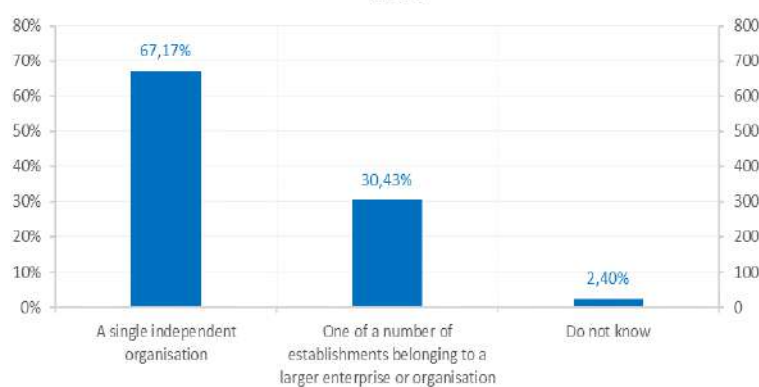
Which of these categories best describes your organisation?

n=3728



Is your organisation a single independent organisation or one of a number of establishments belonging to, or operated by, a larger enterprise or organisation?

n=1127



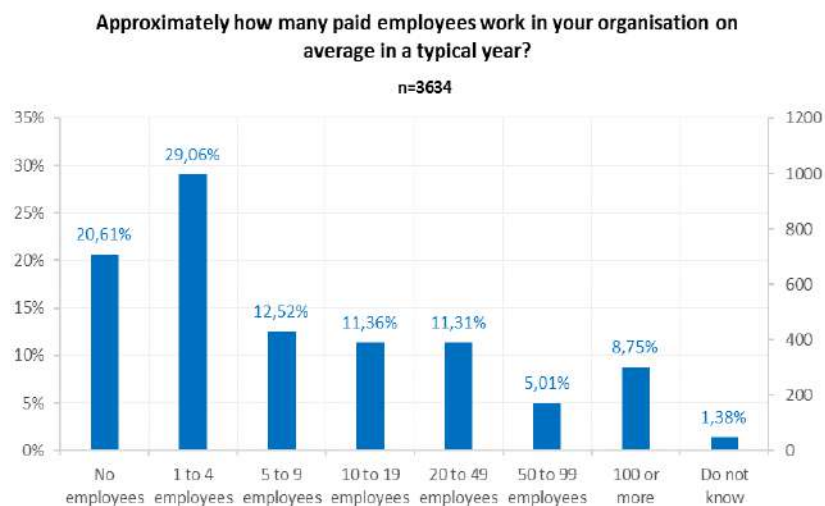
Interpretation: These responses confirm the statistics with majority of non profit organisations (90%) in a single organisation

e) SECTION 2 – EMPLOYMENT IN RESPONDENT ORGANISATIONS

1) Size of organisations and tendencies

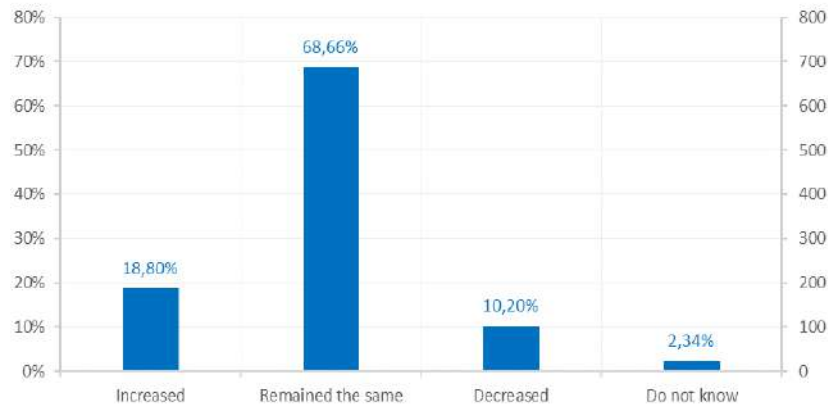


At the European level, significant differences



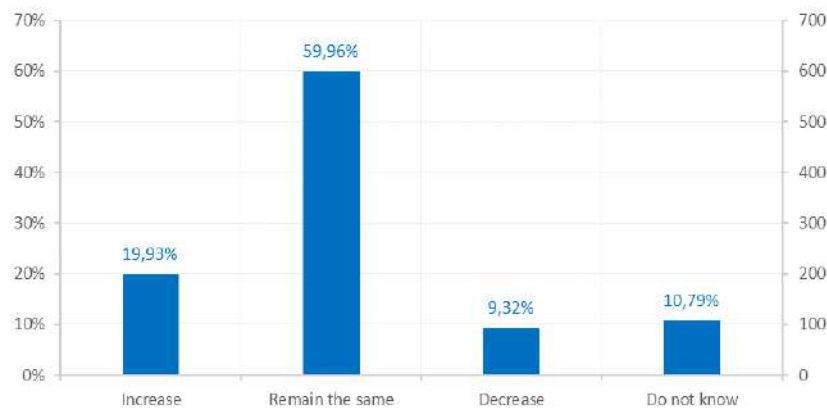
Compared to 12 months ago, would you say that the number of people employed in your organisation has...

n=1069



How do you think the size of the workforce in your organisation will tend to change over the next 2 years?

n=1084



This section is quite important to analyse the French sport labour market. It confirms several other surveys about the concept of employment in sport. About 50% of sport clubs consider to employ only 1 or 2 persons during a year. The respondents are mainly speaking about the “main” employment, avoiding the small contracts or specific contracts (like compensation...)

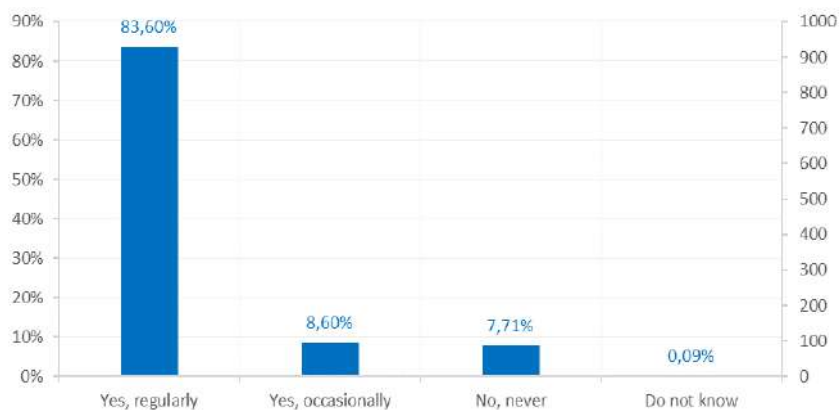
If we compare with DARES survey, we confirm the main shape of the sport employment, underestimating the employment, and the real number of employed persons (avoiding all types of payments)

Some figures about type of respondents at the European level shows another profile. We notice that the employment structures are not 90% NPF but only 62% and the paid staff indicates a stronger use of salaries....

2) Engagement of volunteers

In a typical year does your organisation engage any volunteers / unpaid staff?

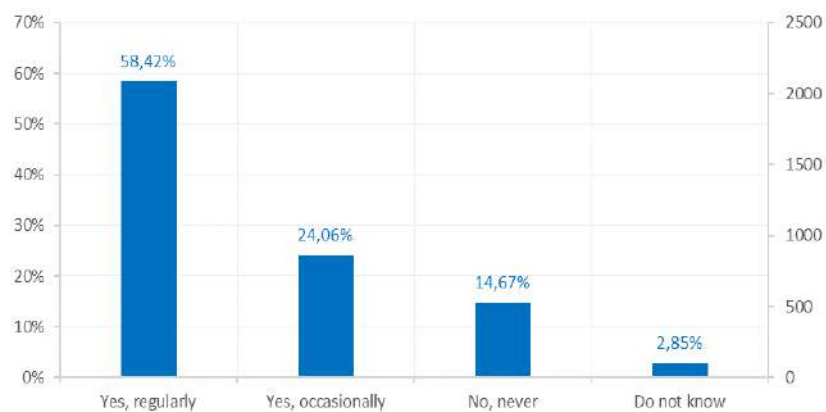
n=1116



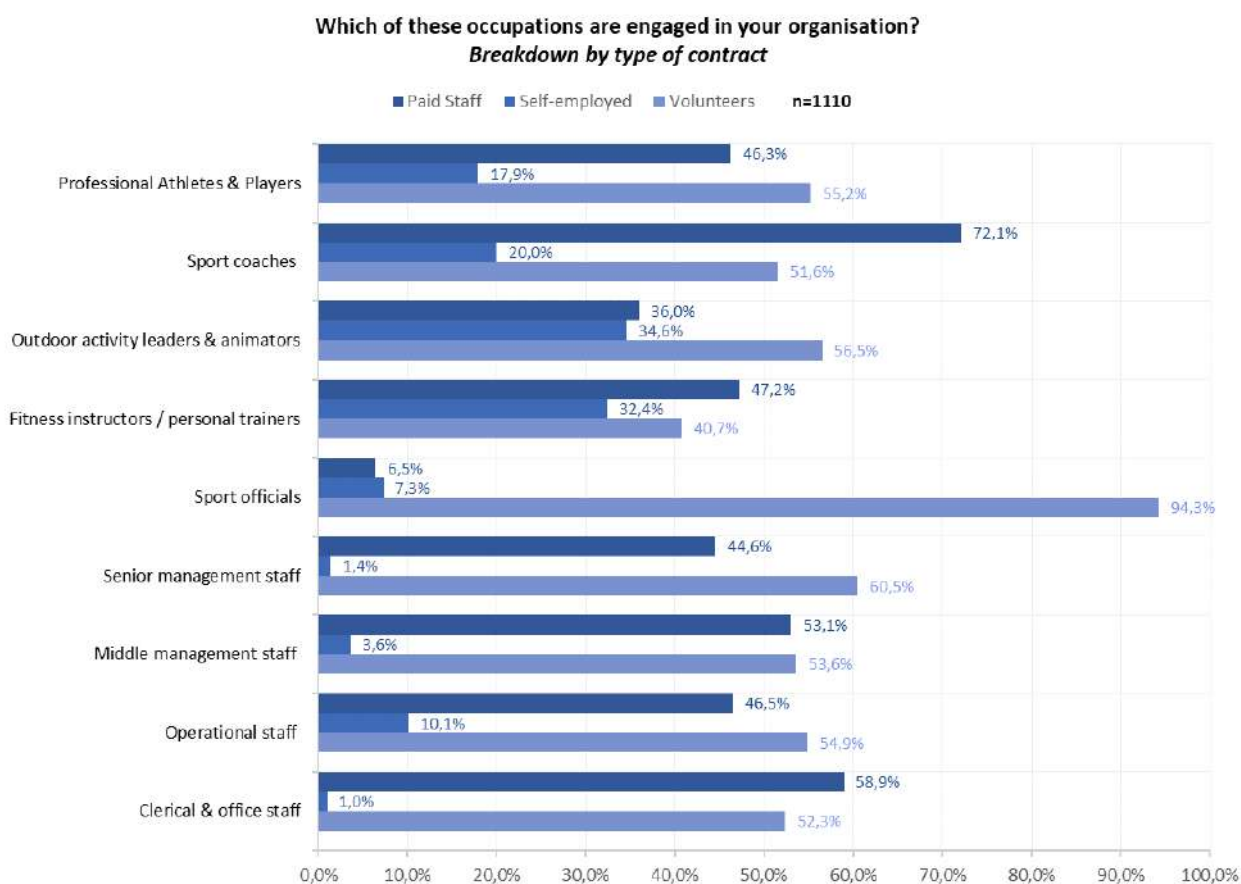
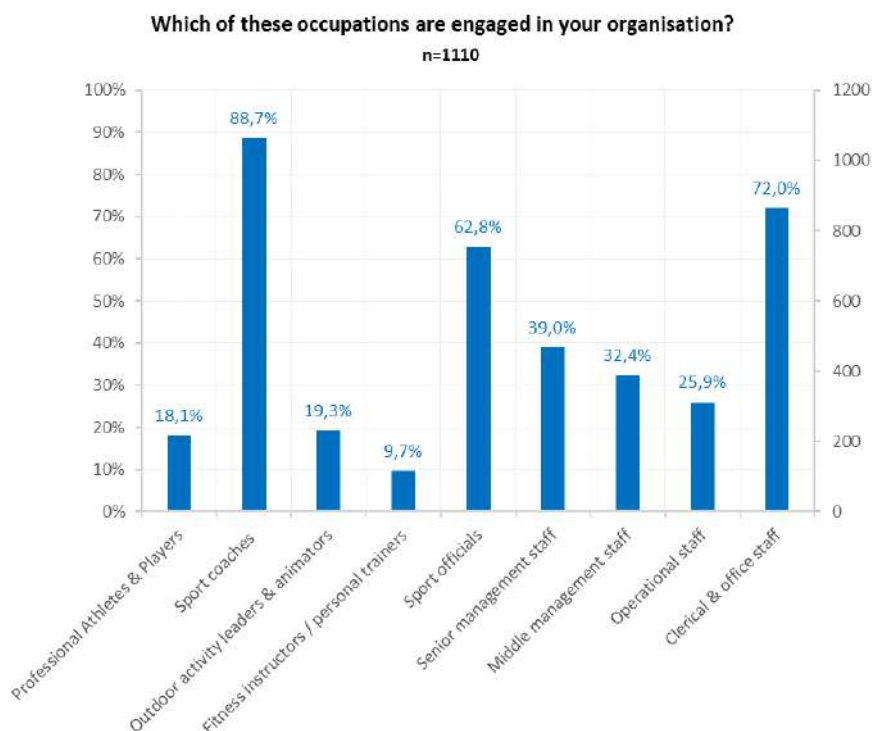
At the European level

In a typical year does your organisation engage any volunteers / unpaid staff?

n=3612

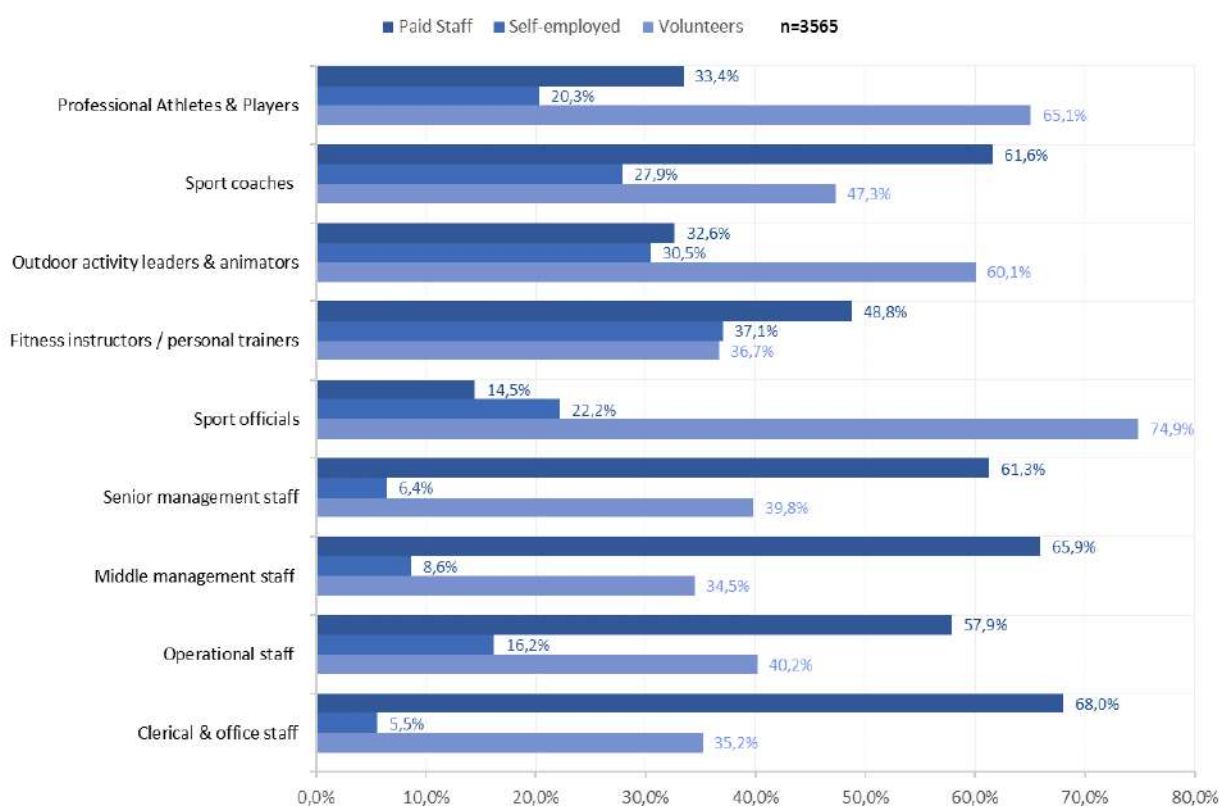


3) List of occupations engaged and type of contracts



At the European level

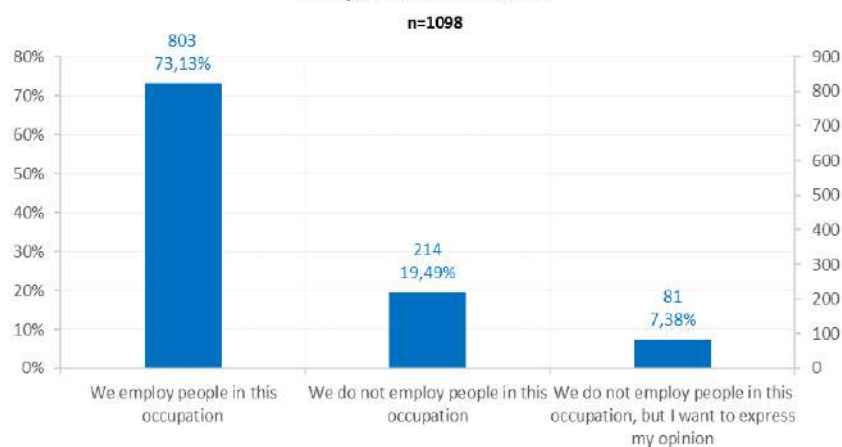
Which of these occupations are engaged in your organisation? Breakdown by type of contract



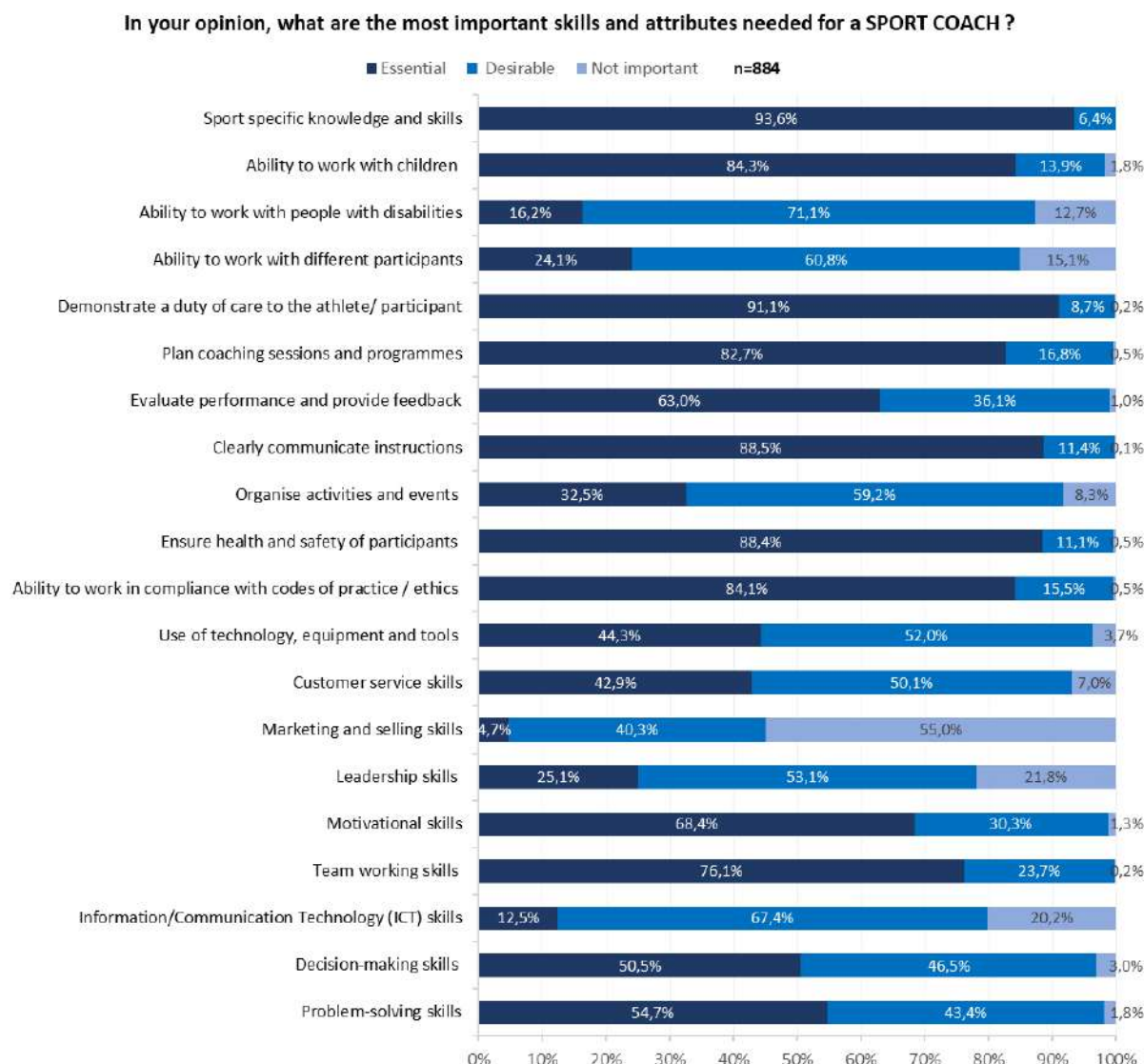
The French employment concerns face to face employment (supervision) and clerical and staffing functions. We have now to deeply describe the double employment (staffing and supervision). It's probably the reason why we find these data in these responses.

Sport officials place is different in France. It needs another analysis to be interpreted.

Now we kindly ask you to answer a few questions about the following occupation: SPORT COACH



4) Most important skills and attributes

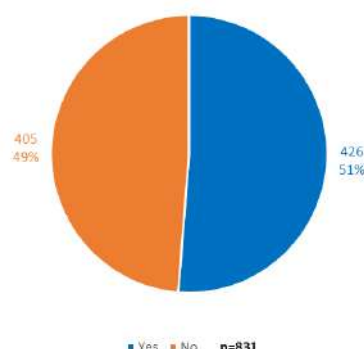


Quite interesting responses to explain the expectations of the French employers. French qualifications are still organised on the basis of sport education for the childrens. So, the expectations are centered on skills instruction.

It's an introduction to the next question and analysis of the responses. Technical skills aren't acquired during the vocational training but before. Therefore, the expectations of the employers are often the same for salaries and volunteers due to this fact.

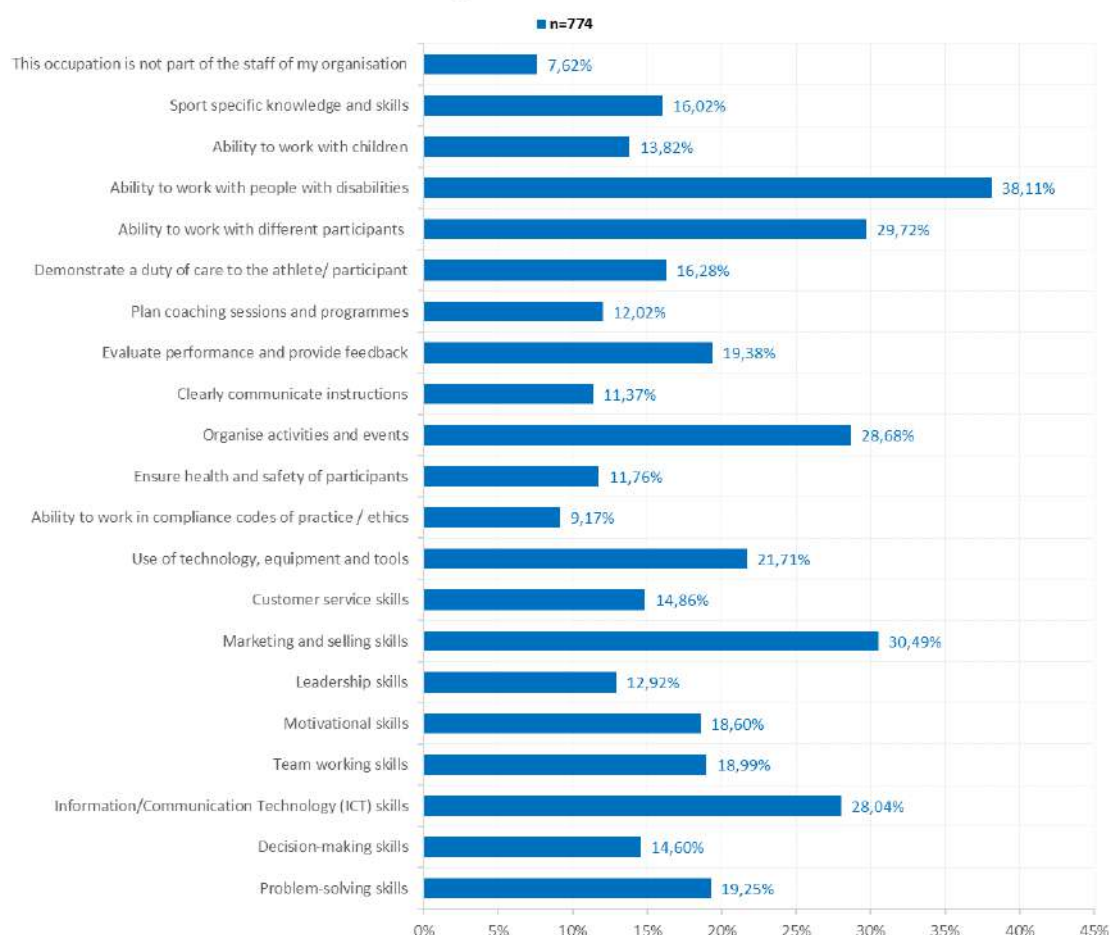
5) Expectations of volunteers and paid staff

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



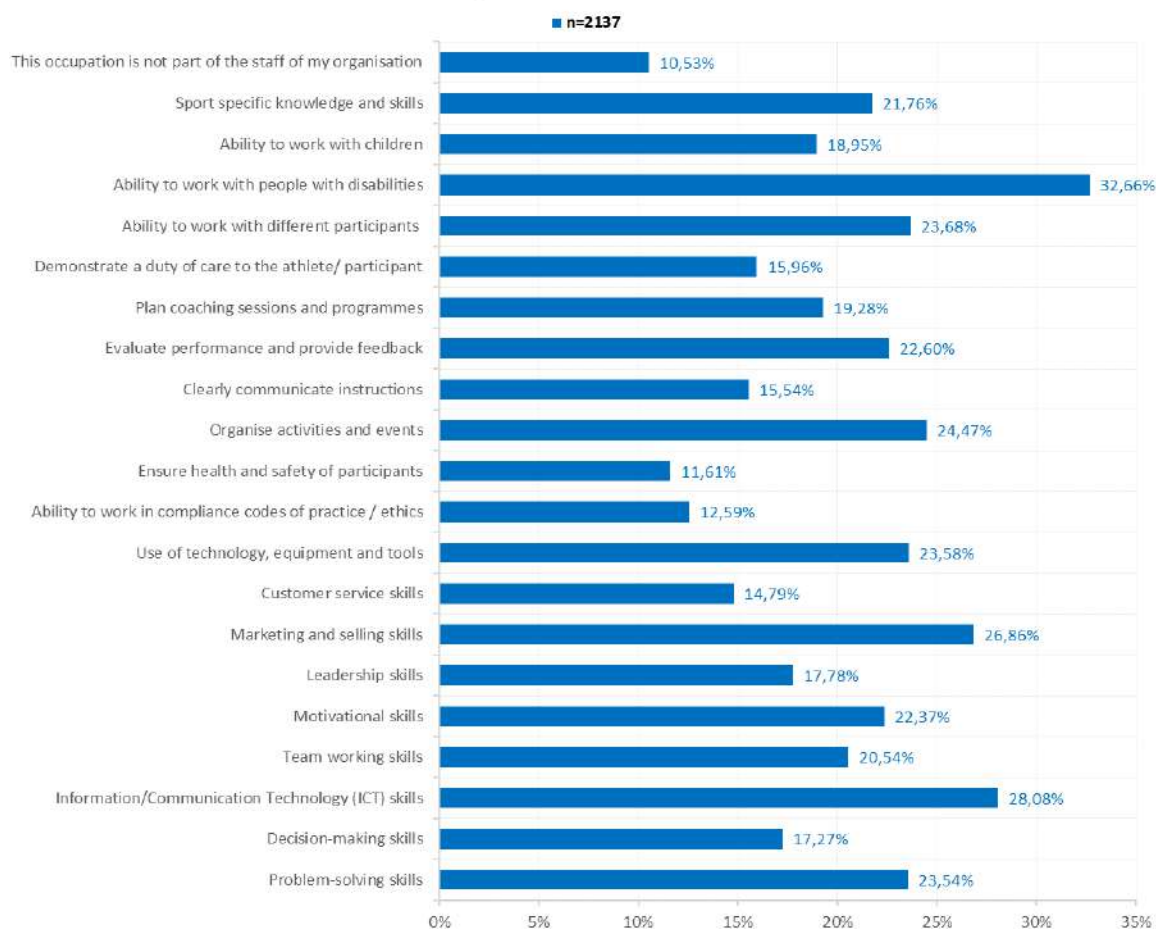
6) Weakest skills or in need of improvement

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



At the European level

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

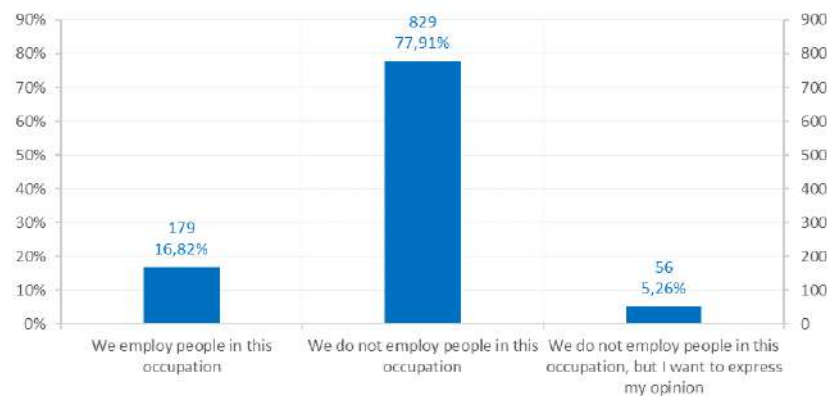


We have to notice the place of disabilities in these responses (even at the European level), when the last expectations (health by sport) are centered on this population

These responses are confirming the last one. The sport occupations are held by past practitioners, and it's a benefit. But, in the mean time, most of the employers notice some lacks for some transversal competences.

Now we kindly ask you to answer a few questions about the following occupation: **OUTDOOR ACTIVITY LEADER AND ANIMATOR**

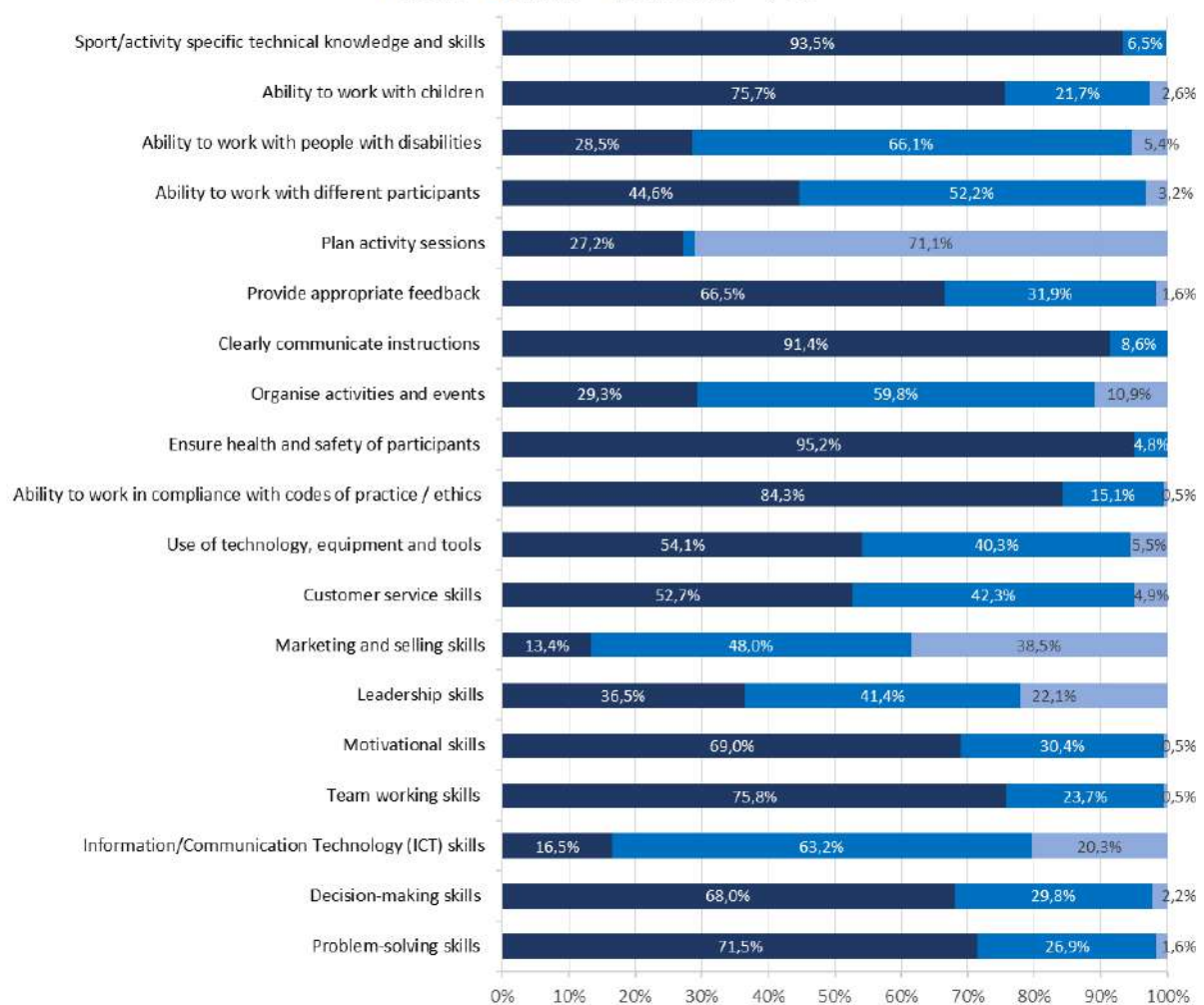
n=1064



7) Most important skills and attributes

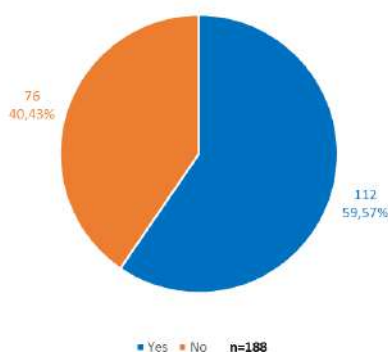
In your opinion, what are the most important skills and attributes needed for an **OUTDOOR ACTIVITY LEADER AND ANIMATOR**?

■ Essential ■ Desirable ■ Not important n=235



8) Expectations of volunteers and paid staff

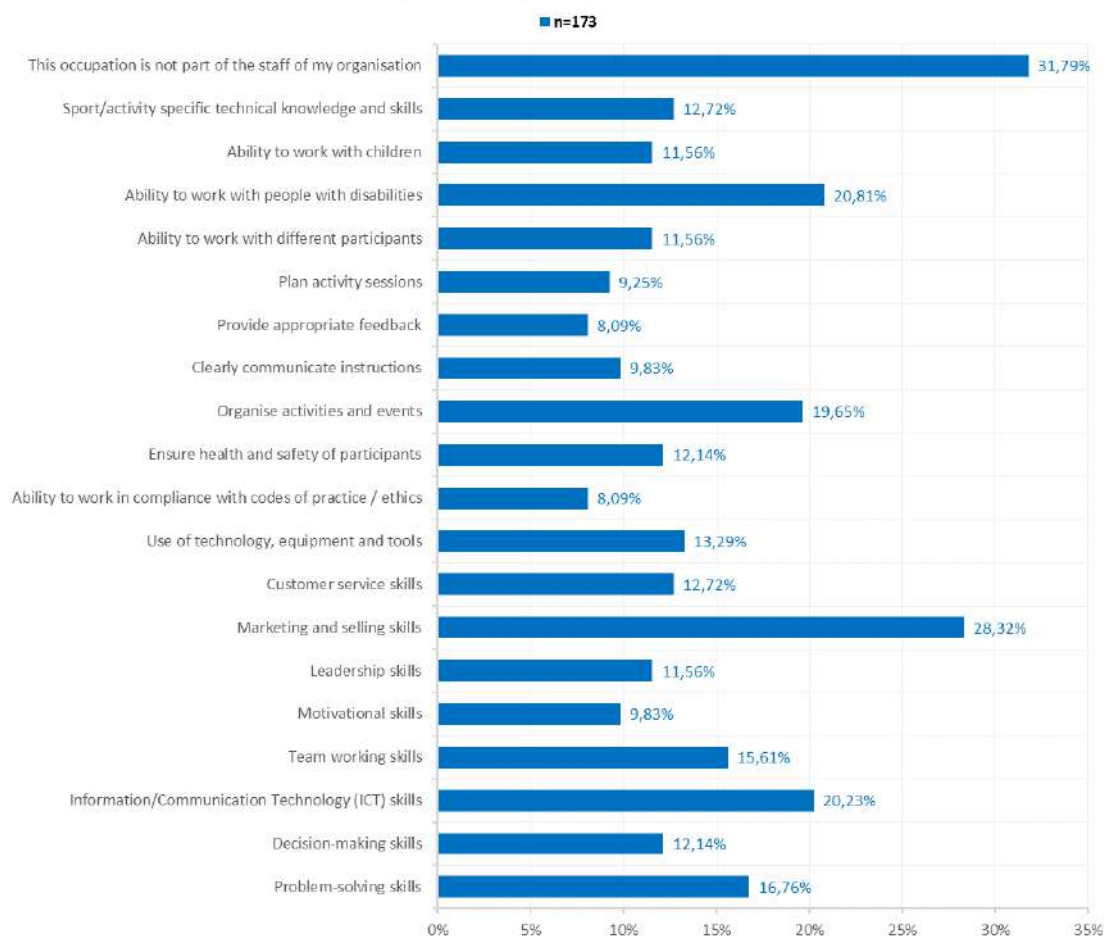
OUTDOOR ACTIVITY LEADER AND ANIMATOR: In this occupational role, do you have the same expectations of volunteers and paid staff?



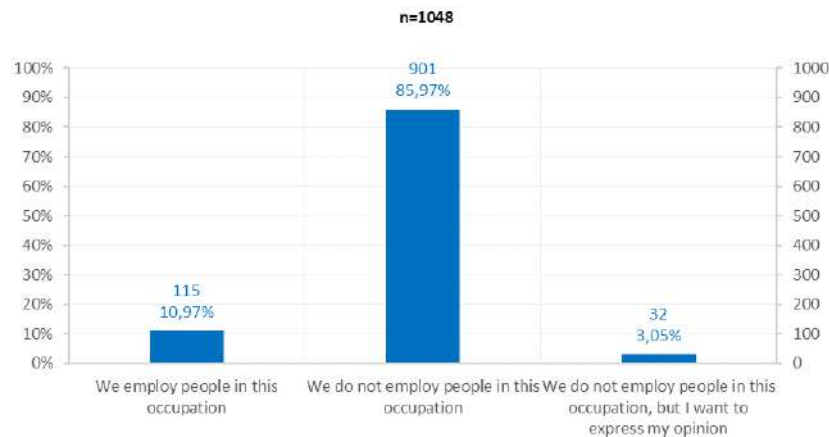
Outdoor activity leaders and animators are firstly sport's instructors. It's the reason of this figure and its relation to the sport's coaches.

9) Weakest skills or in need of improvement

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?

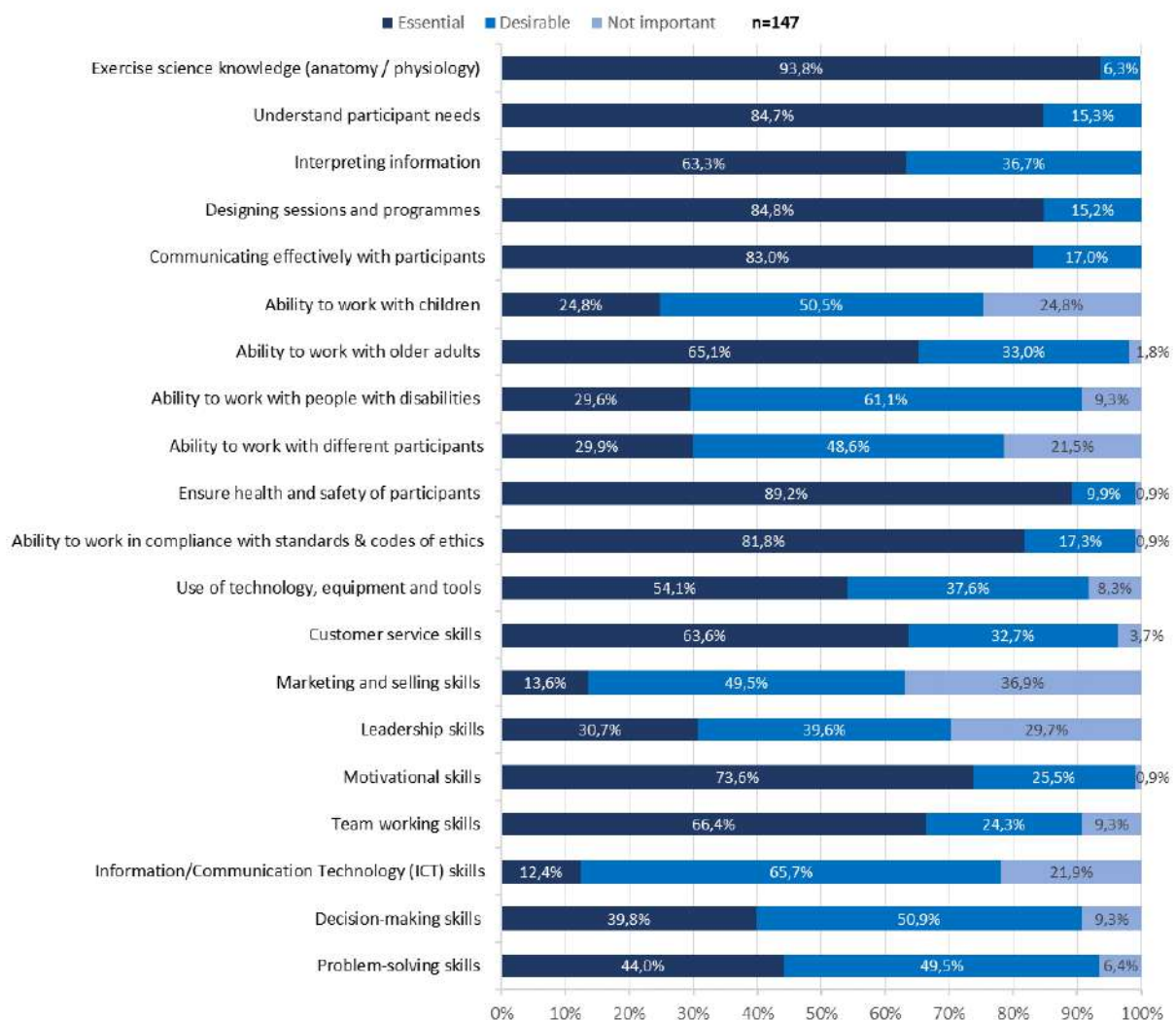


Now we kindly ask you to answer a few questions about the following occupation: **FITNESS INSTRUCTOR / PERSONAL TRAINER**



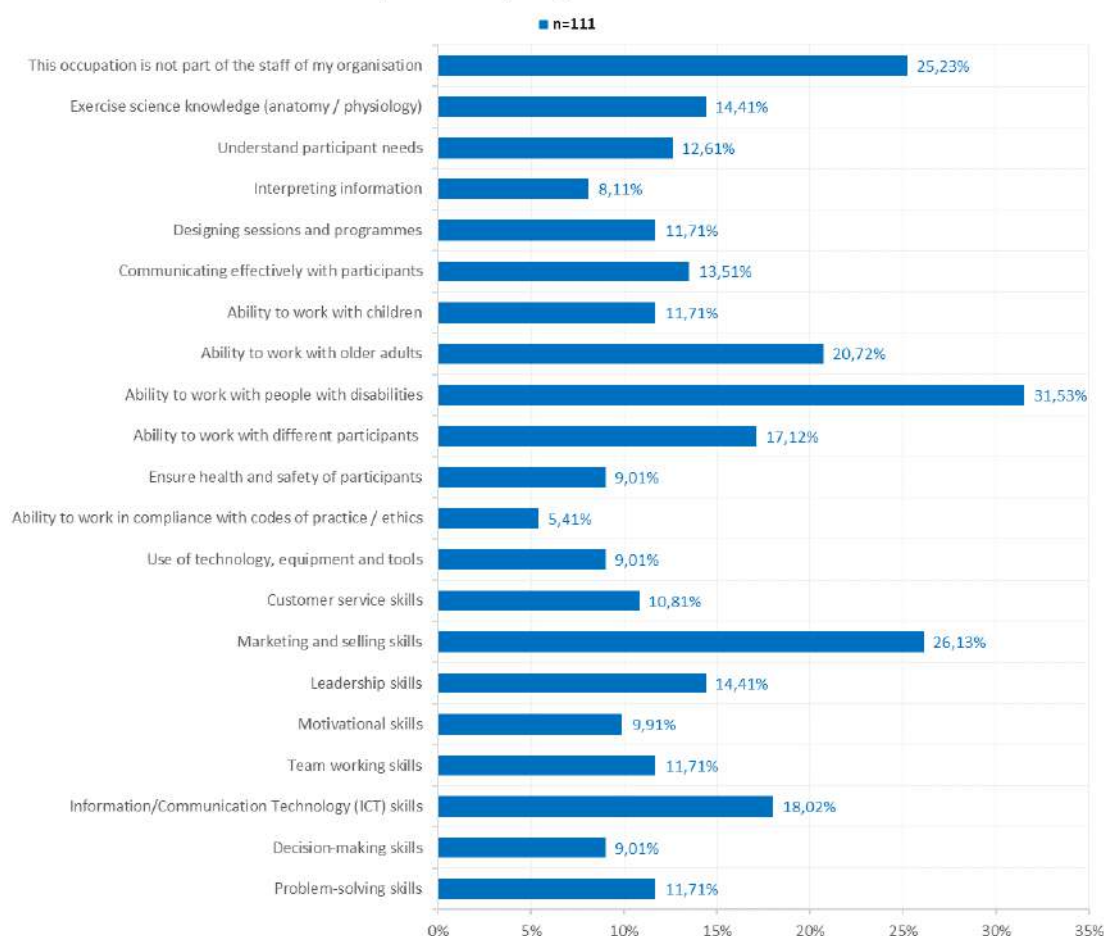
10) Most important skills and attributes

In your opinion, what are the most important skills and attributes needed for a **FITNESS INSTRUCTOR / PERSONAL TRAINER**?



11) Weakest skills or in need of improvement

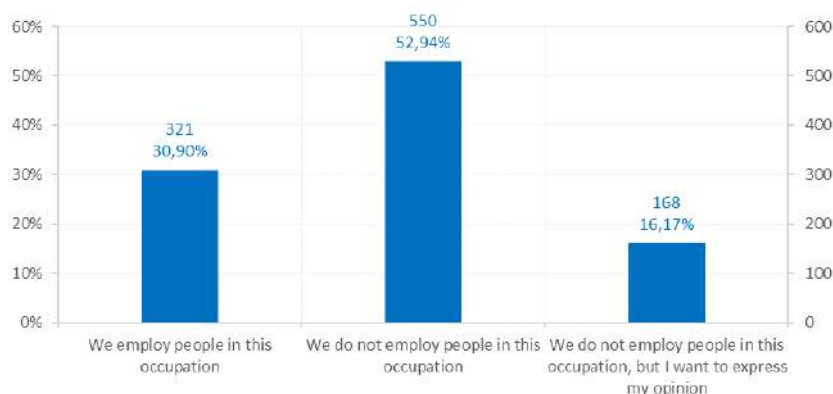
FITNESS INSTRUCTOR / PERSONAL TRAINER: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?



Here are the same profiles. It's a French specificity due to the same qualification (BP JEPS) for fitness instructors, outdoor animators and sports instructors

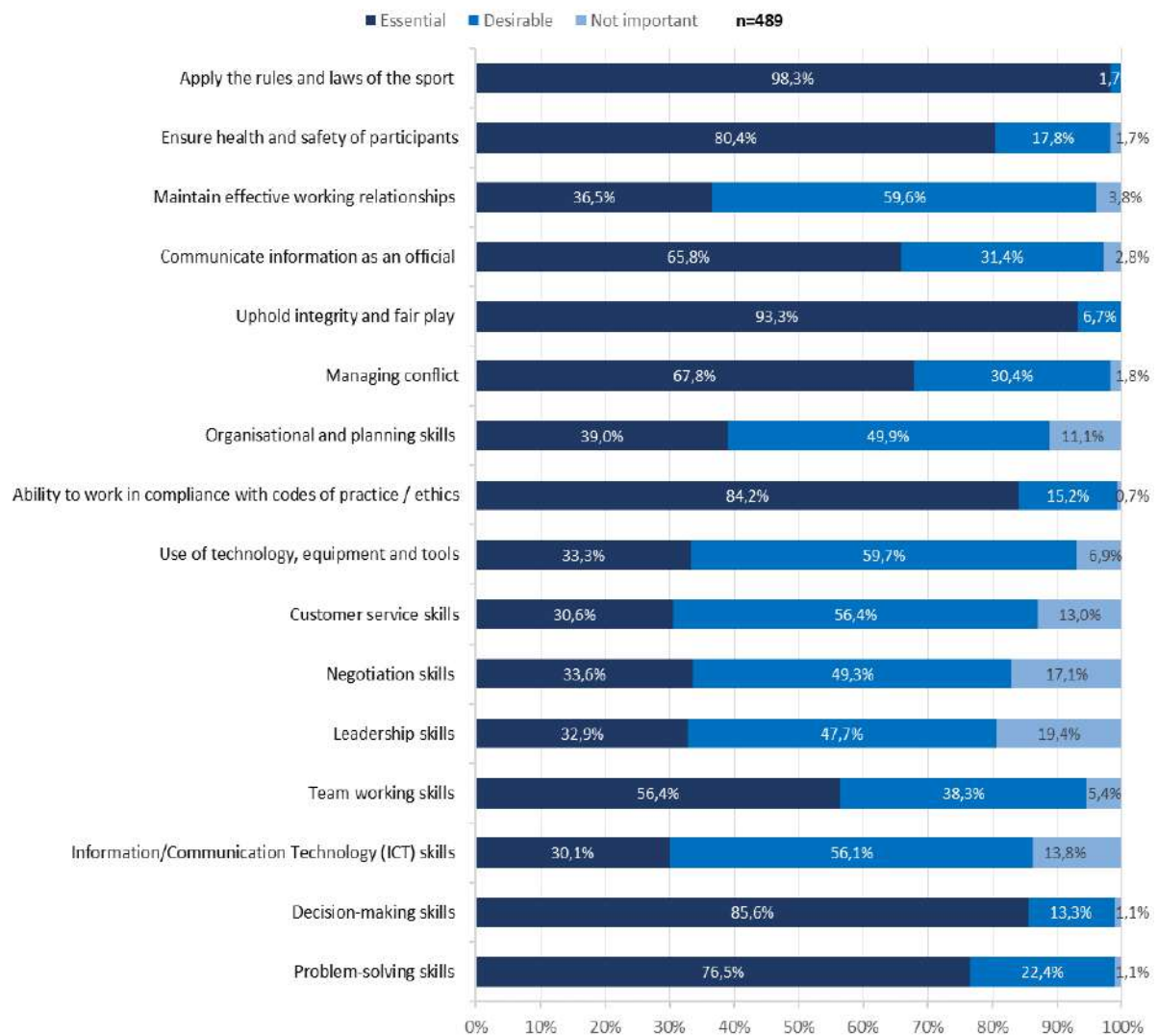
Now we kindly ask you to answer a few questions about the following occupation: SPORT OFFICIAL

n=1039



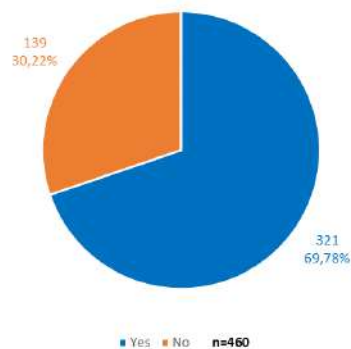
12) Most important skills and attributes

In your opinion, what are the most important skills and attributes needed for a SPORT OFFICIAL?



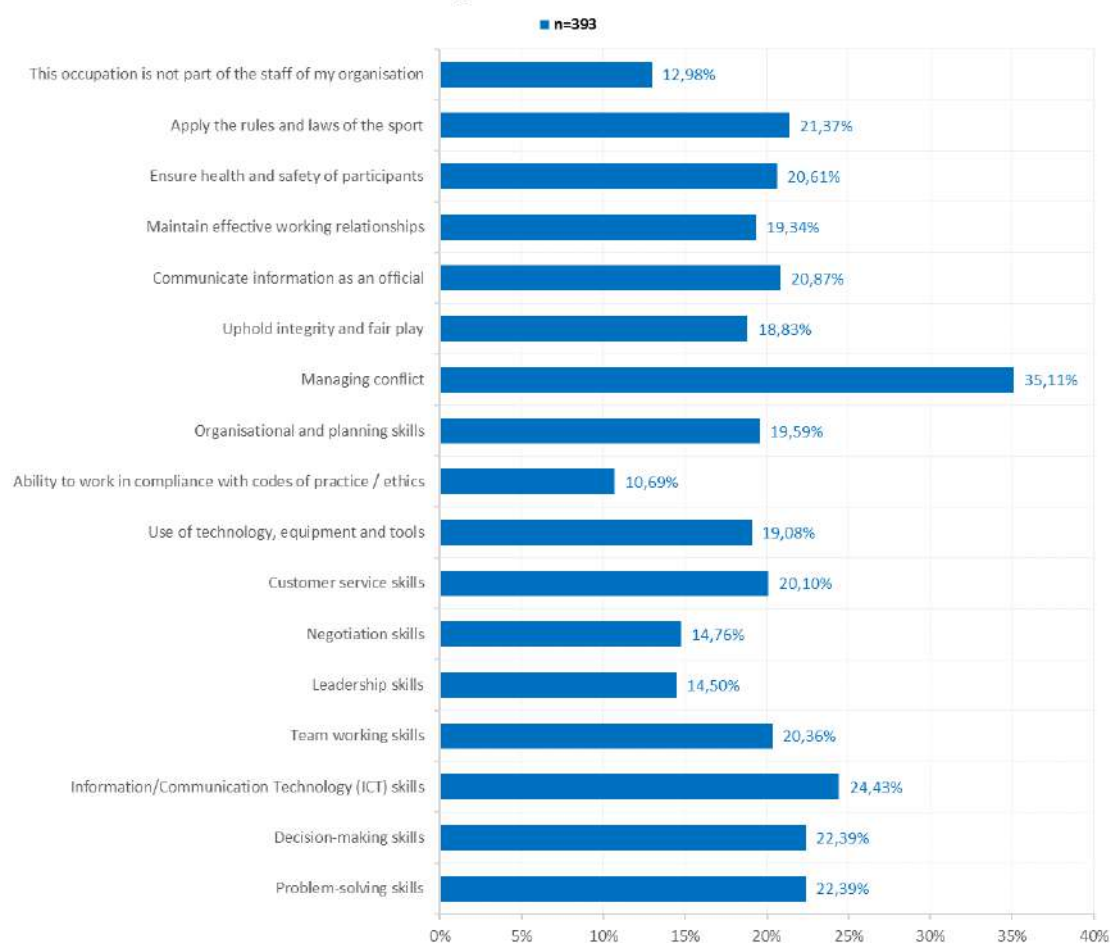
13) Expectations of volunteers and paid staff

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



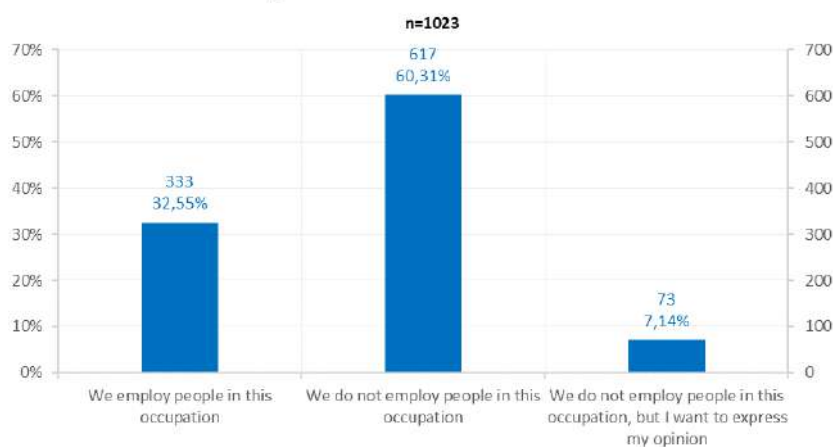
14) Weakest skills or in need of improvement

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

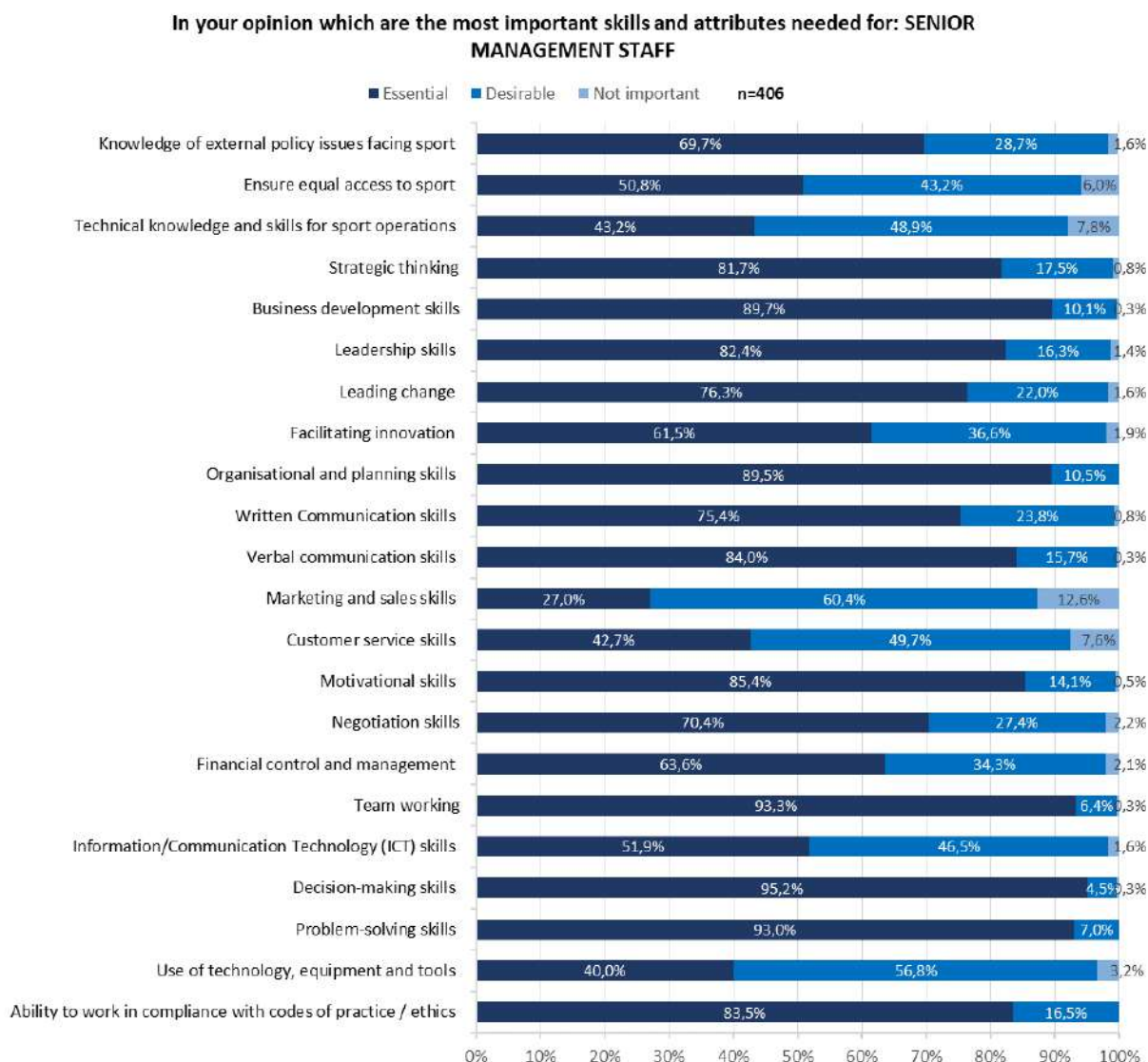


These results need an extra interpretation, because the sport's officials are mainly volunteers. So, we have to re analyse the data to describe the specific place of the officials in terms of employment.

Now we kindly ask you answer a few questions about the following occupation: SENIOR MANAGEMENT STAFF

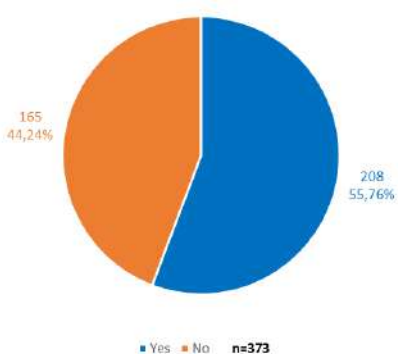


15) Most important skills and attributes



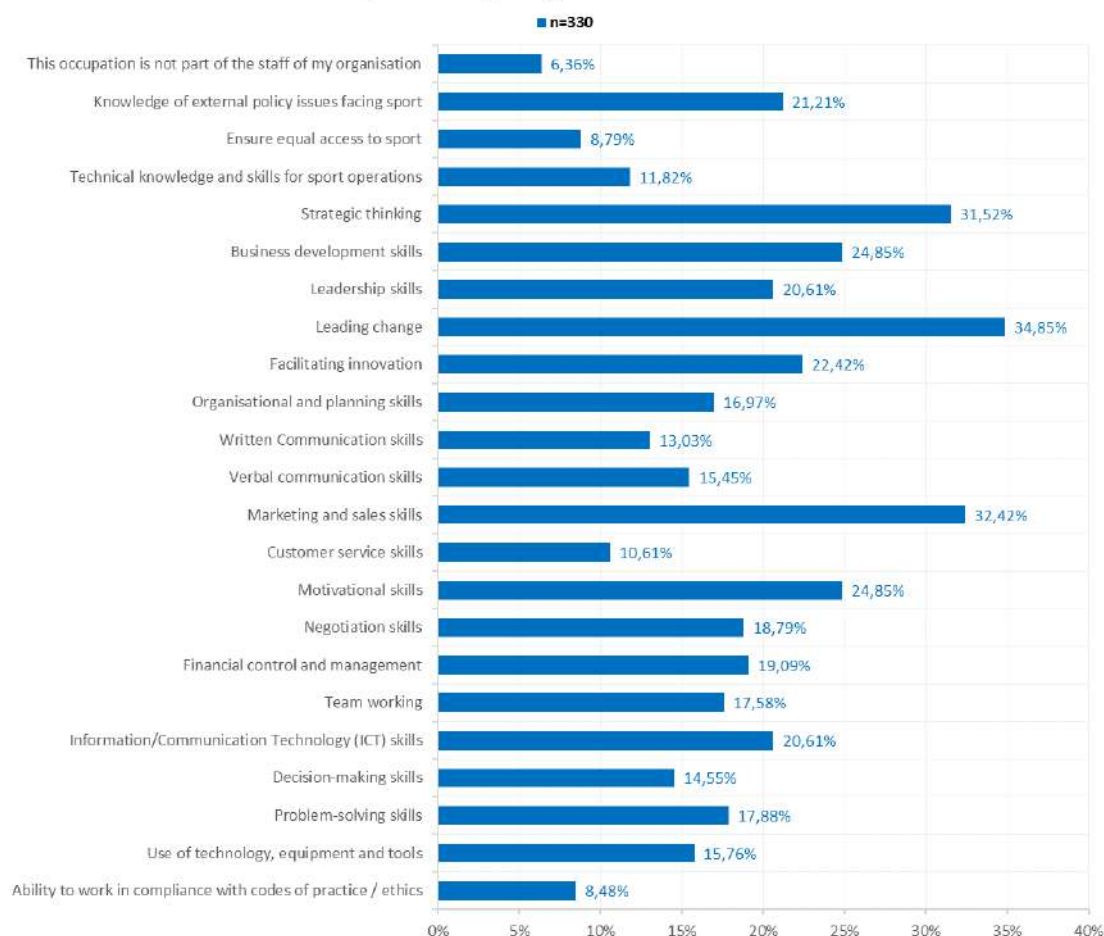
16) Expectations of volunteers and paid staff

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

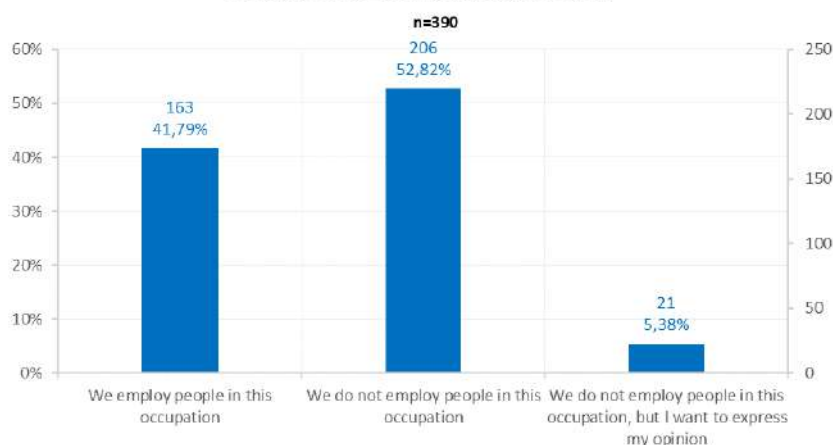


17) Weakest skills or in need of improvement

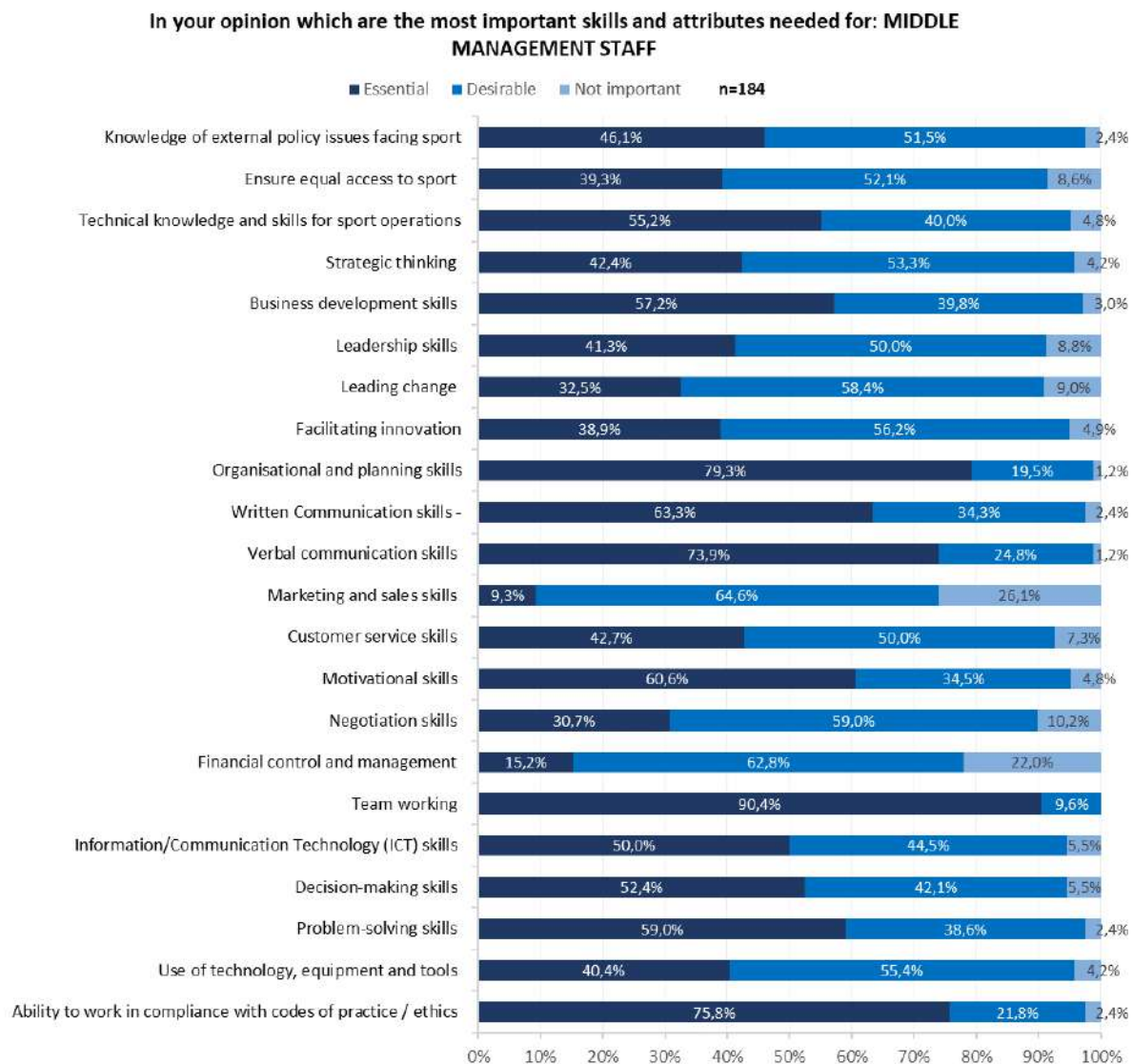
SENIOR MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?



Now we kindly ask you answer a few questions about the following occupation: MIDDLE MANAGEMENT STAFF

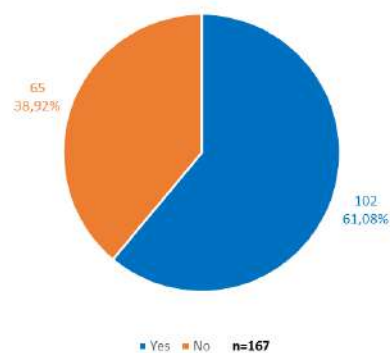


18) Most important skills and attributes



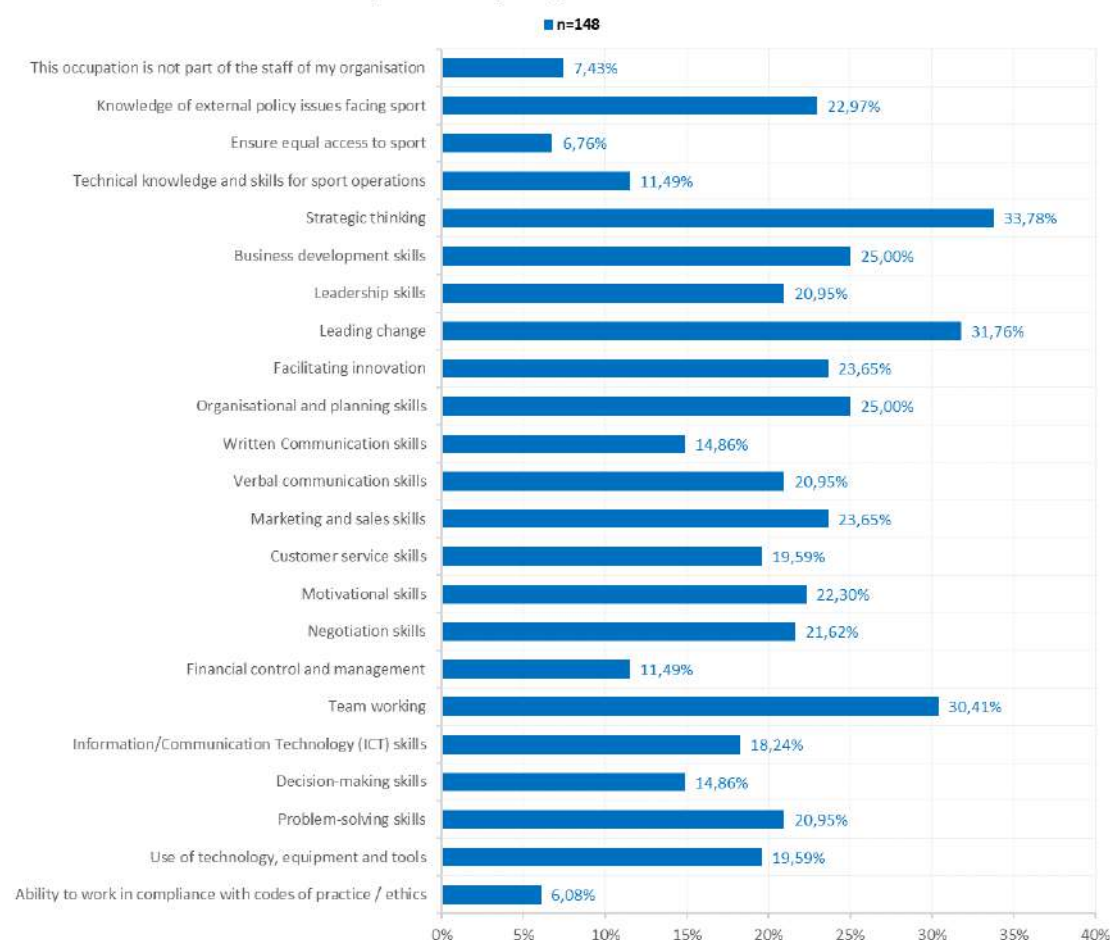
19) Expectations of volunteers and paid staff

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

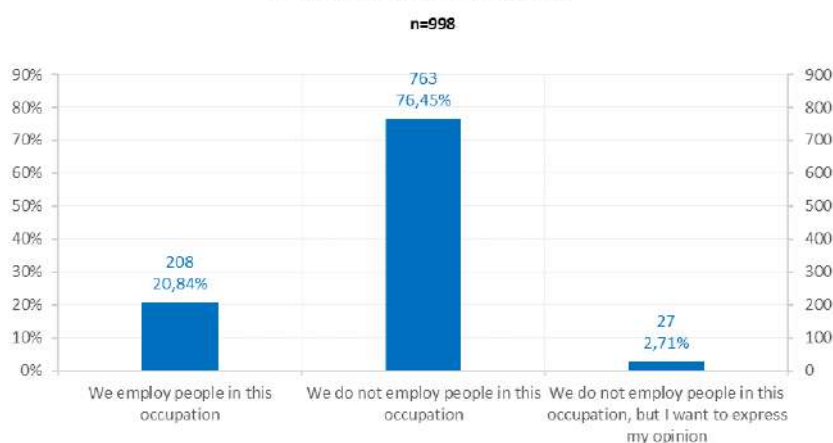


20) Weakest skills or in need of improvement

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

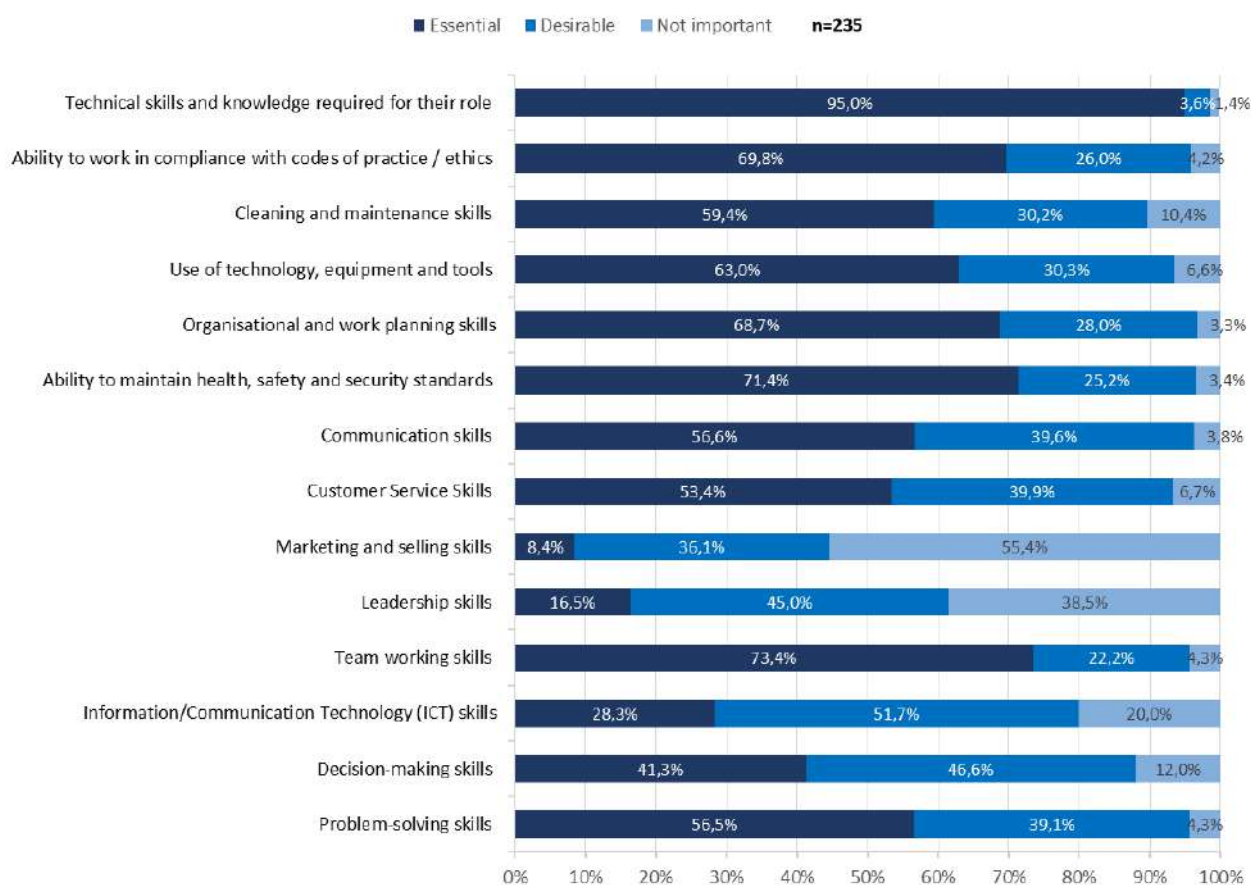


Now we kindly ask you answer a few questions about the following occupation: OPERATIONAL STAFF



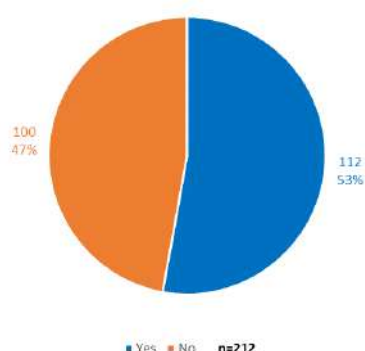
21) Most important skills and attributes

In your opinion, what are the most important skills and attributes needed for the OPERATIONAL STAFF (all categories)?



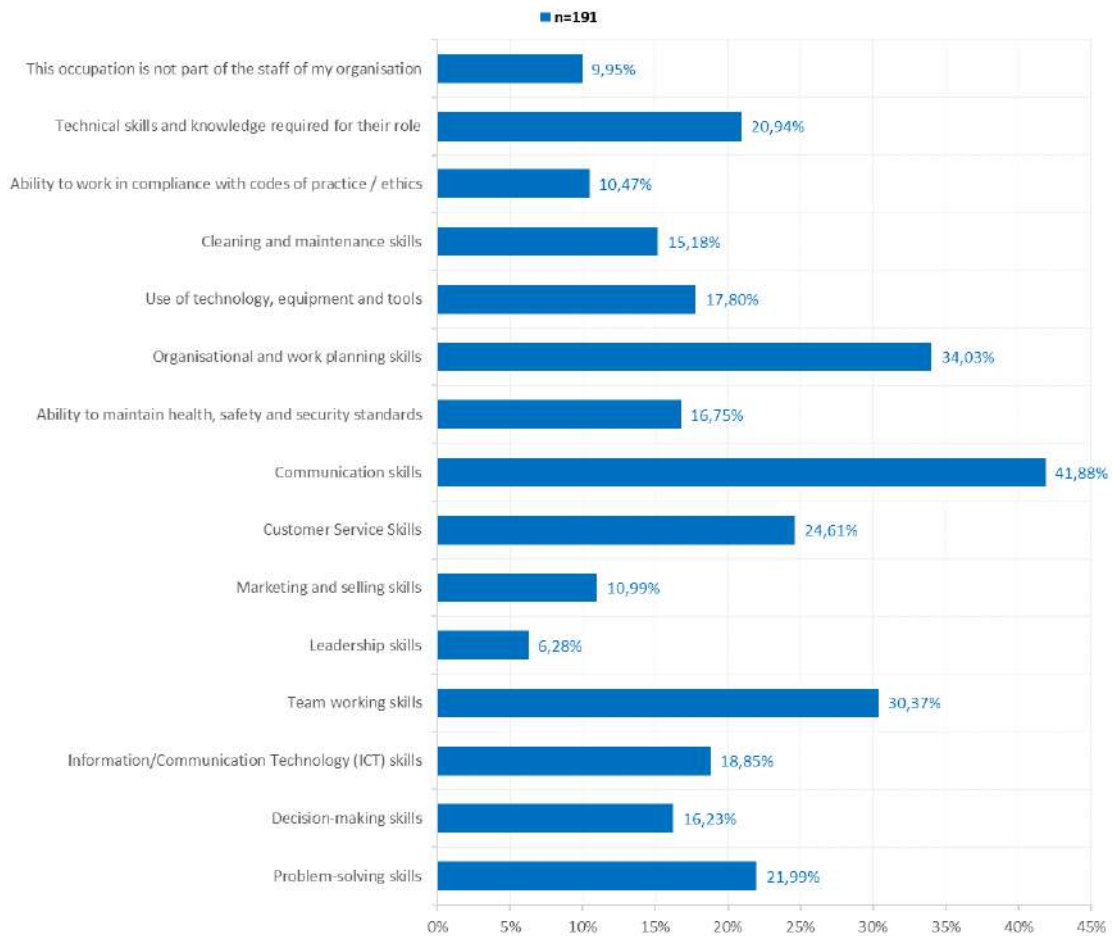
22) Expectations of volunteers and paid staff

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

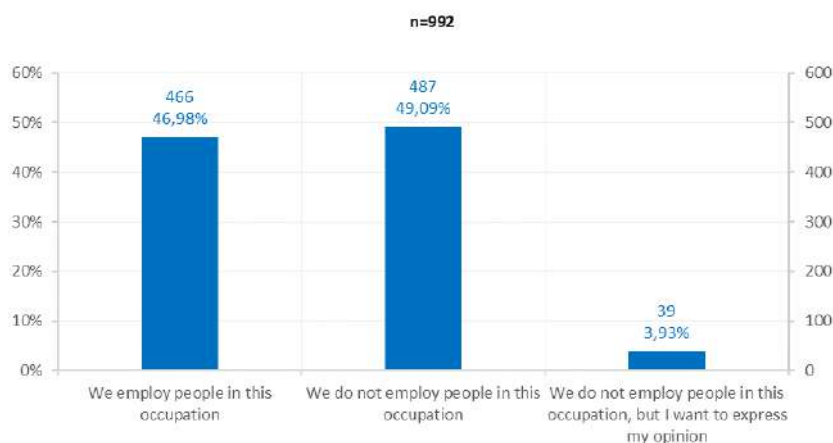


23) Weakest skills or in need of improvement

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

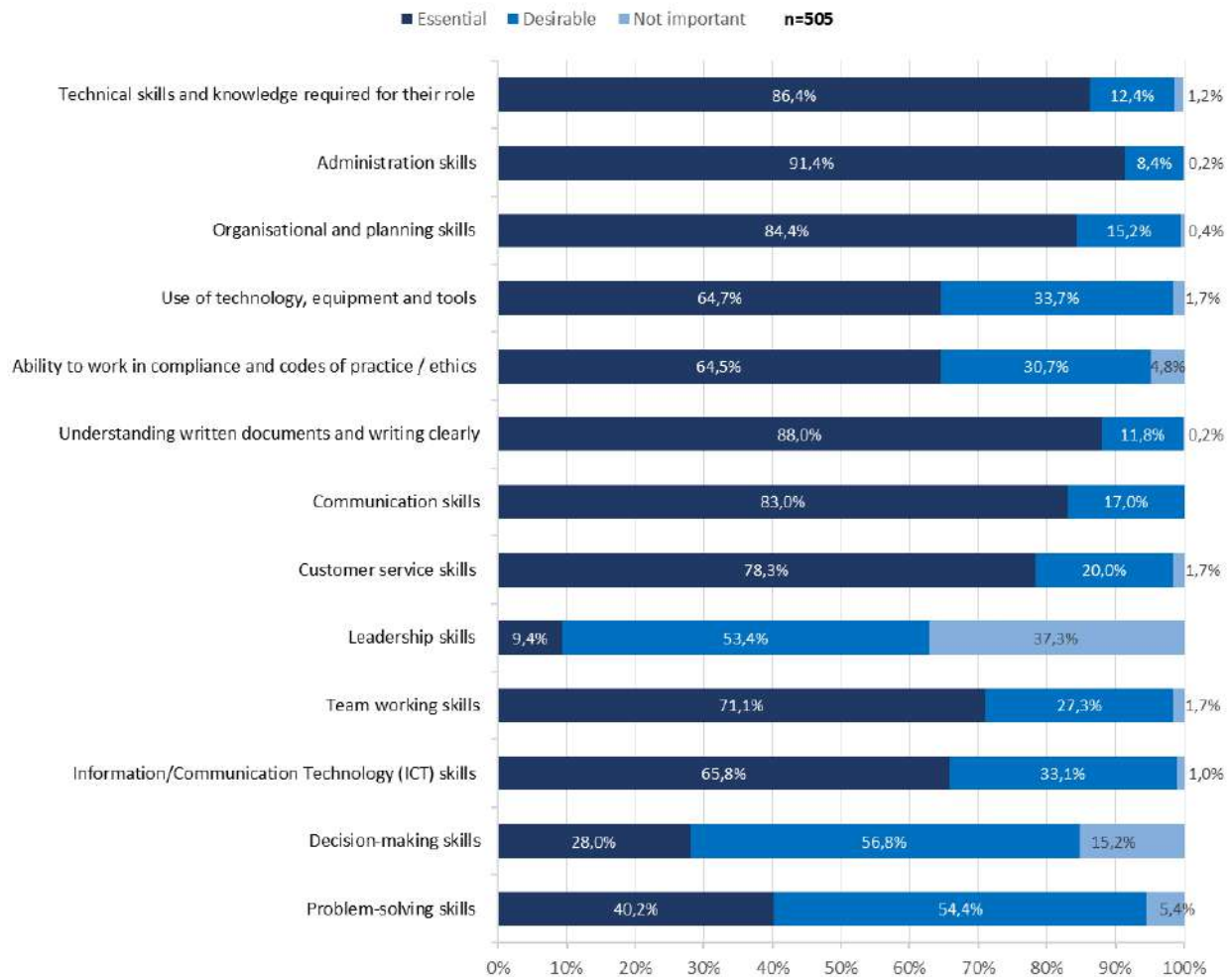


Now we kindly ask you to answer a few questions about the following occupation: CLERICAL AND OFFICE STAFF / RECEPTIONIST



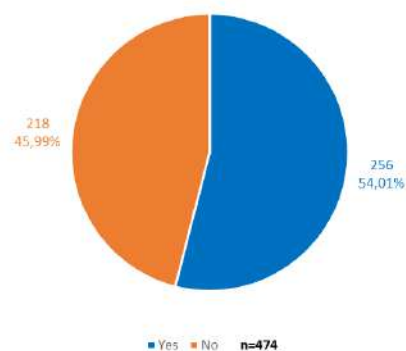
24) Most important skills and attributes

In your opinion, what are the most important skills and attributes needed for the CLERICAL AND OFFICE STAFF / RECEPTIONIST (all categories)?



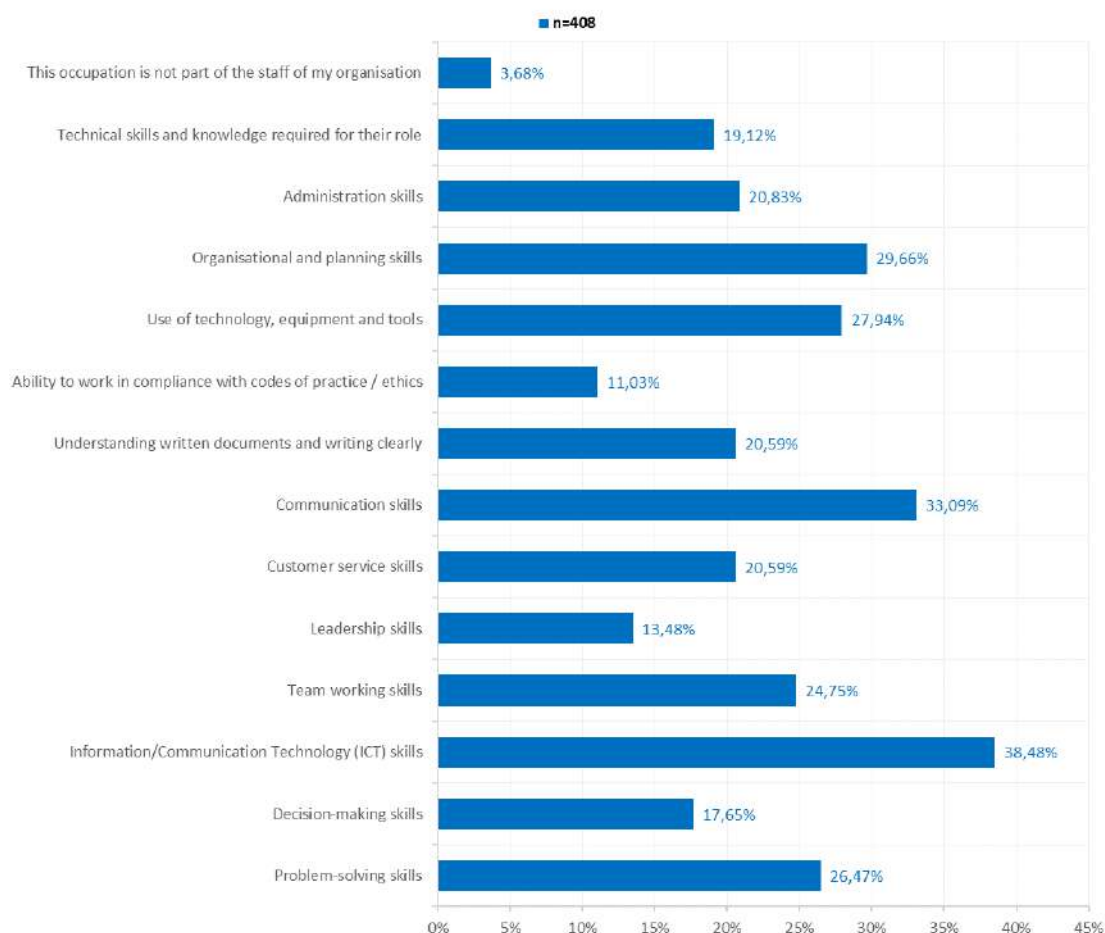
25) Expectations of volunteers and paid staff

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

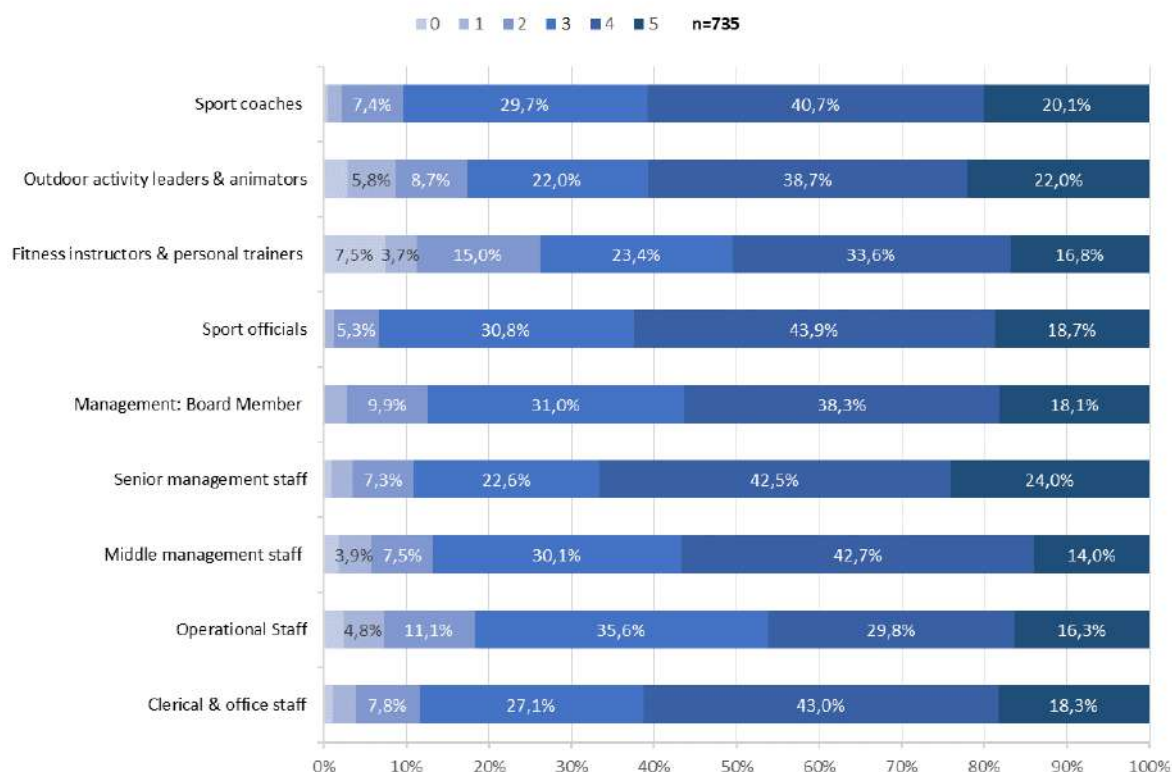


26) Weakest skills or in need of improvement

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?

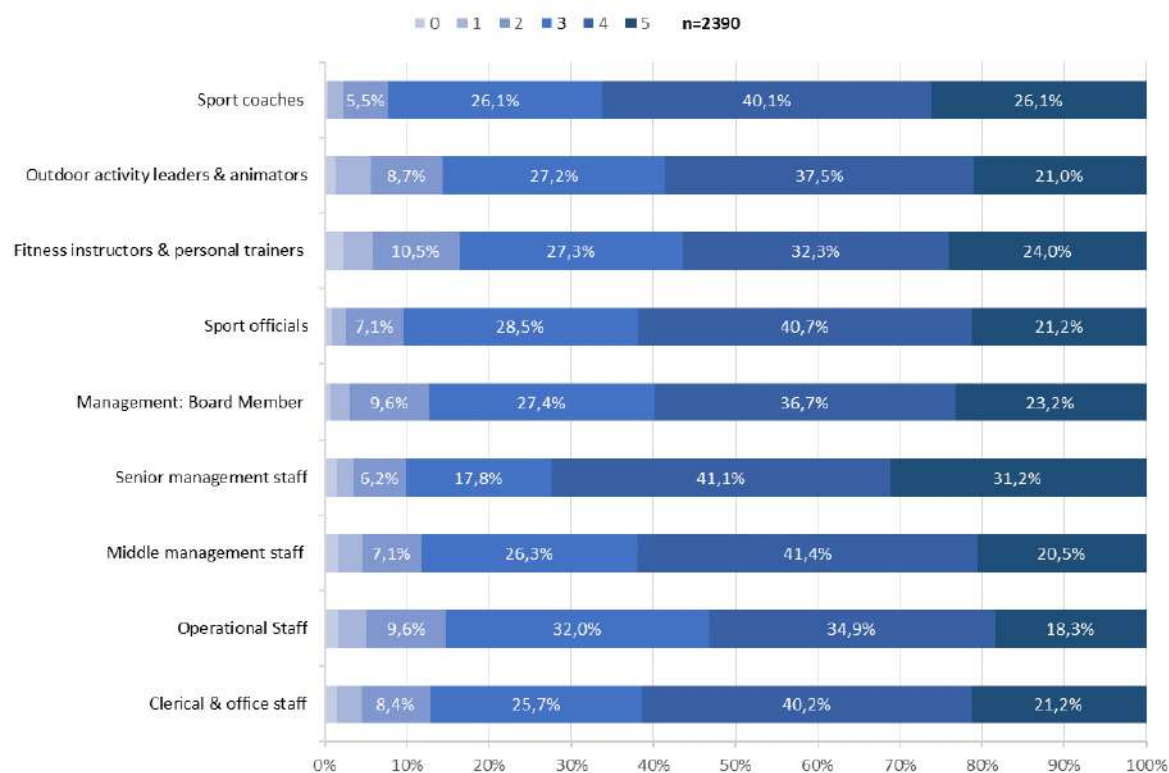


How would you rate the skills of your VOLUNTEERS in relation to what is required to perform their roles?



At the European level

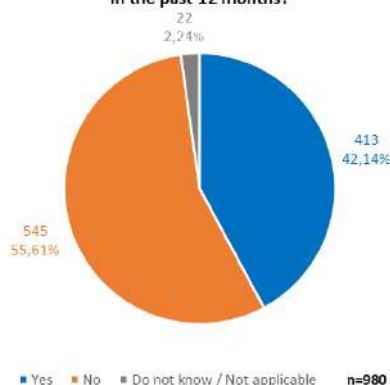
How would you rate the skills of your VOLUNTEERS in relation to what is required to perform their roles?



Except the fitness, we receive more or less the same profile, around 60% to declare the volunteers with right skills to do “the job” ...

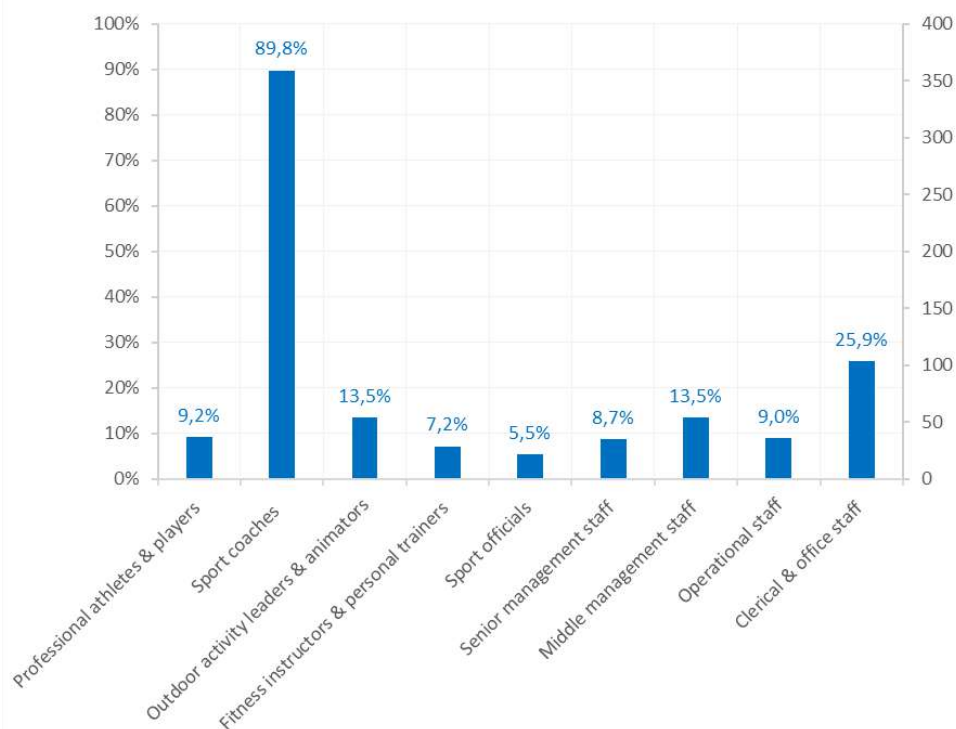
27) Recruitment in the past 12 months

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

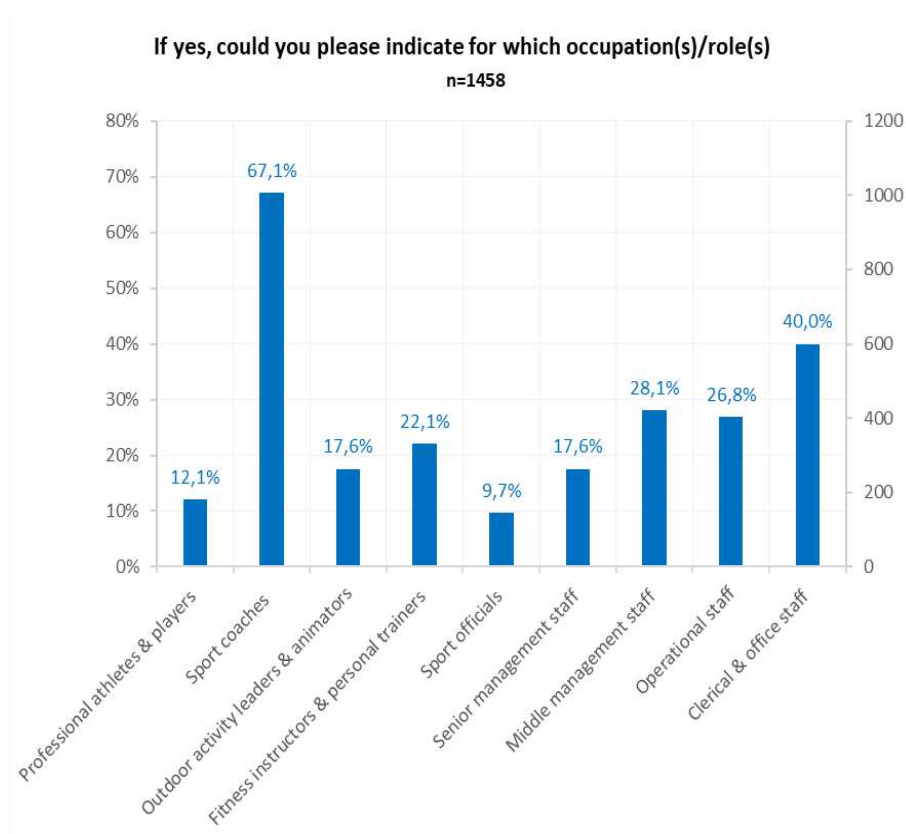


If yes, could you please indicate for which occupation(s)/role(s)

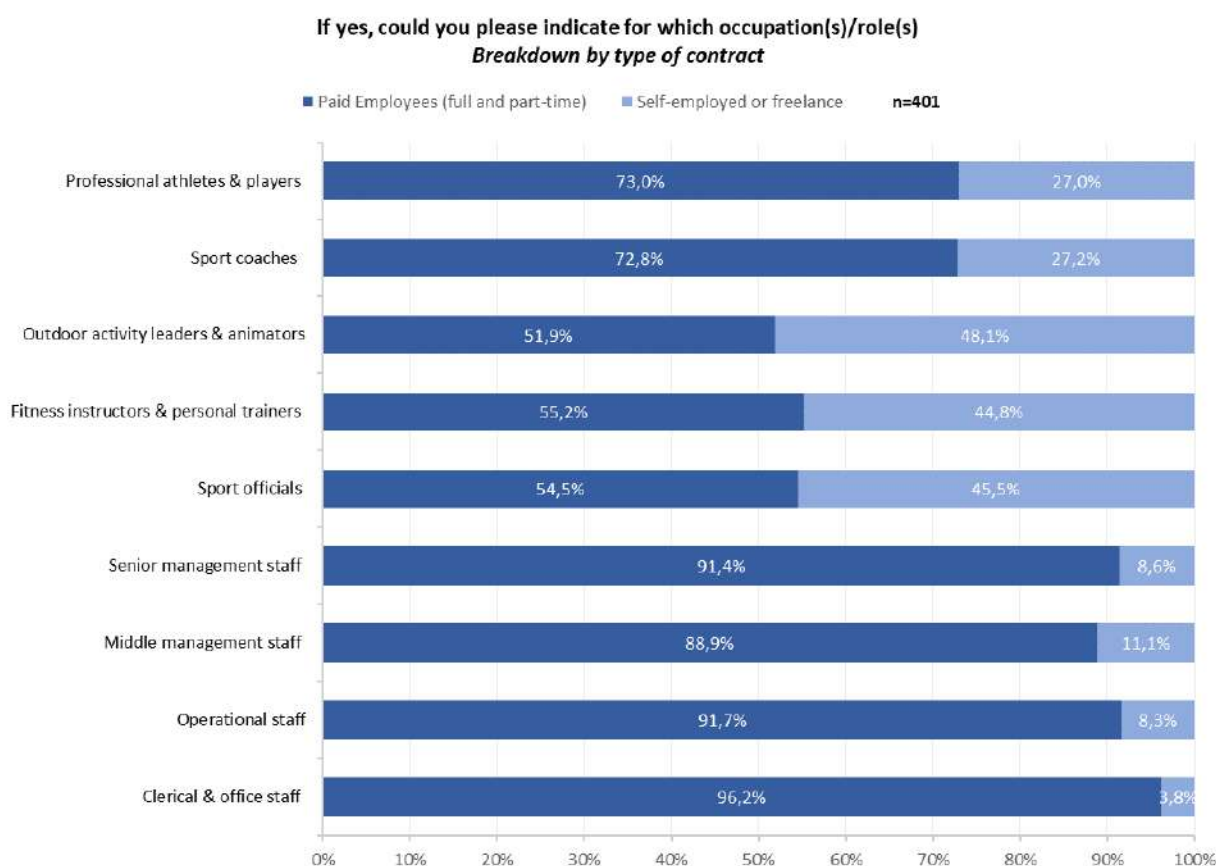
n=401



At the European level

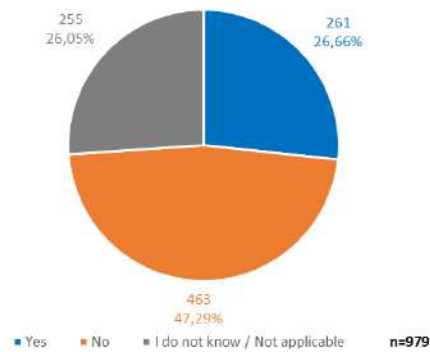


The Europe is less focused on sport coaches (example of middle management staff). Is it because the French managers are still sport coaches?



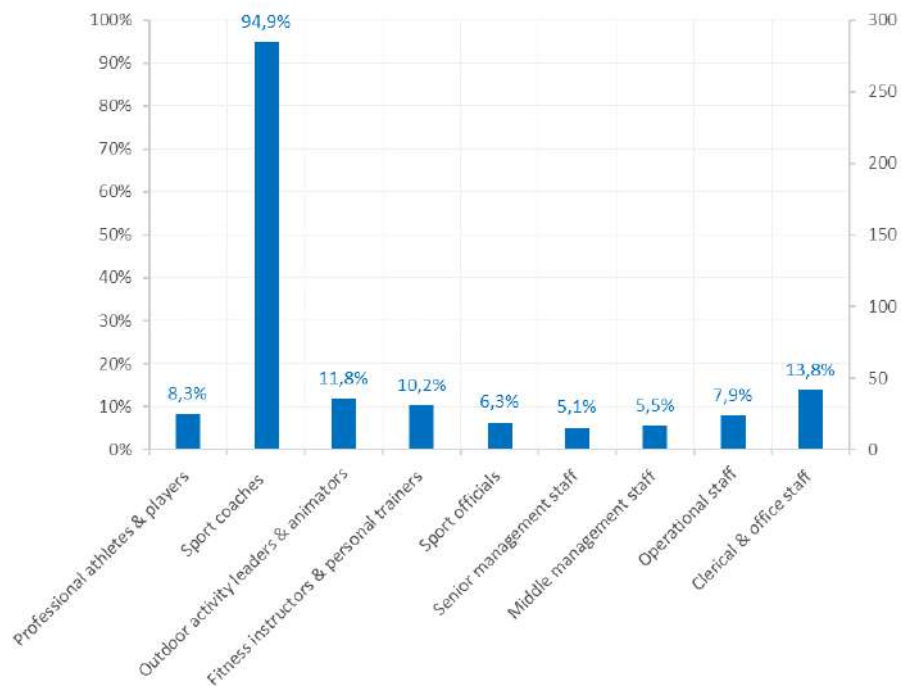
28) Difficulties recruiting paid staff

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

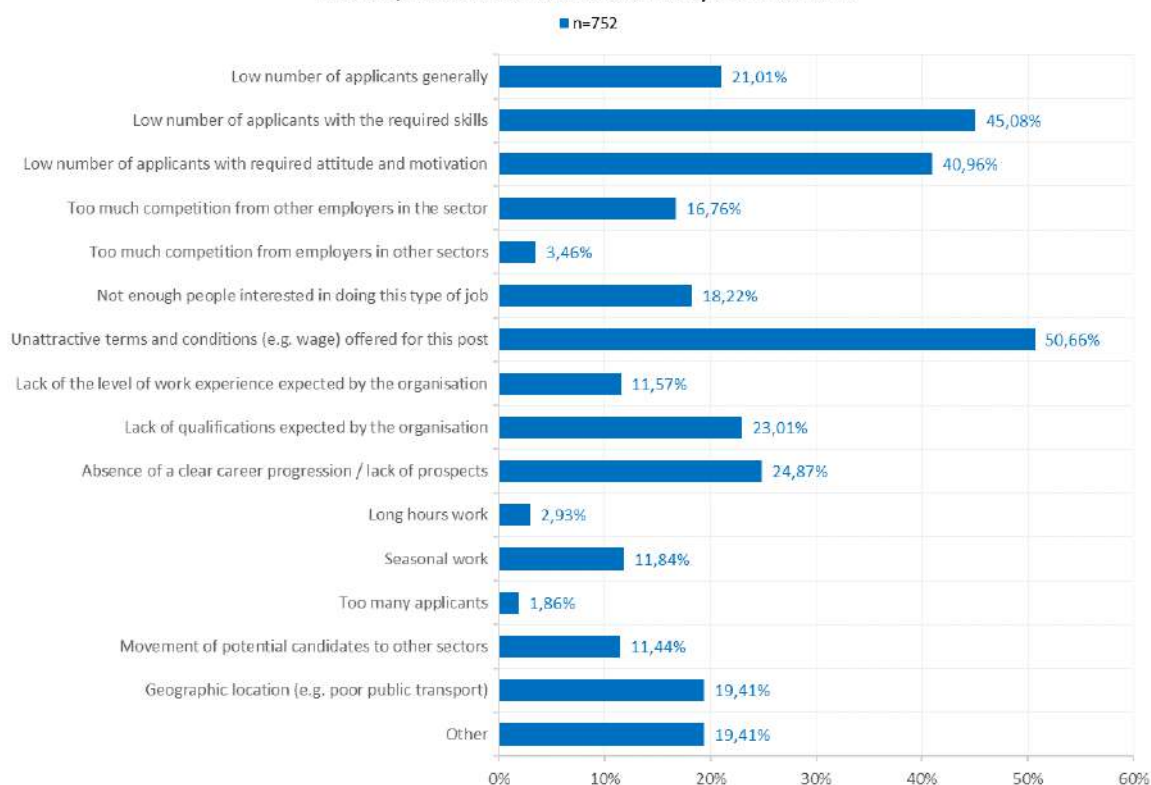


If yes, could you please indicate for which occupation(s)/role(s)

n=254

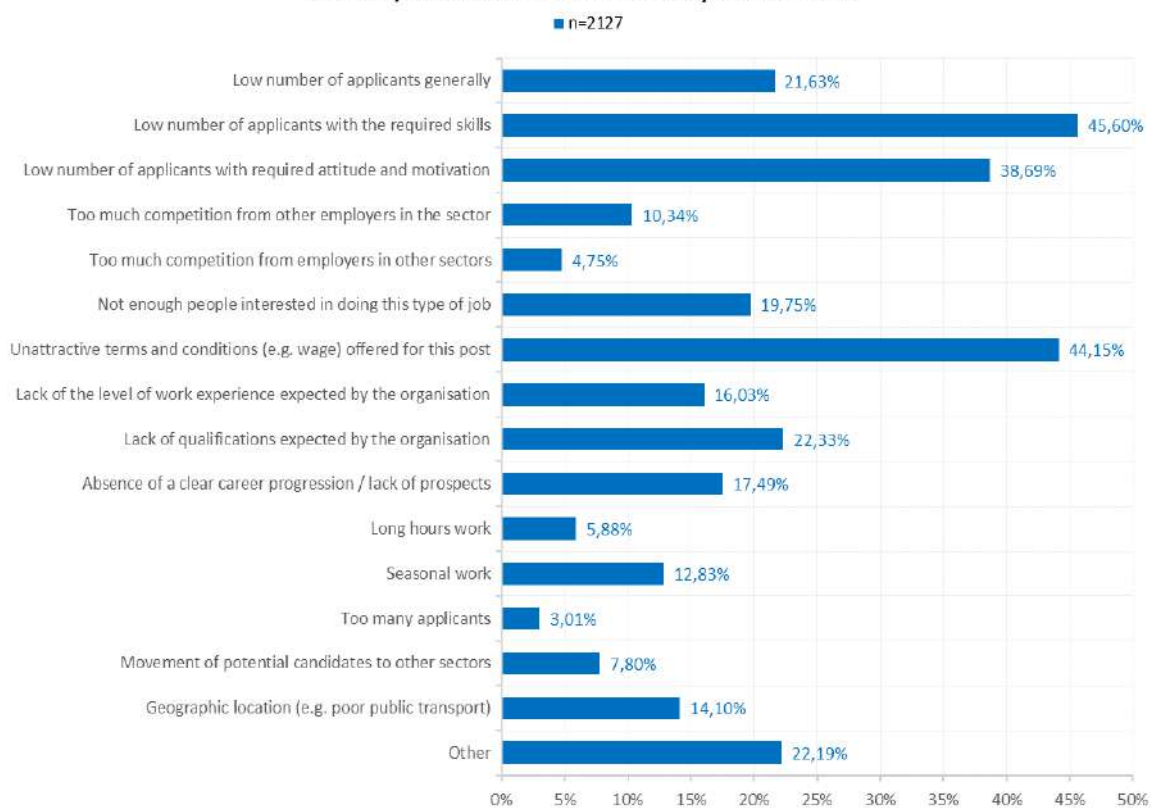


What are/were the main causes of difficulty in recruitment?



At the European level

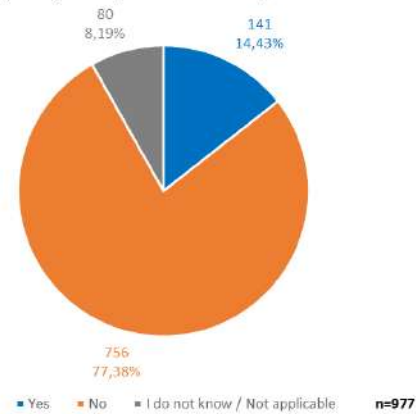
What are/were the main causes of difficulty in recruitment?



Confirmation of the other responses. The employer are quite coherent. The profile of a job is a coach (sport instructor), not well paid due to the status of the association.

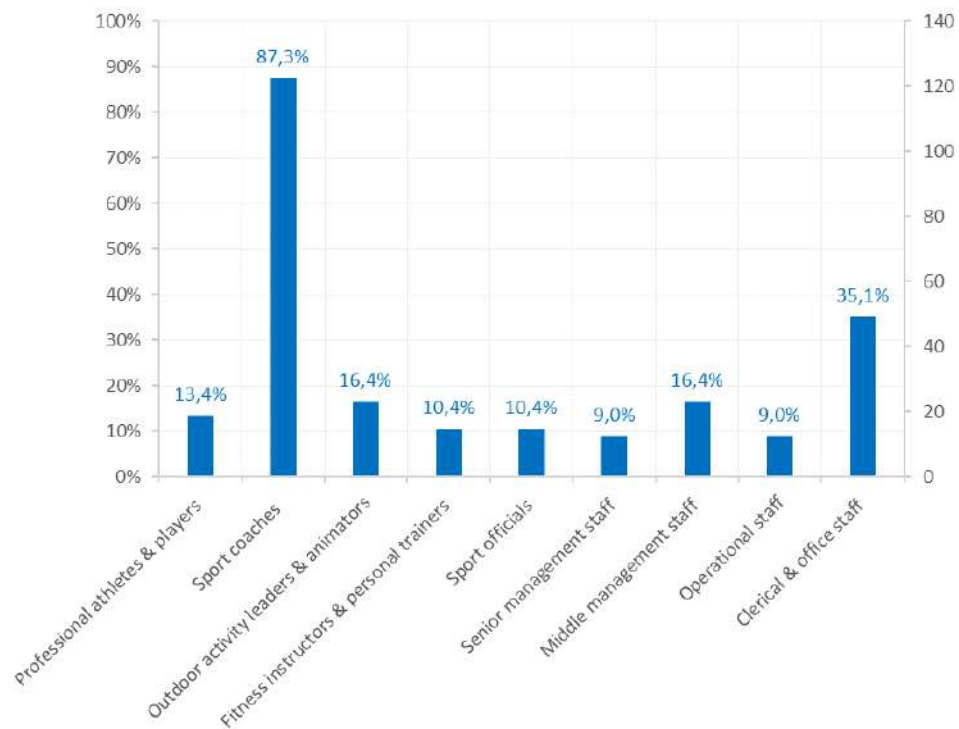
29) Current staff vacancies

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

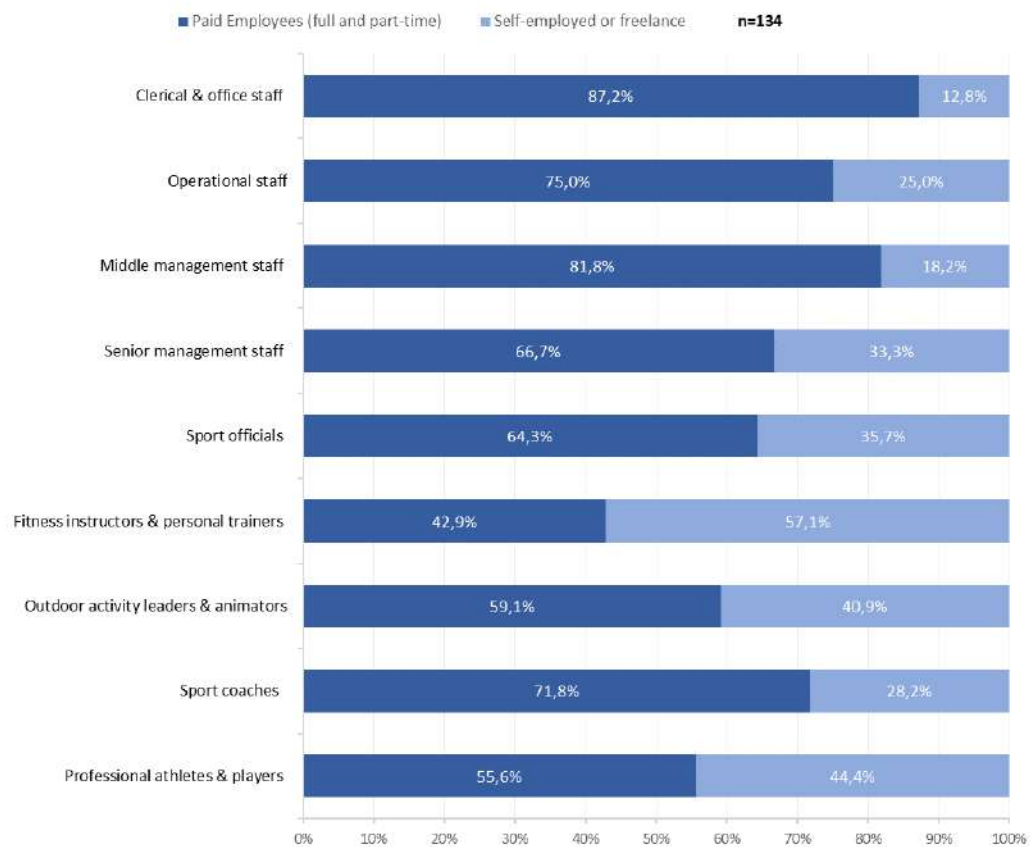


If yes, could you please indicate for which occupation(s)/role(s)

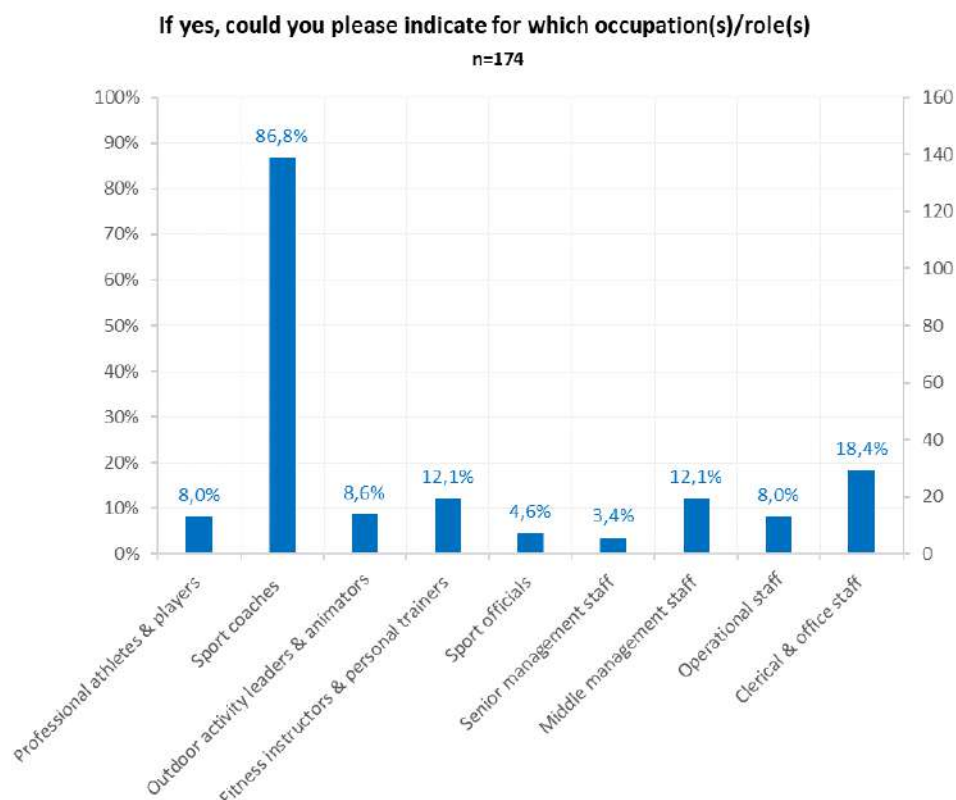
n=134



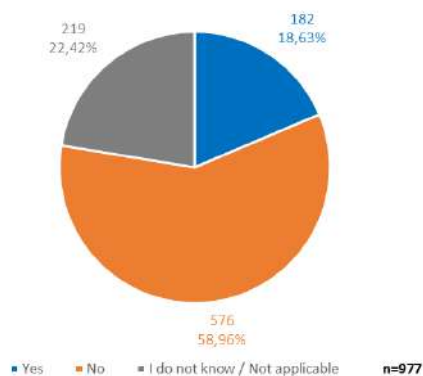
If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract



30) Difficulties retaining paid staff

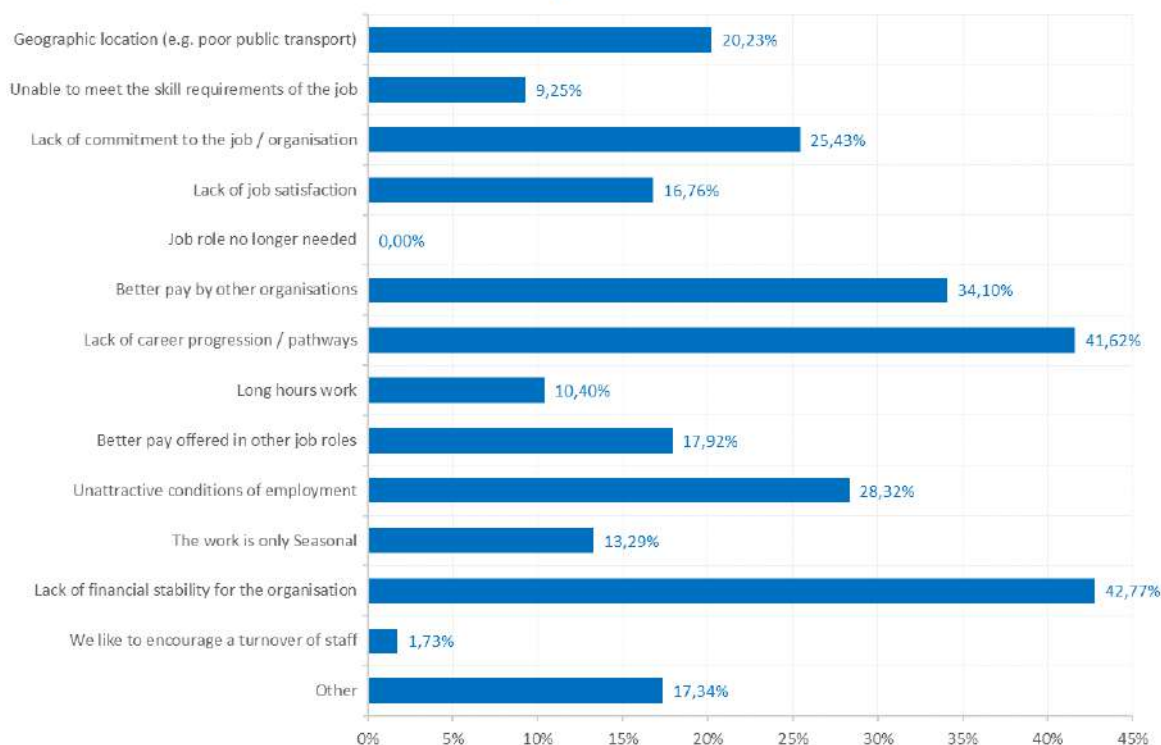


Are there any particular occupations in which you have difficulty retaining or keeping your staff?



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

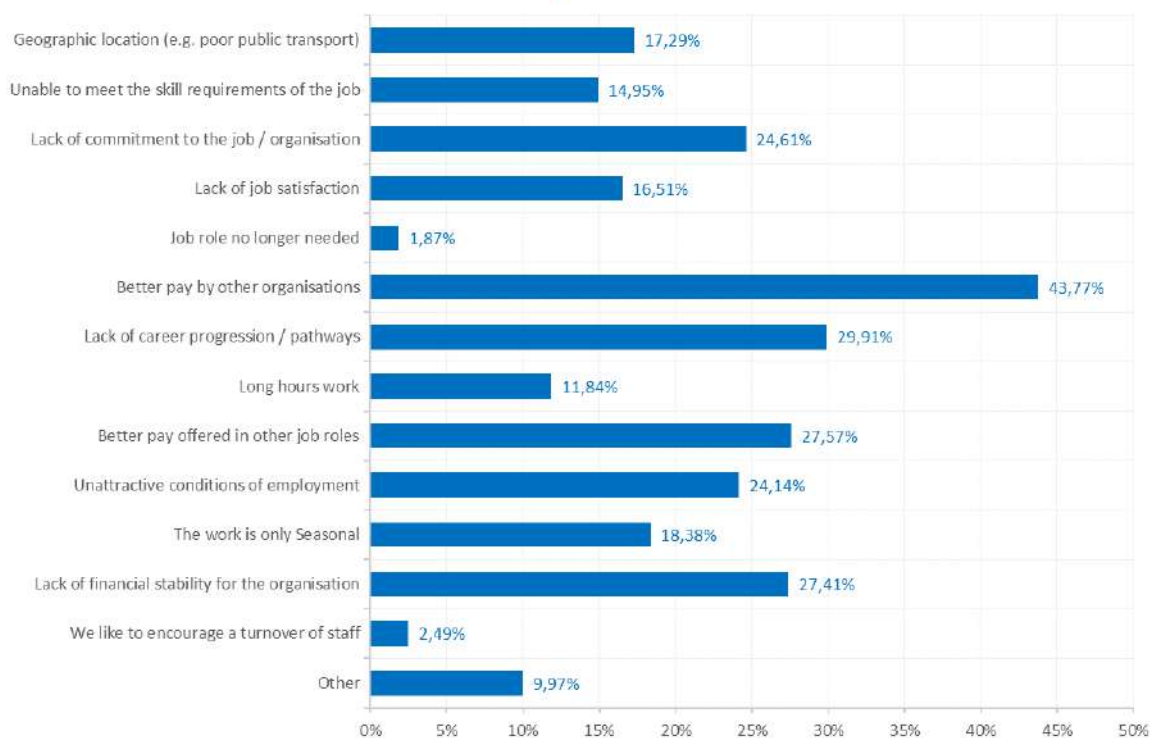
■ n=173



At the European level

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

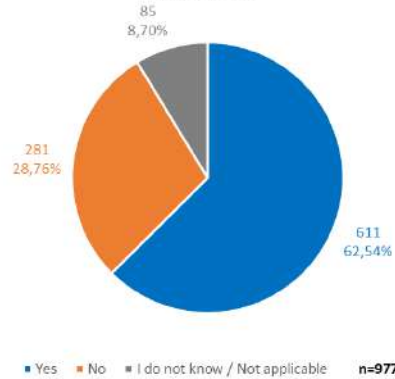
■ n=642



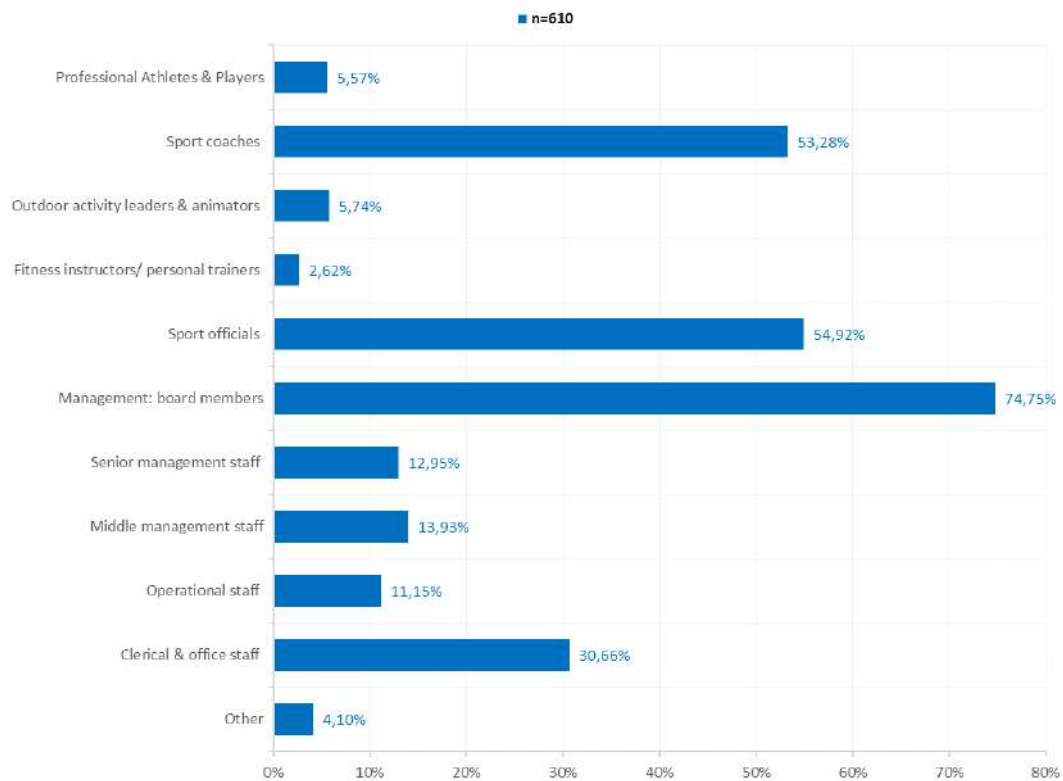
To be paid doesn't mean to get an occupation with career perspectives!!!! Especially in France.

31) Engaging volunteers

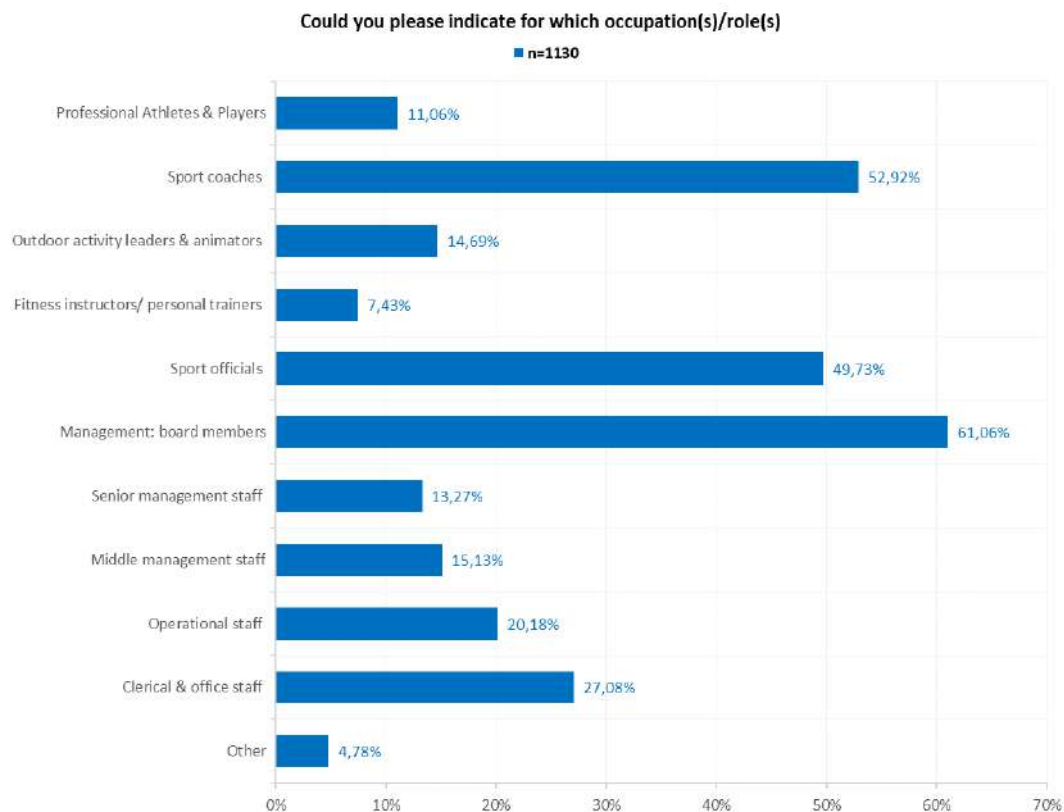
Does your organisation have any particular problem in engaging volunteers?



Could you please indicate for which occupation(s)/role(s)



At the European level



We find that all the answers to these questions converge.

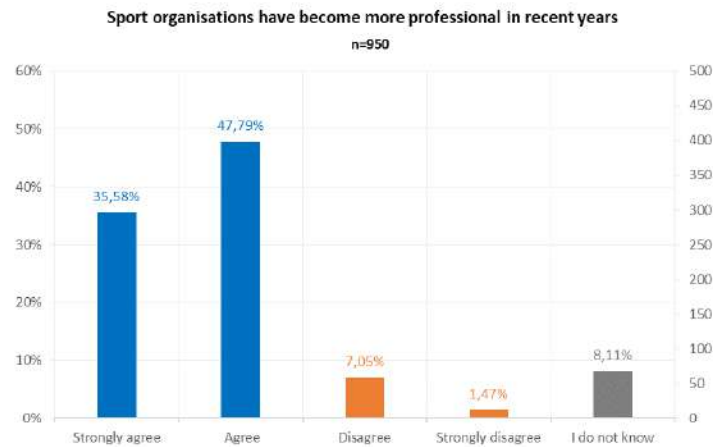
The employer is overwhelmingly an association that finds a way to pay someone to supervise practitioners.

As a result, the major employment is really the sportive supervision within an association with all that it means

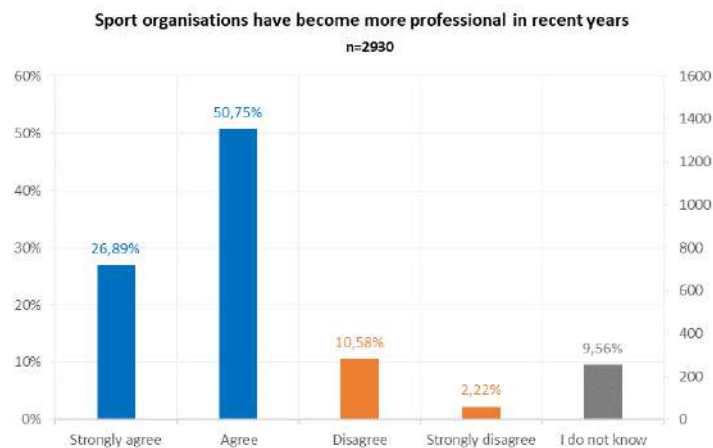
- ✶ Strong demand for technical skills related to the practice itself
- ✶ Lack of long-term employment or career prospects
- ✶ Potential competition with volunteers on these skills
- ✶ Difficulty separating employment from volunteer commitment (number of actual hours of work)
- ✶ Difficulty to extend the skills beyond these first aspects so difficulties with the specific public expectations (disabilities), with the loyalty, with the issues of cost of practices
- ✶ Jobs mostly occupied by young people for very few years

We can confirm that sports employment is not yet a mature employment since the economic sector has not been founded on the basis of professionalisation. The transformations are very slow and that is why this questionnaire confirms many points and does not reveal new data (before reprocessing)

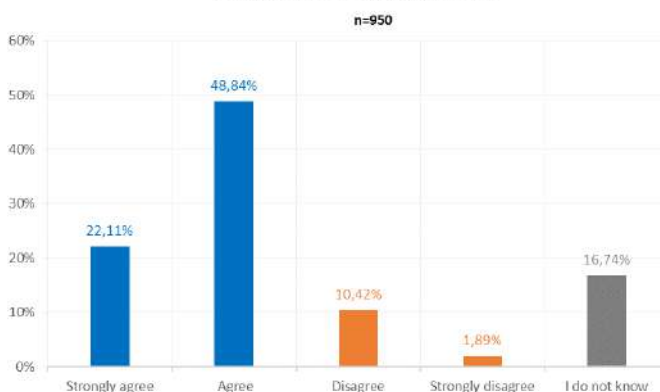
A total of 27 statements were proposed to the respondent which was asked to indicate her/his level of agreement with each of them from “Strongly Disagree” to “Strongly Agree” (5 scale options).



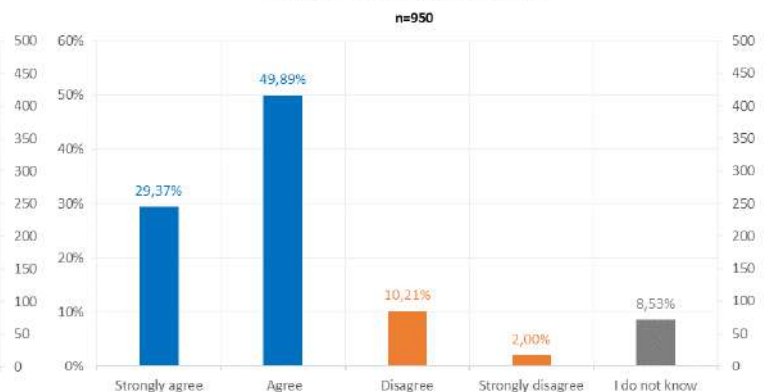
At the European level



The Sector is changing and evolving, as a result the skills needed by those working in the Sector will change too

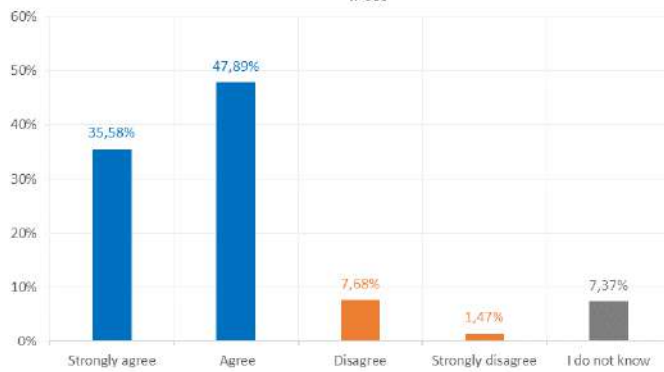


The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive



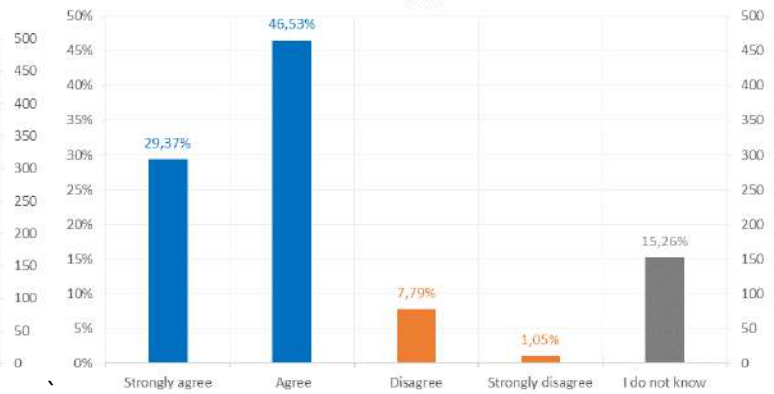
More effort is needed to make Sport and Physical activity more inclusive in attracting participants

n=950



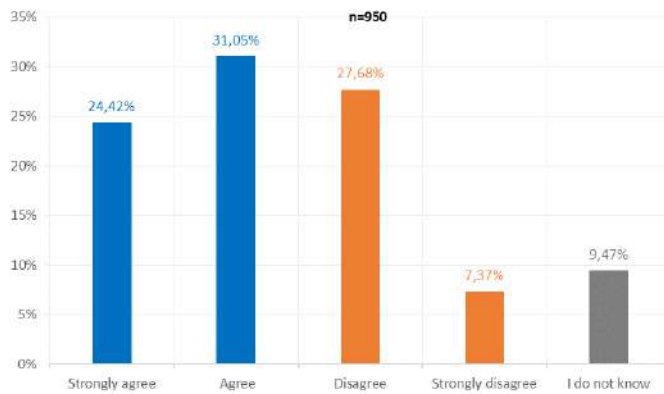
Improving governance should be a priority for all sport organisations

n=950



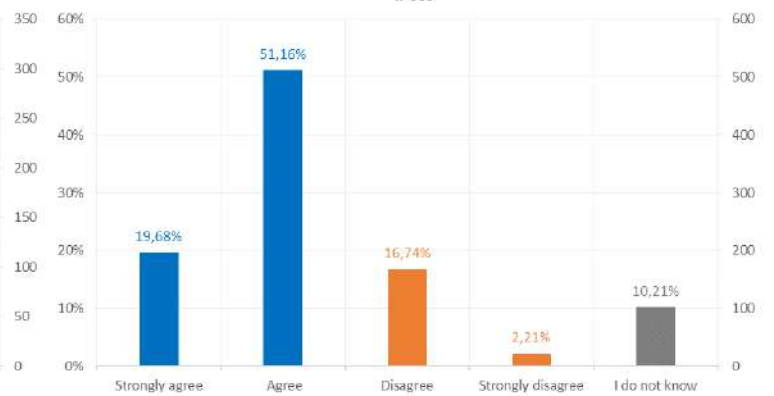
Customer service is poor in sport and physical activity facilities and clubs

n=950



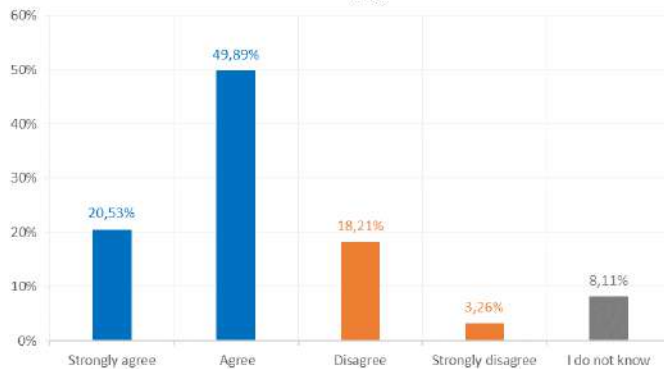
The skills required in our organisation are changing

n=950



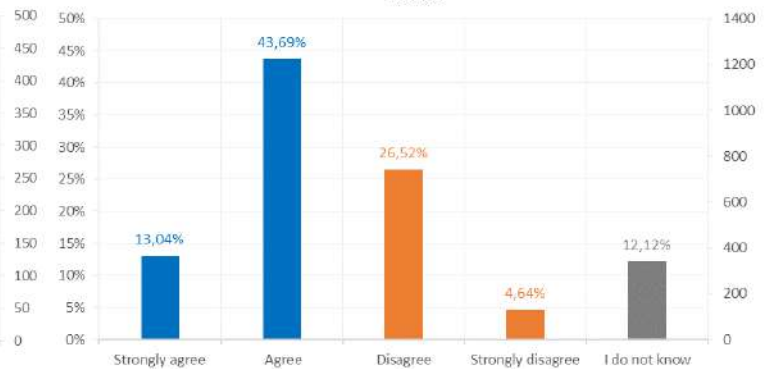
Work experience is more important than qualifications when recruiting paid staff

n=950

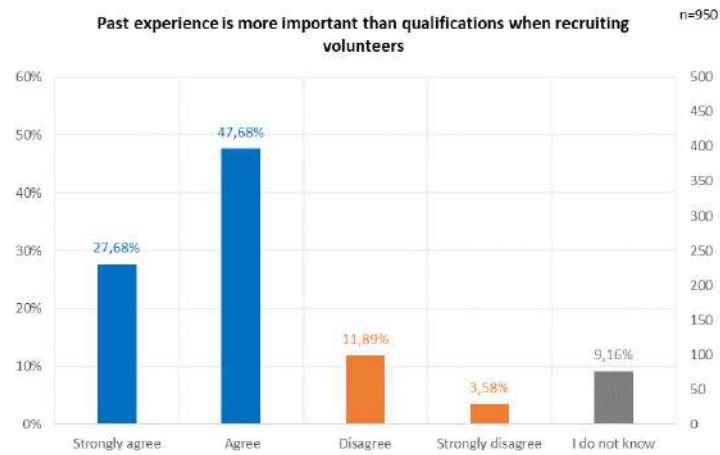


Work experience is more important than qualifications when recruiting paid staff

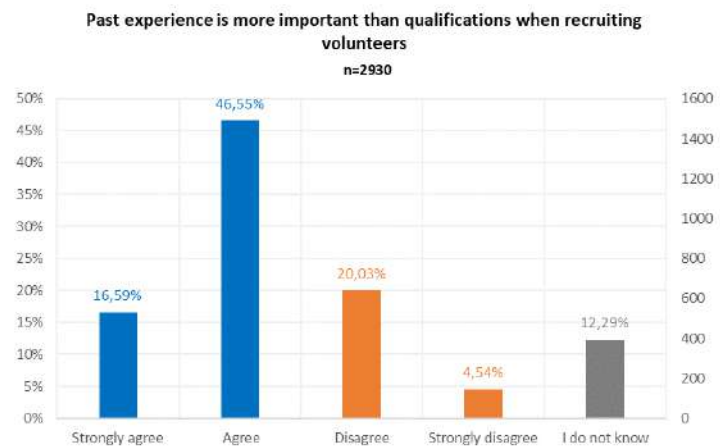
n=2930



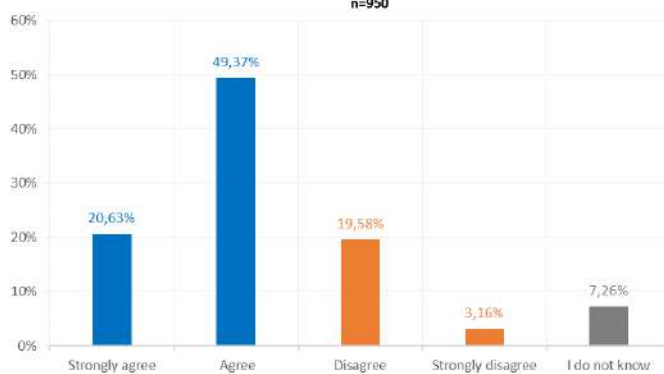
At the European level: we note some significant differences showing some fears to recruit paid staff.



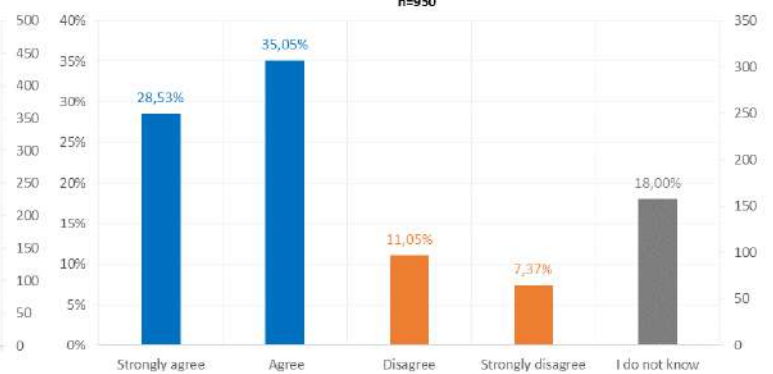
At the European level



Attitude and personality are more important than qualifications when recruiting paid staff
n=950

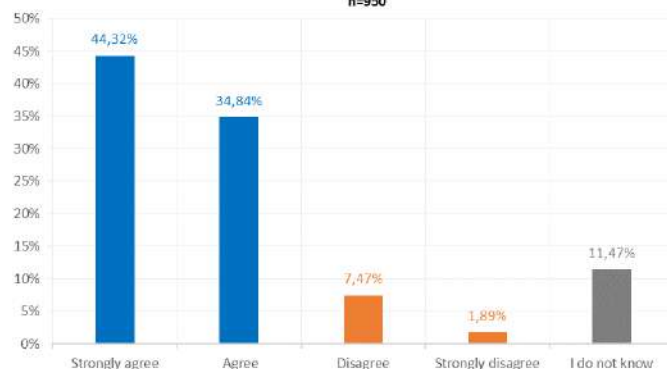


Expectations and priorities from national Government on sport organisations are increasing
n=950



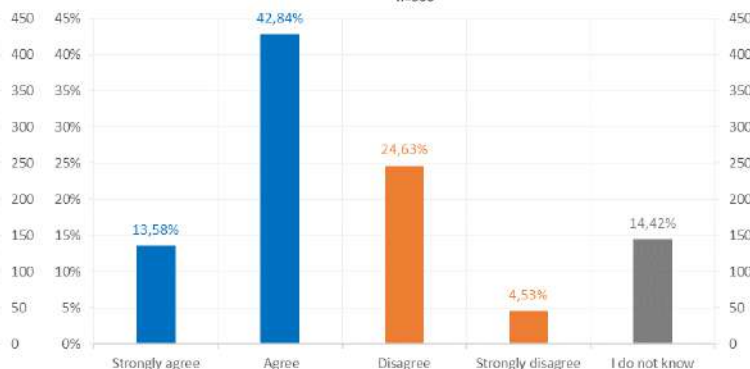
Expectations and priorities from national Government are causing our organisation to change

n=950



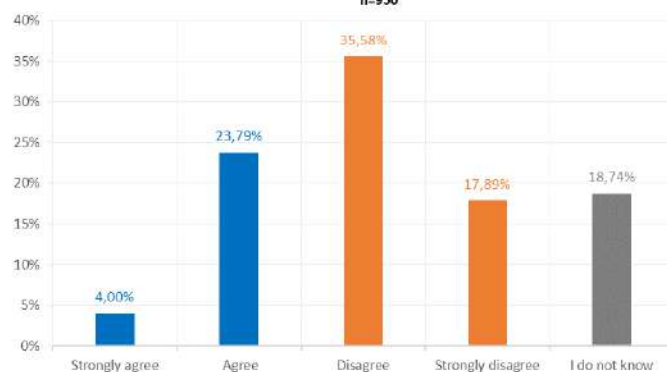
It is not easy to progress from a technical role (e.g. as a coach or instructor) to a management position

n=950



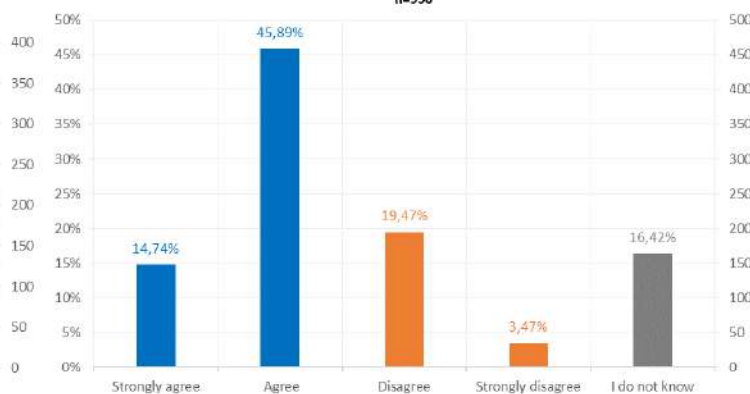
It is easy to find and recruit people with the right skills to work in your organisation as paid staff

n=950



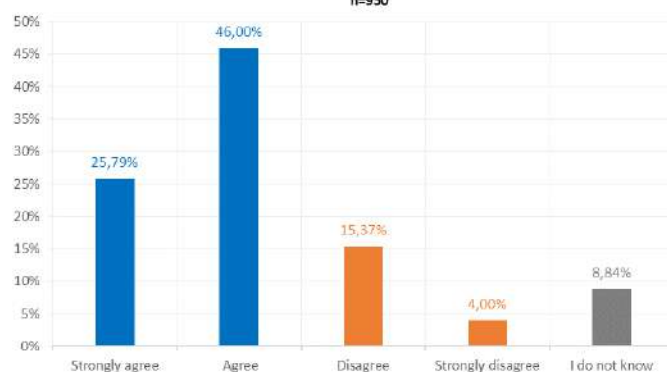
You find your staff are willing to train and develop themselves

n=950



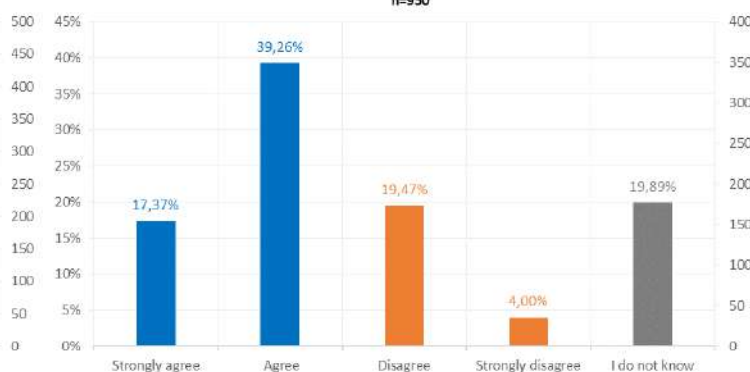
It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer

n=950



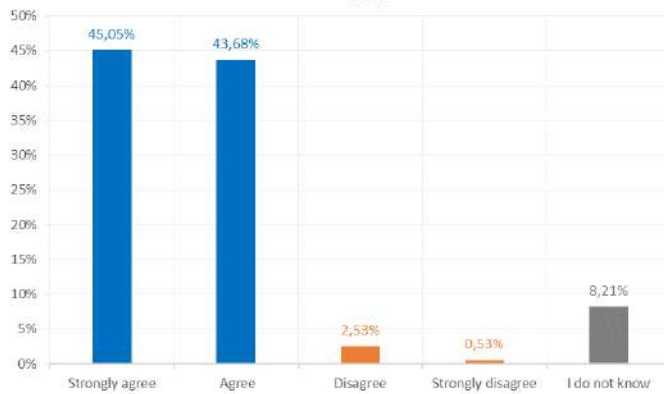
In the future there will be a demand for a better qualified workforce operating in sport organisations like yours

n=950



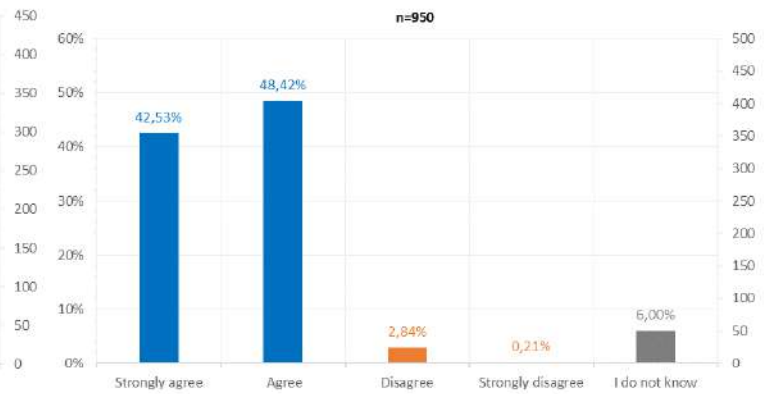
Effective governance is important to your organisation

n=950



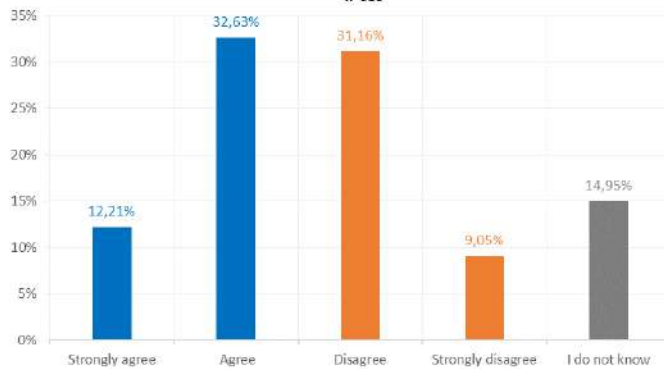
It is important that your staff have access to on-going training to keep their skills up to date

n=950



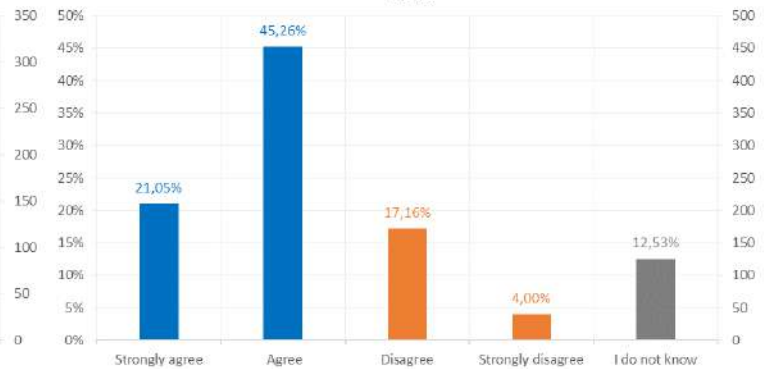
It is difficult to find relevant continuing professional development (CPD) courses for your staff

n=950



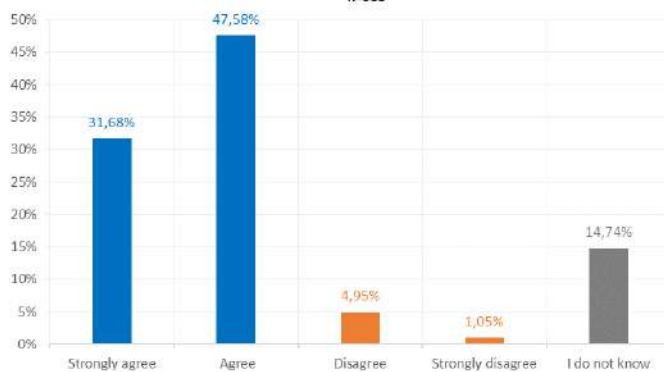
New training courses are required to meet the training needs of organisations like yours

n=950



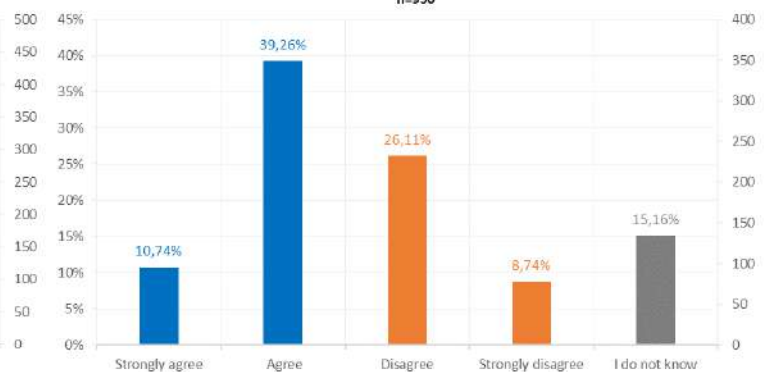
Universities/training providers should work more closely with organisations like yours

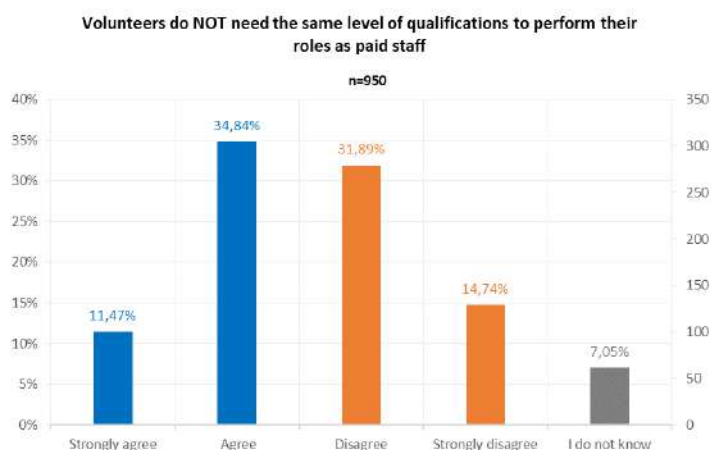
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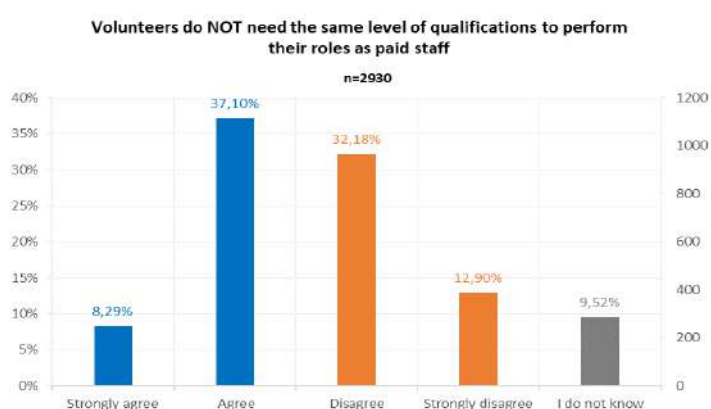
There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression

n=950

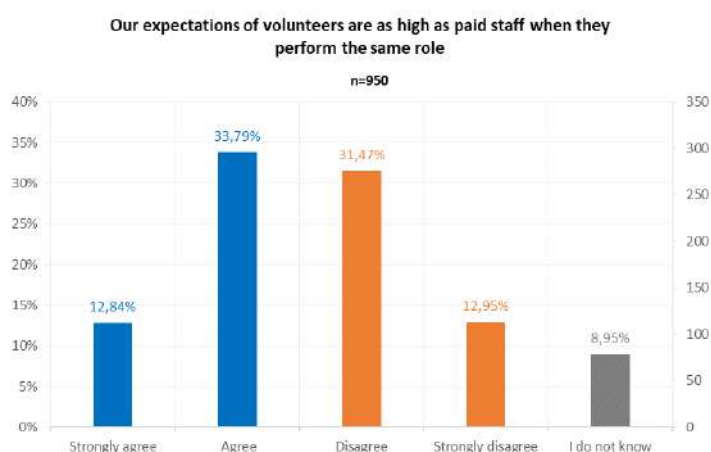


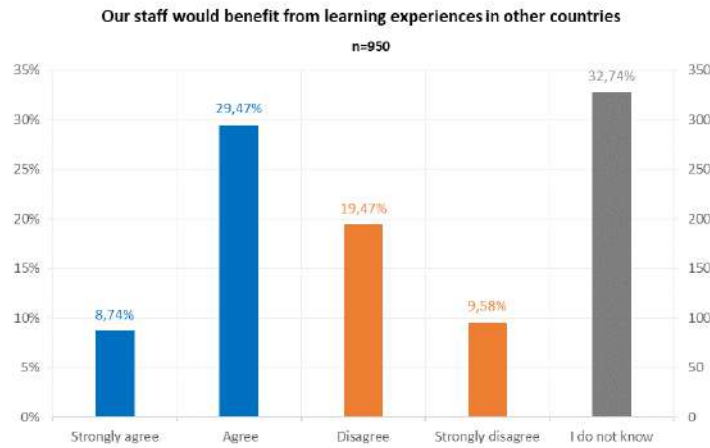


At the European level

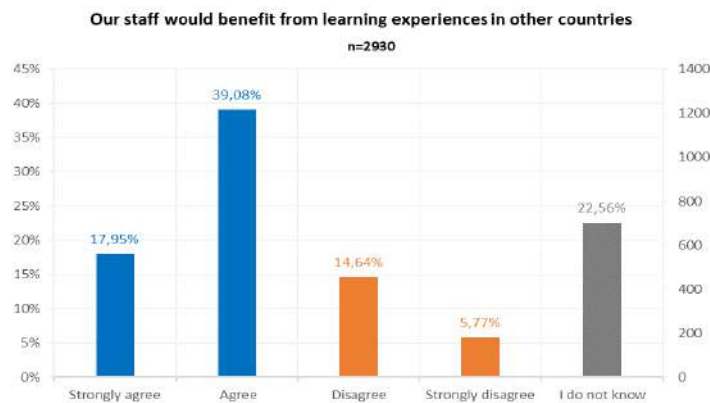


It's an important question.... The balance between the responses proves a difficulty with the vocational issues. Third of the employers declare the same level of qualification between volunteers and paid staff.



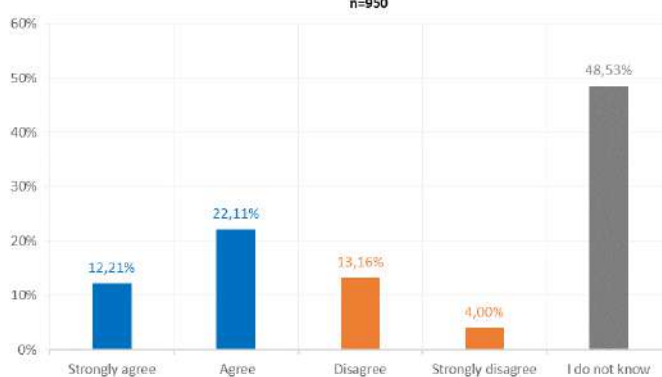


At the European level

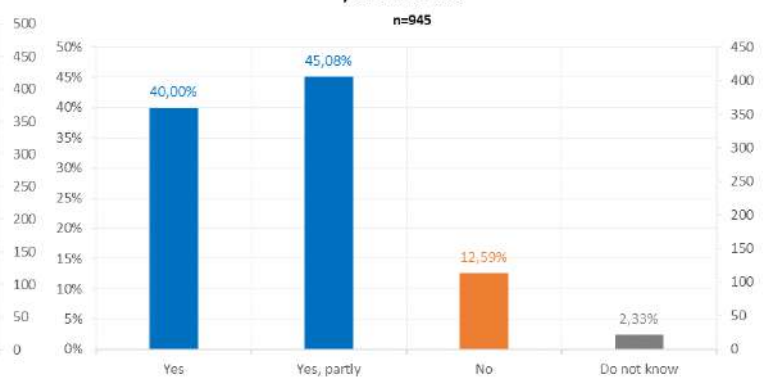


This figure show a specific French position of the employers. Do they estimate the French level higher? Are they afraid of broader experience?

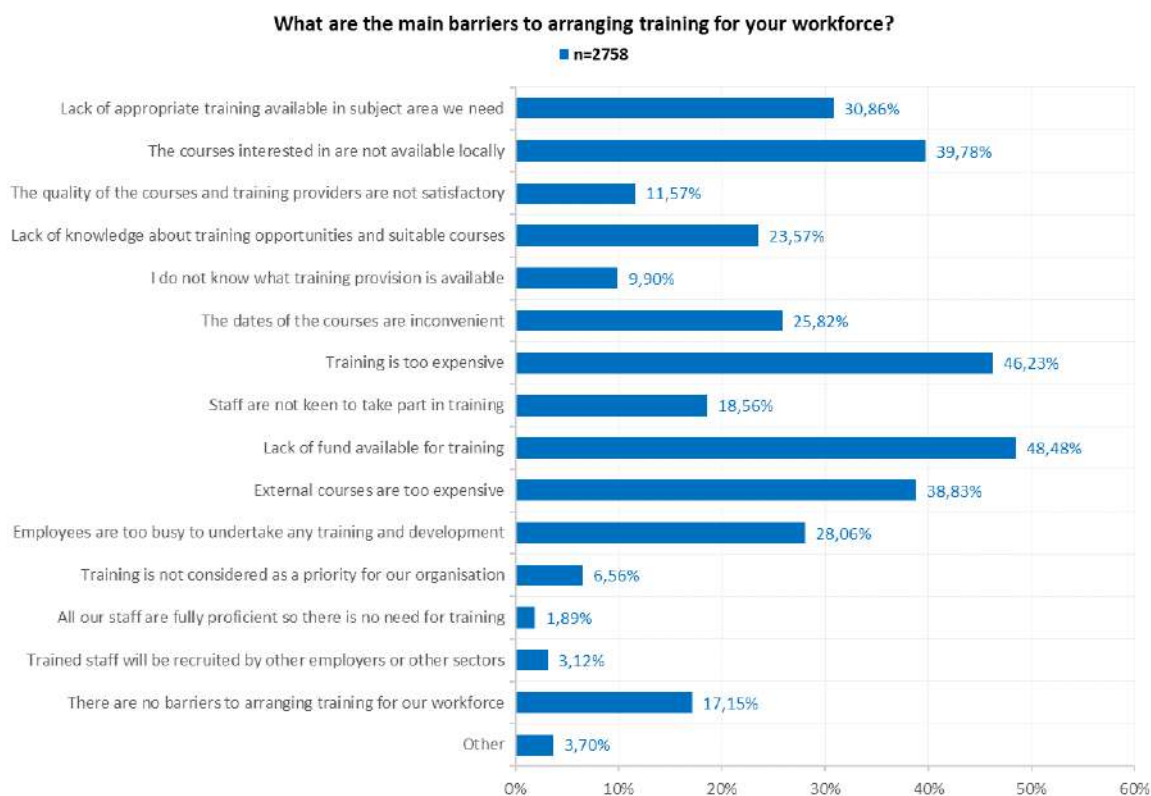
It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable
n=950



Does your organisation regularly review the skills and training needs of your staff team?
n=945



Responses at the European level





ESSA-SPORT

Improving the Supply of Skills to the Sector

8

REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS

The first part of this work gave rise to an intermediate conclusion in 7 points. We do not repeat all these points, but following the French and European survey of employers, we summarise some aspects of the conclusions of this report.

We do so because of the very large number of French respondents, which means that we can consider the results as significant for employment in the sector in France as well as for its structure.

a) A "non for profit model" as a basic model of the sport sector in France

The most important point, which serves as a guide to interpreting many answers, is the very structure adopted for a very long time to meet the needs of physical activity and / or sport of the population. This is a very powerful basic model. Even if the evolutions are strong and the tensions important, these works show that this base remains present, and not only in philosophical terms. The study confirms, for example, that this response is 90% of an associative nature (Non for profit) in France.

The sports sector operates on a model whose primary purpose is not to respond to an economic need to benefit from it, in the traditional sense of the term, but to the collective will of a social group to build and live a project the most often through sport and as much as possible outside the economic sphere. It is a model based on a philosophy of "living together", the essence of which is amateurism, disinterestedness and the transmission of practices to practitioners by practitioners. French society has always encouraged this dimension through its organization in the name of the transmission of educational, moral and civic values. The concept of public service delegation is a good reflection of this philosophy. Whether it's club subsidies, the price of licenses, management or selfless supervision or the place of children and young people in this system, we have here the keys of reading which had only little evolved in recent years and whose traces are still very present in the results of this work.

This template provides very consistent interpretation keys for many questions. For example, it helps to understand that access to the occupations and jobs is most often very specific to other economic sectors. In the sports sector, it is the sports associative practice that is most often the basis (practicing, directing ...) and triggering the training process, from a practice, form of passion. From there, very different forms of professionalisation take place and above all very marked by these modes of entry. The texts also evoke "to earn money with supervision" to describe the activity and not primarily the notion of occupation.

This helps to understand that the required or recognized skills of volunteers and employees are also close. The professional is sometimes considered to be a volunteer who is given money, but who basically performs the same functions and with the same requirements.

It also allows us to interpret the weakness of working time, which typically remains the place of activity of an associative structure. Finally, it allows us to interpret the orientations taken for a long time to develop the qualifications. It should be remembered that the strictly professional qualifications were established in 2001 and that previously federal qualifications (for volunteers) also allowed in certain cases to let collect money.

We thus see that the answers given in the study confirm the permanence of a fairly typical profile of employer structure and the type of employment in the sports sector in France, quite far from the profile of other more traditional professional sectors.

This permanence is logically maintained by the organization of sport, resulting from this associative NFP base. The traditional associative model is one that has taken charge of the organization of sport and

competitions through federations and the sports movement. This organization and its governance remain largely driven by the values of disinterestedness and volunteerism since the federal model is also based on the associative commitment. This model is finally reinforced by the position of the State and the communities that accompany, foster and assist the development of this type of activity.

The comparison with the data collected at European level shows significant differences on these points. It seems that this associative identity is less marked on the European scale, everything being very present. A detailed comparison of the country responses will be needed to determine which dominant and distinct models are responsible for these differences.

An indication consists in observing the responses according to whether they come from employers of small structures or from large or even organizational structures (leagues, committees, federations). If the low-level structures remain very close to the basic model, we see strong evolutions when the answers come from larger or more engaged structures on high-level sport.

The French sector thus remains extremely composite and heterogeneous in its way of existing and developing. If the basis and the way of thinking of the employers remains on this foundation, the experiences and the engagements are very different according to the sports disciplines, the public concerned, the types of structures or the level of practice

b) An interrogation and a tension on the sport sector

The elements we have identified attest to important trends that have been challenged for 20 years. The establishment of professional certifications, the establishment of a social dialogue, employers' unions, a branch are elements that have put and still put this basic model in tension. Recent developments in France in terms of state aid to federations show that this tension and this evolution continue or even accelerate.

This work shows that we are staying in an intermediate phase known as “professionalization process”. The structures are still mostly weakly employing, the contracts are short, the careers short, the qualifications not very general, the regulations very strong ... All these elements are already well raised by a set of works (VPPEC sport for example). There are some key points that have already been raised to analyze this tension in the sport sector.

The underlying trend remains an increase in the demand for physical activity (new audiences, feminization) and there is no sign that this trend could stabilize. On the contrary, the indicators suggest a strengthening of this development trend. But the development of this demand is not at all linear and, on the contrary, shows relatively disruptive and centrifugal tendencies. By centrifugal we mean the movement away from a model considered central and from which structures, governance, diplomas and training have historically been organized. This trend is disruptive because it is not the transformation of one model for another but a progressive transformation of the components of a model without it going in the direction of another new set a priori coherent. Some breaks are then all the more difficult that they are not predictable.

For example, it is important to analyze all the paradoxical data that, behind this demand for adult activity, the sedentary lifestyle of young people is now a fact and a threat in terms of health or in terms of knowledge (knowing how to swim for example)

The question is not only the response to a request but also the participation in important societal issues, which complicates the problematic

Some characteristics of the historical model

A- The model is a so-called self-centered practice, which exists mainly for itself (we do athletics for athletics). This is based on performances, competitions and institutions that organize it and with means to make it sustainable. It is the organization of teams, championships, a national and international framework consistent in the service of a discipline that ensures a common cement between all the practitioners and their performances.

B- The central model is a traditional practice in the sense of a "game model" relatively stable for several decades, set by rules, competitive models, flagship events and specific places.

C- Finally, the model is a voluntary social model in the sense that it is based on a disinterested, if not voluntary, project. The associative sports club is the archetype of this model since it remains the unit that allows competitive practice as well as social representation, training or the protection of values. It is the vehicle of a role assigned to a coach or educator with leaders and volunteers who come together on this basic model.

Centrifugal and disruptive tendencies characterize effects on these three levels of the initial model, sometimes combined.

A- On the first level, we find "service effects". Sports activity is thus an explicit means of achieving a main goal other than the practice itself. Health, leisure, well-being, tourism, social action, or other goals place the sporting activity as a support for other objectives and which distance or transform it.

B- On the second level we notice effects of successive modifications of the models of practices. We talk about derived practices (from volleyball to beach volleyball, skiing to all other forms ... surfing, sailing etc ..). This is characterized by the fact of going out specific places (the off stage) to go to places not instituted (wilderness or the tarmac of the city) to change the rules (number of players), to introduce criteria of dress without link with the performance (beach volley, surf riders), to change the very places of practice ... These practices can also come to the risk, the danger, the only show (seen or put on line). Spectacularization is a very powerful centrifugal force ...

On the last level, the model of a sportsman trained in a club evolves towards a more autonomous athlete, towards distance training (internet), towards forms of more ephemeral and more spontaneous groupings of the practice (trek). It is also an economic model that goes from volunteering to the professional relationship and forms of independent employment (uberisation phenomenon).

On this last point, it is important to emphasize that this is the reason why these evolutions of practices are economically profitable and the structures are thus solvent. We pay for a service and the relationship is based on it and not on a shared and disinterested form of project.

The consequences of these trends create very important tensions for the sector and the speed of the transformations described above increases considerably, we do not go towards a reduction of these tensions if the answers remain the same in terms of structuration and skills of staff.

The answers to be provided concern the following points

The perimeter of the sector is no longer limited to sport and nearby activities. This fact is not new, but the evolutions have so far been contained and the sports movement has managed to integrate all the major components of physical activity (affinity federations for example, sport for all ...). The economic sphere of physical activity and sport is no longer just that of sports but a wider sphere with other visions and values (equipment manufacturers, bets, lotteries, tourism, entertainment)

This ability to integrate these aspects and the evolution of the sector is one of the key keys to foresight. There can be breaks and the creation of distinct sectors (outdoor, fitness, football ...)

This study indicates in several places that one of the essential questions lies in the ability to "qualify" structures and people. Demand for physical activity and sport is shifting and creating quite powerful deskilling effects. "Lack of qualification" does not mean that we do not know how to do it anymore, but that we do not know how to respond to new needs.

This analysis has already been made and it is very interesting to note that this transformation that is taking place itself generates significant tensions at all levels. For example, the French employers note that the future needs the answer to these needs and new requests and they note that the skills of the supervisors do not correspond or not always (weak capacities of support of the specific publics)

We also note the persistence of the place of the volunteers in the "Heart of occupation" of the sports coaching, but not only. This creates tension within the structures between those who wish to remain on the traditional model and those who wish to evolve towards an economic model. Sometimes, there is an economic function of certain activities (leisure, service) to allow the maintenance of another non-economically viable activity such as competitive sport. The term is the solidarity of practices.

It is thus not to stigmatize volunteering (the system could in no case do without its volunteers), but to understand what it can involve an attachment to a model that is the one that founded the commitment to These persons. The volunteer does not only bring his time and his skills, he also brings the vision that is the one that led to this commitment.

The French system, especially after the crisis of 2008, emerges from a situation of support by the state to demand that physical activity and sports enter a self sufficient (sustainable) organization and economic model.

We are thus entering an era where the sector's response to needs will have to take into account demand adjustment criteria (qualification criterion) as well as solvency criteria (decrease in public action).

The question remains a problem of more or less rapid transformation of all the components of the sector. The risks of bursting are important if these transformations are not relevant, that is to say in adequacy with what creates them. The integration of new modalities of practice, the establishment of adequate human resources, new economic and governance solutions are all points that should not be treated by forms of surface integration, but by in-depth actions.

The professionalisation of the sector in the sense of a traditional wage-earning is no longer the single heart of transformation and adaptation of the sector

An important example of the tension on the sector is the special place of high level sport and professional show. The analyzes carried out above are based on a model whose high level initially represented the top of a single pyramid. Professional sport and high level are now almost specific spheres and independent from the point of view of organization, structuring and occupations. And yet, from a symbolic or even political point of view, the high level of sport represents a considerable stake for a society. The holding of the Olympic Games in France in 2024 is an excellent example to understand that we are here in the presence of a very specific sporting challenge at the same time as a unique opportunity for accelerated transformation of an entire sector and its place in a society. This fact is quite characteristic of the ambivalence and difficulty of defining a sector as much as ensuring a certain homogeneity. Indeed, sporting results remain, in the symbolism of a pyramid, as the consequence of an organization and a training of the people since the young age. At the same time, top-level sport analyzes success in terms of

the hyper professionalization of its actors. The consequences on the sector are decisive because they can lead, in addition to fractures, serious mistakes of representation, its skills, occupations and jobs. The young people who hold the salaries of Foot ball players as an indicator of the sports professions never do more than pointing out the differences of realities within the same set.

This chapter of professional and high-level sport should be remembered as a significant element of the need to find internal solutions to avoid fragmentation. Beyond the themes of solidarity of practices between different levels of sport, beyond social issues of doping or violence, physical activity and sport is indeed the common factor of the same set. It remains to determine the operational conditions.

This shows that the moment is not the negation of such tensions. But the introduction of radical solutions that would bring out specific sectors to reduce them would be even more dangerous because they would probably destroy the ability to use these physical and sports activities as positive social values.

c) 2- Skills and occupations issues

This question remains central, beyond the issues of sector perimeter. It crystallizes a majority of the challenges. For the record, there are more than a thousand qualifications that exist in the sector, not counting all the federal qualifications of the various federations.

The situation is also complex because of the diversity of awarding bodies, as there are four, higher education, ministry in charge of sports, branches, sports federations. Although the will remains that of complementarity, competition issues are not totally excluded.

The study shows that the face-to-face dimension (coaching for education, education, performance or maintenance) remains the primary concern of employment and employers, while the decomposition of employment in the sector shows that face-to-face does not represent such a proportion (only 60% of employment)

This phenomenon is greatly amplified in France by a tradition of regulation by law (the professions of sports supervision are professions with regulated exercise) which focuses the attention and which creates confusion between the right to exercise and competence. A professional card is based on the security guarantee but does not say anything about the exact skills. However, attention is more focused here than on competences frameworks that describe professional skills. The work currently underway in France on the theme of a change of benchmarks also show that issues related to the framework are considered in many places as symbolic markers (dangerousness of a practice, technicality, attractiveness ..) seems to have consensus to perceive a need for change, but directions to take are not consensual

This focus on "practitioners face to face", on the impacts of this or that regulatory form as well as the effects of multiplicity of qualifications must be compared with the central and disruptive trends that we have described. The survey of employers, however, clearly shows the perception of these changes and their impact on the skills expected in the sector.

The challenges of a "non-profit" associative model and a classic economic model could nonetheless cross. Regarding supervision, many observations point to the fragility of practitioners commitment (lifetime of a license). The study notes that 60% of employers think that it will take more qualification to assume the missions. At the same time, the keys to reading the competency remain the factors related to the practice techniques and therefore to aspects that are extremely non-transversal.

It is therefore likely that the objectives set for the supervisors and what will constitute the expected qualification will have to evolve significantly. If the safety of users and practitioners remains a sovereign

requirement, the competence to retain an audience, the ability to respond to a variety of expectations and audiences, the ability to design new offers of practices, openness to practice time and new modes of relationship will be indispensable guides.

The traditional issues of disciplinary or multidisciplinary, versatility or specialisation will have to be overcome for the benefit of competent stakeholders in need segments. A segment of need can be formed on a basis other than a sports discipline: for example, to translate a capacity to take care of a very young public with clear goals of loyalty. On this principle, the high-level performance is a clear segment of need, the physical conditioning or the accompaniment to the physical condition is another segment. On line coaching could also constitute a segment

A fine analysis must be conducted on these points to guide the qualification of structures and people.

These different forms are not alternatives or competing with the life of an association, but they define another form of professionalism, much more distinct and above all close to the traditional model of training supervisors from the pools of practitioners.

We could say here that it is indeed the new conception and building of a business that is no longer a coaching earning money, but the exercise of a specific professionalism. The survey responses describe the requirements of professionalism, including attitude and personality issues.

This does not mean the stop for a relationship to sports techniques or practices, which is also essential for professionalism, but rather the analysis of what must constitute beyond these aspects the specific contributions of a person trained in these occupations.

The other issue is that of all needs that are not face-to-face. They are often overshadowed by the issues of management but also because they are the work of volunteers who import into associations methods, skills and values built as practitioners, but also professionals other sectors.

Employer responses are also illuminating. They often translate a certain vagueness that is well aware of the ambiguity "professional-volunteer" in many aspects (officials, referees ... for example)

Moreover, it is a register where the French answers are quite distinct from the average answers in Europe.

Administrative management issues and more generally those of a form of intermediate management seem to correspond to strong concerns. Should there be specific professionals? Is outsourcing effective?

Here we find the influence of the place of supervision since many professional positions are mixed. In other words, the intermediate management positions are those of people who come from the face-to-face management and who still partially exercise this framework. The skills of "off-the-face" are therefore most often additive skills.

When it comes to volunteers, significant efforts are made to train leaders, but we are still here in the area of additive skills.

When it comes to important events, it should be noted that operational skills (marketing, management, management) are often sought outside the sporting sphere. Sport is a context for outside skills and occupations.

Finally, we note the ambiguity in the responses related to the level of qualification. The question is not one of a general level of studies, but the degree of operationality with regard to expectations. On this subject, the diversity of qualifications shows that several types of answers are provided. As a result, there

is no element of the study that clarifies the need for a European level 3 (French level 5), on an autonomous framework or not, on a general level of studies ...

It then comes down to questioning the operability of the actors and the training conditions (levels, duration) that become consequences.

If the political will to build bridges and complementarity is a fact, field actions do not yet translate this impulse.

Many elements describing what is termed qualification refer to the diversity of actions to be carried out within structures, adaptability and capacity to propose some process of "new products". This argues for the emergence of a more professional form of structures and people in the sense of a breadth of activities and missions, prospective, solvency and permanent adaptation.

Many aspects then come into play, going beyond the usual registers of sports stakeholders, whether face to face or not.

It is no longer a question of making a job of one's passion but of exercising an occupation within a one-person or non-personal organization that will have to take charge of its durability, its development and its jobs.



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9

**NATIONAL
CONCLUSIONS**

9. NATIONAL CONCLUSIONS

At this stage, these elements of report and interpretation can constitute some points of reference for a common analysis. This does not have the status of recommendation but many possible tracks in view of the opinions of a sector.

They are not intended to only works internally to France (which operates elsewhere), but to the participation of France in a reflection led at the European level.

Better description of the sport and physical activity sector

- ✳ Simplify the Nace codes for the sport and physical activities to increase the visibility of the sector.
- ✳ Develop the capacity in statistics to take in account all the categories of sport occupations and organisations in sport and physical activity sector (public, for profit, non for profit, independent)
- ✳ Fight the underestimation of the sport and physical activity sector by specific surveys (for instance dedicated to the specific employment)

Economic nature of the sector

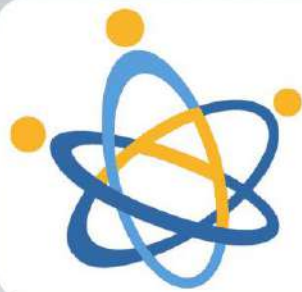
- ✳ Beyond sport and physical activity, get an agreement between stakeholders to describe the main coherences between all the sub sectors (to avoid bursting and reinforce the internal links), reinforcing the sector perimeter

Description of the general practitioners and users needs

- ✳ Describe the capacity of associations or companies to face the main challenges to develop and respond to the practitioners needs (at each level and type of practice)
- ✳ Clearly describe the staff skills expected to face the needs of each user (practitioners...) at each level or type of practice. (from the needs of organization to the needs of users)
- ✳ Describe the main categories of users needs to draw the new competences and occupations expected in the coming years

Sustainability of the organisations and activity

- ✳ Analyse the sustainability of associations or companies to propose them some models dedicated to their development (finances, governance...)
- ✳ Develop a quantitative approach in order to see how many sports instructors, coaches or other are available to respond to a part of population (by region....)
- ✳ Develop some general skills dedicated to the career development
- ✳ Develop some new ways to ensure the security of practitioners by new types and responsibility for quality assurance
- ✳ Develop the life long learning to update permanently the skills needed and expected by the sector



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