



**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**



**Germany**

*September 2019*

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This national report has been produced by the *Potsdam University of Applied Sciences for Sport and Management (FHSMP)* who are a full partner and national coordinator in the ESSA-Sport project, using the methodology and structure provided by the coordinator EOSE.







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# 1

## THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

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

### a) The ESSA-Sport Project

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

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




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

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

### a) The National Report

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

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

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

### b) 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.



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### **c) 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.

### **d) 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.

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#### e) Consultations and conclusions

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

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

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





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# NATIONAL KEY FACTS AND OVERALL LABOUR MARKET



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

### a) Structure of the section and preliminary remarks

The following section serves as a brief introduction to Germany and the German labour market. First, some key facts about the country are given, before second, some basic characteristics of the overall labour market are shown.

### b) National key facts and data

The Federal Republic of Germany ("Bundesrepublik Deutschland") with its capital Berlin lies in the heart of Europe and covers an area of 357,376 km<sup>2</sup> (European Union, 2017). A growing population of about 82.8 million people in the year 2018 live in Germany (see table). This equals about 232 people per km<sup>2</sup>. Germany borders nine neighbouring countries: Denmark, Poland, the Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium and the Netherlands (European Union, 2017).

**Table 2.1) Total population per gender and categories of age (Statistisches Bundesamt, 2019b,c)**

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)				
		Female	Male	0-14	15-24	25-54	55-64	65+
<b>2017</b>	82 792 351	41 948 786	40 843 565	11 171 759	8 683 081	33 451 231	11 776 569	17 709 711
<b>2016</b>	82 521 653	41 824 535	40 697 118	11 048 568	8 746 900	33 712 074	11 504 406	17 509 705
<b>2015</b>	82 175 684	41 661 561	40 514.123	10 881 126	8 777 842	33 975 842	11 240 696	17 300 178
<b>2014</b>	81 197 537	41 362 080	39 835 457	10 686 723	8 653 116	33 762 878	11 006 109	17 088 711
<b>2013</b>	80 767 463	41 210 540	39 556 923	10 642 432	8 702 528	33 785 851	10 783 842	16 852 810
<b>2012</b>	80 523 746	41 142 770	39 380 976	10 682 903	8 792 786	33 779 679	10 553 223	16 715 155
<b>2011</b>	80 327 900	41 097 953	39 229 947	10 773 006	8 850 023	33 804 277	10 297 162	16 603 432
<b>2010</b>	81 751 602	41 639 177	40 112 425	10 941 201	9 136 385	34 716 271	10 113 452	16 844 293
Reporting date each: December 31st.								

Germany was founded in 1949 and is a parliamentary Federal Republic with a chancellor as head of government and a president who has primarily representative responsibilities. Since reunification on 3 October 1990, the Federal Republic of Germany has been consisting of 16 federal states (so-called "Bundesländer" or "Länder"). They each have their own constitution and function largely autonomous in view to their internal organisation.

Since 1 January 1958 Germany has been a member of the EU, since 1 January 1999 a member of the Eurozone and since 26 March 1995 a member of the Schengen area. Germany has 96 seats in the European Parliament. The official EU language is German (European Union, 2017).

The German economy is considered strong. The Real Gross Domestic Product (GDP) per capita rose over the years up to about 35,900 Euro in the year 2018 (Eurostat, 2019b). The inflation rate (Harmonised Indices of Consumer Prices - HICP) currently amounts 1.9 % (2018 compared to 2017) (Eurostat, 2019a).

### c) Characteristics of the overall labour market

German labour market developed very positive in regard to the employment rate. Out of the German population 43.1 million persons are classified as active population. At the same time, a total of 41.6



million persons are employed (see table). The unemployment rate dropped from 7.4 % in the year 2008 to 3.4 % in the year 2018 (Eurostat, 2019c).

**Table 2.2) Total active population and data on unemployment and employment (Statistisches Bundesamt 2019a)**

	TOTAL ACTIVE POPULATI ON <sup>1</sup> (“Erwerbs - personen” )	TOTAL UNEMPLO YED PERSONS (“Erwerbs -lose”)  (% of Active Populatio n)	NUMBER OF PERSONS IN EMPLOYMENT <sup>2</sup>						
			TOTAL EMPLOYED PERSONS (“Erwerbs- tätige”)  (% of Active Population)	BY GENDER (% of Total Employed Persons)		BY AGE (% of Total Employed Persons)			
				Female	Male	15-24	25-54	55-64	65+
2017	43 261 000	1 618 000 (3.7%)	41 643 000 (96.3%)	19 370 000 (46.5%)	22 273 000 (53.5%)	3 947 000 (9.5%)	28 403 000 (68.2%)	8 111 000 (19.5%)	1 182 000 (2.8%)
2016	43 104 000	1 767 000 (4.1%)	41 337 000 (95.9%)	19 231 000 (46.5%)	22 106 000 (53.5%)	3 898 000 (9.4%)	28 540 000 (69.0%)	7 796 000 (18.9%)	1 103 000 (2.7%)
2015	42 225 000	1 945 000 (4.6%)	40 280 000 (95.4%)	18 788 000 (46.6%)	21 492 000 (53.4%)	3 804 000 (9.4%)	28 094 000 (69.7%)	7 345 000 (18.2%)	1 037 000 (2.6%)
2014	42 029 000	2 088 000 (5.0%)	39 941 000 (95.0%)	18 597 000 (46.6%)	21 344 000 (53.4%)	3 907 000 (9.8%)	27 967 000 (70.0%)	7 101 000 (17.8%)	966 000 (2.4%)
2013	41 790 000	2 173 000 (5.2%)	39 617 000 (94.8%)	18 425 000 (46.5%)	21 192 000 (53.5%)	4 010 000 (10.1%)	27 938 000 (70.5%)	6 773 000 (17.1%)	896 000 (2.3%)
2012	41 423 000	2 217 000 (5.4%)	39 206 000 (94.6%)	18 139 000 (46.3%)	21 067 000 (53.7%)	4 038 000 (10.3%)	27 970 000 (71.3%)	6 390 000 (16.3%)	808 000 (2.1%)
2011	41 308 000	2 393 000 (5.8%)	38 915 000 (94.2%)	18 022 000 (46.3%)	20 893 000 (53.7%)	4 224 000 (10.9%)	27 892 000 (71.7%)	6 053 000 (15.6%)	746 000 (1.9%)
2010	41 885 000	2 944 000 (7.0%)	38 941 000 (93.0%)	17 892 000 (45.9%)	21 049 000 (54.1%)	4 290 000 (11.0%)	28 225 000 (72.5%)	5 757 000 (14.8%)	669 000 (1.7%)
Note: Data are based on “Zensus” data collection. They differ to some amount from national accounts/International Labour Organisation (ILO) definition.									

The most important sector in terms of number of employed persons is the manufacturing sector with 7,927,000 people working there in 2017. This equals almost one fifths (19%) of the total number of employed persons. The second most employed persons can be found in the sector for wholesale and retail trade; repair motor vehicles/motorcycles (5,821,000 employees; 14%). Number 3 in this ranking is the sector for Human health and social work activities with 5,371,000 employed people (12.9%). Thus, 46% of all employed people work in one of the three most important sectors in Germany.

<sup>1</sup> The Active Population also called Labour Force, is the population employed or unemployed

<sup>2</sup> Employment is defined as the number of people engaged in productive activities in an economy. The concept includes employees, self-employees and family workers.

**Table 2.3) Total number of employed persons per economic sectors**

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS							
	2010	2011	2012	2013	2014	2015	2016	2017
<b>A - Agriculture, forestry and fishing</b>	637 000	639 000	612 000	573 000	571 000	562 000	540 000	532 000
<b>B - Mining and quarrying</b>	96 000	97 000	93 000	83 000	88 000	82 000	85 000	79 000
<b>C - Manufacturing</b>	7 752 000	7 698 000	7 717 000	7 652 000	7 812 000	7 761 000	7 905 000	7 927 000
<b>D - Electricity, gas, steam and air conditioning supply</b>	350 000	362 000	377 000	354 000	335 000	341 000	323 000	323 000
<b>E - Water supply; sewerage, waste management, remediation activities</b>	211 000	222 000	220 000	210 000	221 000	227 000	229 000	246 000
<b>F - Construction</b>	2 587 000	2 578 000	2 624 000	2 686 000	2 732 000	2 723 000	2 758 000	2836 000
<b>G - Wholesale and retail trade; repair motor vehicles/motorcycles</b>	5 267 000	5 233 000	5 215 000	5 683 000	5 614 000	5 671 000	5 823 000	5 821 000
<b>H - Transportation and storage</b>	1 820 000	1 835 000	1 870 000	1 914 000	1 924 000	1 958 000	2 017 000	2 082 000
<b>I - Accommodation and food service activities</b>	1 491 000	1 474 000	1 505 000	1 511 000	1 529 000	1 549 000	1 579 000	1 574 000
<b>J - Information and communication</b>	1 234 000	1 238 000	1 279 000	1 153 000	1 164 000	1 198 000	1 259 000	1 267 000
<b>K - Financial and insurance activities</b>	1 321 000	1 289 000	1 290 000	1 278 000	1 274 000	1 247 000	1 300 000	1 287 000
<b>L - Real estate activities</b>	267 000	269 000	271 000	221 000	195 000	213 000	216 000	206 000
<b>M - Professional, scientific and technical activities</b>	1 924 000	2 008 000	1 986 000	2 141 000	2 166 000	2 222 000	2 343 000	2 385 000
<b>N - Administrative and support service activities</b>	2 028 000	2 040 000	2 067 000	1 928 000	1 955 000	2 022 000	2 064 000	2 107 000
<b>O - Public administration and defence; compulsory social security</b>	2 857 000	2 764 000	2 758 000	2 791 000	2 796 000	2 757 000	2 885 000	2 853 000
<b>P - Education</b>	2 380 000	2 426 000	2 474 000	2 547 000	2 594 000	2 639 000	2 687 000	2 750 000
<b>Q - Human health and social work activities</b>	4 803 000	4 856 000	4 943 000	4 922 000	5 031 000	5 172 000	5 353 000	5 371 000
<b>R - Arts, entertainment and recreation</b>	552 000	529 000	551 000	533 000	538 000	560 000	558 000	566 000
<b>S - Other service activities</b>	1 123 000	1 110 000	1 110 000	1 182 000	1 151 000	1 138 000	1 170 000	1 182 000
<b>T - Activities of households as employers</b>	208 000	222 000	217 000	236 000	231 000	217 000	227 000	226 000
<b>U - Activities of extraterritorial organisations and bodies</b>	32 000	27 000	26 000	20 000	21 000	18 000	19 000	21 000
Table refers to „Klassifikation der Wirtschaftszweige 2008“ (WZ2008) which is based on NACE Rev. 2.								





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# THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



### 3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

#### a) Structure of the section and preliminary remarks

In this section of the report, first, an overview over physical activity in Germany is given. Afterwards, the responsibilities of the public authorities – the German State, the federal states and the municipalities – are described before an overview over the organised sport (non-profit sport clubs and sport federations) is given. The section ends with a short insight into the field of commercial gyms. It has to be emphasised, that a complete description of the German sport and physical activity sector is difficult. Thus, the report rather aims at highlighting some important aspects to give a first understanding of the functioning of the sector.

#### b) Sport and physical activity of the German population and economic importance

The German population can be described as physically active. Though, according to figures from the latest Eurobarometer, only 5% of respondents indicate that they regularly engage in sport (compared with 7% on average in the EU), another 43% do so this with some regularity (EU: 33%). That means: almost half of the German population - and thus a higher proportion than the EU average - can thus be described as sport-active. Asked about engagement in other physical activities such as cycling to work, dancing or gardening, almost two-thirds (40% regularly, 20% with some regularity) stated to be active. This value, too, is considerably higher than the EU average (14% regular, 30% with some regularity).

Asked about frequency of activity in the last seven days, 22% stated that they did vigorous physical activity on 4 to 7 days and another 35% on 1 to 3 days. Moderate physical activity was done by 39% on 4 to 7 days and another 33% on 1 to 3 days. Furthermore, 70% did walk for at least 10 minutes at a time on 4 to 7 days and another 22% 1 to 3 times. The frequency of activities is thus considerably higher than for the average EU. The same applies for the time spent for these activities.






People who stated to exercise, play sport or engage in other physical activity do this (multiple answers possible) at home (41%), in parks/outdoors (39%), on the way between home, at home and school, work or shops (29%), at a health or fitness centre (14%), at a sport club (21%), at work (18%), at a sport centre (9%), at school or university (4%) or elsewhere (4%).

Besides, a very high degree of people – altogether 87% – totally agrees or tends to agree that there are a lot of opportunities to be physically active in the area where they live (European Commission, 2018). This is an important precondition for high levels of physical activity within the population (even though not the only one).

For Germany, a detailed Sport Satellite Account was compiled for the first time in the year 2008 (Ahlert, 2013). Most recently data for 2016 were published (Ahlert, Repenning & an der Heiden 2019). It can be seen that the sports sector in economic terms is influenced by both negative effects (e.g. the EU financial crisis and an intensified competition like with low-budget gyms) as well as positive effects (e. g. mega events like the Olympic Games 2012 and the UEFA Euro 2012 and 2016 but also some positive effects especially in the export area due to the worldwide difficult economic situation). In the reporting period, the service-oriented sports sector grew in absolute numbers but not in relation to the export-oriented branches and, thus, not in relation to the overall economy. While the sport-related contribution to the GDP rose from EUR 66.7 billion Euro in 2010 by 4.9 billion to 71.6 billion Euro a year it could only realise a growth of 1.5%. In the same time the entire economy increased by 7.5%.







In detail, the following economic data for the German sports sector can be provided (Ahlert, 2013):

-  GDP regarding sport: 71.6 billion Euro (2.3% from total)
-  consumption spending of private households regarding sport: 68.2 billion Euro (4.2% from total)
-  consumption spending of the German State regarding sport: 14.3 billion Euro (2.3% from total)
-  export of sports-related goods: 3.8 billion Euro (0.3% from total)
-  import of sports-related goods: 24.4 billion Euro (2.0% from total)

### **c) Responsibilities of the German State regarding sport**



In view to public responsibilities, the German sport can be regarded as mostly organised in a decentralised way. Thus, the responsibilities of the German state in view to sport are limited. They are anchored at the Federal Ministry of the Interior (since 2018: "Federal Ministry of the Interior, building and Community"). A good insight about the activities of the federal government is given in the so-called Sports Report of the Federal Government. It is published for each election term, however, with some delay.<sup>3</sup>

The German government ascribes great importance to sport in terms of social policy, especially in the areas of integration, education, health care, inclusion and international understanding, which is why sport is comprehensively supported (Bundesregierung, 2014, p. 14). In principle, most tasks fall into the responsibility of the federal states, but for the following areas competencies are attributed to the German State:

-  general national representation (for example, Olympic Games, Paralympics, Deaflympics, World and European Championships, World Games);
-  foreign relations (including sports development aid);
-  promotion of actions of non-governmental central organisations that are relevant to the federal territory as a whole and cannot be effectively supported by one federal state alone (for example, the German Olympic Sports Confederation DOSB or national sports associations);
-  department-related functions (e.g., department-related research projects).





For elite sport, this is interpreted as "co-promotion" by the German State. Among other things, this is ensured through services in the responsibility of the German State, especially through the Armed Forces, Federal Police and Customs (Bundesregierung, 2014, p. 17).

In addition to the Federal Ministry of the Interior, other federal ministries are involved in promoting sports. In the reporting period of the most recent sports report (published in December 2014 with the reporting period 2010 to 2013), the following responsibilities existed:

-  Federal Ministry of the Interior (BMI): Coordination of all matters of the German State concerning sport, in particular the promotion of elite sports, top-level sports of people with disabilities, sports medicine / sports science and sports facility construction in elite sports as well as international affairs, elite sport in the Federal Police and integration through sports. In addition, sports science activities are promoted and coordinated by the subordinate Federal Institute for Sports Science (BISp).
-  Federal Ministry of Finance (BMF): Fiscal issues of sport; Top sport promotion of the Federal Customs Administration.




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<sup>3</sup> The 14th sports report was just recently published on 4 April 2019 and could not be considered for this report.

-  Federal Ministry of Defense (BMVg): promotion of top-level sport in the Bundeswehr; Service and balance sports.
-  Federal Ministry for Economic Affairs and Energy (BMWi): Economic aspects of sport.
-  Federal Ministry of Labour and Social Affairs (BMAS): promotion of disabled sports in the context of rehabilitation; Sport in working life.
-  Federal Ministry of Education and Research (BMBF): Funding of projects SALTO - Use of digital media in the educational processes of German sport, "Together against pain" - Funding priority "back pain" and research in the fight against doping.
-  Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ): Promotion of sports education in child and youth sports within the framework of the Child and Youth Plan of the German S
-  tate (KJP); Sports for women and girls; Family sport; Movement, games and sport in higher age; Sport in the context of promoting civic engagement and voluntary service.
-  Federal Ministry of Health (BMG): Sports in the context of health care.
-  Federal Ministry of Transport and Digital Infrastructure (BMVI), until 2013: Federal Ministry of Transport, Building and Urban Development (BMVBS): Promotion of railway sports clubs.
-  Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB), until 2013: Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU): Environmental compatibility of sport, sustainable sports development and arrangement, project funding, environmental protection regulations related to sport (including Federal Nature Conservation Act).
-  Federal Ministry for Economic Cooperation and Development (BMZ): Sport as an instrument for achieving development goals.

(Bundesregierung, 2014, p. 18).

The financing of sport by the German state is based on three principles:

-  Autonomy of organised sport: Sport policy measures must be carried out in recognition of the independence and autonomy of sport
-  Subsidiarity: sport promotion of the German State only takes place if measures with federal interest can not or not entirely be financed from the own resources of sports organisations.
-  Cooperation based on partnership: A prerequisite for the promotion of sport is a close coordination and partnership between the state and the bodies and organisations responsible for sport.

(Bundesregierung, 2014, p. 20).

To give an idea about the amount of funding by the German state, the following table shows direct and indirect financial support from federal funds (Bundesregierung, 2014, p. 21).











**Table 3.1) Federal funds that directly or indirectly benefit the sport in the period 2010-2013 (in thousands of Euros) (Bundesregierung, 2014)**





Department	2010	2011	2012	2013	Sum
AA	4,697	4,230	3,975	3,828	16,730
BMI*)	156,595	158,941	158,091	161,011	634,638
BMF	2,171	1,469	338	2,505	6,483
BMAS	1,203	775	665	654	3,297
BMVg	61,736	58,859	49,068	52,120	221,783
BMG	1,362	443	822	1,262	3,889
BMUB	368	199	142	178	887
BMFSFJ	6,428	13,076	16,894	17,183	53,581
BMZ	0	0	100	1,550	1,650
BMBF	1,339	1,414	1,289	1,409	5,451
Sum	235,899	239,406	231,384	241,700	948,389
*) BMI	135,515	132,859	130,477	132,238	531,089
Federal Police	15,285	19,777	21,197	21,040	77,299
BISp	5,795	6,305	6,417	7,733	26,250
Sum	156,595	158,941	158,091	161,011	634,638

Furthermore, the sport is supported by tax reductions as far as non-profit organisations are concerned. Sports clubs are recognised as charitable if they support the sport selflessly, exclusively and directly according to their statutes and actual conduct of business. Within the business activity of a sports club, there are four areas of activity, which reach from non-profit activity to economic business activity and are correspondingly differently provided with tax advantages (with regard to sales tax, trade tax and corporate tax). In addition, for donations to sports clubs tax deductions can be claimed by the donor within certain limits. Finally, voluntary work within the scope of a tax exemption (end of the reporting period: 2,400 Euro per year) is tax-free (Bundesregierung, 2014, p. 21f.).

In addition, the German Olympic Sports Confederation (DOSB), the German Sports Aid Foundation (DSH) and the regional sports federations are funded by the lottery "Glücksspirale". In 2013, this amounted to 16 million Euro (Bundesregierung, 2014, p. 24).

The promotion of recreational and mass sports is basically the task of the federal states. However, the German State can promote central measures if these are of particular interest to the Federal Republic of Germany. In the reporting period of the 13th Sports Report of the Federal Government (2010 to 2013), support measures were taken in the following areas:

-  International German Gymnastics Festival (IDTF) and World Gymnaestrada
-  National competitions of the schools "Youth trains for the Olympics / Youth trains for the Paralympics"
-  German sports badge
-  Rehabilitation sport and functional training
-  Sport for the disabled
-  Sports in sheltered workshops
-  Sports in "Berufsförderungswerke" (BFW)
-  Sports in Vocational Training Centers (BBW)
-  Children's and youth sports
-  Women and girls in sports

-  Sports for seniors citizens
-  Family Sport
-  Voluntary services in sport
-  Initiative "Civil Engagement" / "National Engagement Strategy"





(Bundesregierung, 2014, pp. 89f.).

However, the amount of funding by the German State in the area of mass sports can be considered rather low. This is in line with the competences of the federal states which are mainly responsible for grassroots sports.

#### **d) Responsibilities of the federal states ("Länder") / sport promotion by municipalities**

According to the German Basic Law, the promotion of sport is in principle a matter of the federal states – including municipalities. This leads to a diversity of different facts and regulations all over Germany. Even though the Permanent Conference of Ministers of Sports of the Länder (SMK) coordinates issues concerning the federal states in general, the autonomy of the Länder remains.

With the exception of the above mentioned tasks, which the German State takes over, the federal states are therefore responsible for

-  sports facilities,
-  school and university sports,
-  sports organisations in popular and competitive sports
-  sports with special target groups (Wissenschaftliche Dienste des Deutschen Bundestags, 2008).

A lot of those responsibilities are, in the end, carried out by municipalities. In the year 2004 funding from the public authorities for sport included 3.600 Million Euro from which 80 Million were given by the German State. From the remaining 3.500 Million Euro about one fifth was provided by the Länder, the rest by the municipalities (Wissenschaftliche Dienste des Deutschen Bundestags, 2008).

#### **e) The organised sport: non-profit sports clubs and sport federations**

##### **1) Sport clubs and federations**

Sport clubs and associations/federations in the organised sport are usually organised by registered non-profit organisations (Bundesregierung, 2014, p. 17). The characteristic features of sports clubs are that membership is voluntary, that they are based on the interests of the members, that they have a democratic decision-making structure, that they are characterised by voluntary work, and that they are autonomous (Heinemann, 1995).

Most clubs are members of district, regional and/or national associations. At the national level, almost all sports are organised in national sport-specific associations, with some sports being combined into one federation. These are responsible for all matters relating to their sport (for example, national team formation, participation in international competitions, conducting German championships, national competitions, European and World Championships) and representation in international federations. Parallel to the associations related to specific sports, there is a regional, interdisciplinary structure. That is, the clubs are usually also members of the so-called "Landessportbünde" (responsible for sports in their federal states) or district, regional or local (city-related) sports associations. The "Landessportbünde" have the task of representing the interests of sports clubs at the federal state level, providing training and



rewards to youth, instructors and executives, as well as providing support for the construction of sports facilities or the insurance coverage of sports clubs (Bundesregierung, 2014, p. 17).

The umbrella organisation of organised sports in Germany is the German Olympic Sports Confederation (DOSB). It represents the collective interests of his member organisations towards the German State and the public. It has a total of 66 national sports associations (39 Olympic and 27 non-Olympic). One of them is the German Disabled Sports Association (DBS). Furthermore, the 16 Landessportbünde and 19 associations with special tasks (e.g. the German Society for Sports Medicine and Prevention) are members. The member organisations and in turn their member organisations (clubs and associations) remain autonomous, the DOSB is not authorised to issue instructions. Important fields of activity of the DOSB are the coordination of opinion formation within organised sport, coordination processes for the implementation of the UN Disability Convention and the secondment of the participants of Germany to the Olympic Games (in its function as National Olympic Committee) (DOSB, 2019).

Currently (2017) 89,594 sports clubs are organised in the DOSB. Of the total of 23,786,959 members, 14,313,628 are male and 9,473,331 are female. The following tables give an overview of the Olympic and non-Olympic top federations, i.e. the number of memberships by sports. However, the limits of the membership statistics should be noted, e.g. the passive and dual memberships. It should also be emphasised that general sports groups that exercise overarching sport and do not participate in competitions (e.g. gymnastics groups) are relatively free in their assignment to an association. Many of them are organised in the gymnastics association. Regardless, it can be stated that football is by far the most important sport in terms of memberships in Germany.

**Table 3.2): Olympic Federations according to members (DOSB, 2018a, p. 5)<sup>4</sup>**

Sport	Memberships			Number of related clubs/club divisions
	Sum	male	female	
German Football Federation	7.043.964	5.796.393	1.247.571	24.958
German Gymnastics Federation	4.939.125	1.574.463	3.364.662	19.014
German Tennis Federation	1.391.986	836.787	555.199	9.097
German Shooting Sport & Achery Federation	1.352.356	1.018.950	333.406	14.374
German Alpine Club	1.145.873	669.327	476.546	355
German Athletics Federation	815.627	403.213	412.414	7.576
German Handball Federation	756.907	472.167	284.740	4.281
German Equestrian Federation	687.036	149.879	537.157	7.090
German Golf Association	643.158	406.551	236.607	859
German Swimming Federation	563.134	272.121	291.013	2.347
German Table Tennis Federation	553.443	440.101	113.342	9.991
German Skiing Federation	547.173	292.095	255.078	3.115
German Volleyball Federation	411.579	198.443	213.136	7.013
German Basketball Federation	203.028	149.368	53.660	2.065
German Sailing Federation	187.867	136.207	51.660	1.292
German Badminton Association	187.464	117.042	70.422	3.303
German Karate Federation	155.524	99.479	56.045	2.431

<sup>4</sup> The table refers to the year 2018. In the meantime, the DOSB grew to include now 39 Olympic and 27 non-Olympic federations.

German Judo Federation	149.606	107.407	42.199	2.649
German Cycling Federation	139.350	102.360	36.990	2.472
German Modern Pentathlon Federation	122.545	49.271	73.274	193
German Canoe Federation	119.150	75.763	43.387	1.319
German Rowing Federation	85.020	55.895	29.125	480
German Hockey Federation	84.951	47.583	37.368	379
German Boxing Federation	75.928	60.708	15.220	827
German Wrestling Federation	63.156	50.597	12.559	443
German Triathlon Federation	57.926	40.258	17.668	1.537
German Taekwondo Federation	56.260	35.674	20.586	846
German Snowboard Federation	38.015	20.128	17.887	2.929
German Ice Hockey Federation	25.757	23.160	2.597	85
German Fencing Federation	23.915	15.432	8.483	482
German Baseball and Softball Federation	23.173	18.915	4.258	279
German Weightlifting Federation	20.220	14.304	5.916	196
German Ice Skating Union	17.649	3.034	14.615	180
German Rugby Federation	15.311	12.841	2.470	123
German Bobsleigh and Luge Federation	6.961	4.856	2.105	80
German Ice Speed-Skating Association	1.237	599	638	33
German Surfing Association	1.118	877	241	6
German Curling Federation	754	510	244	17

**Table 3.3) Non-Olympic federations according to members (DOSB, 2108a, p. 6)**

Sports	memberships			Number of related clubs/club divisions
	sum	male	female	
German Skibob Federation	400	206	194	10
German Water Ski Federation	2.607	1.682	925	49
German Deaf Sports Federation	7.976	5.471	2.505	130
German Mini Golf Sport Federation	9.006	6.357	2.649	257
German Federation of Tug Of War and Heavy Athletics	9.788	6.396	3.392	114
German Darts Federation	10.639	9.489	1.150	578
German Squash Federation	11.340	8.363	2.977	221
German Floorball Federation	11.968	9.067	2.901	195
German Acrobatic Gymnastics Federation	13.478	3.515	9.963	111
German Federation of Power Lifters	19.340	12.918	6.422	208
German Motor Sports Federation	20.535	19.184	1.351	15
German Bocchia, Boules and Pétanque Association	21.254	15.239	6.015	732
German Curling Association	27.728	23.673	4.055	1.242
German Billard Union	30.420	27.460	2.960	873
German Roller and Inline-Skating Sport Fed.	36.023	18.877	17.146	509
German Ju-Jitsu Federation	52.791	36.531	16.260	980
German American Football Federation	60.361	38.294	22.067	450
German Underwater Federation	61.927	42.760	19.167	899
German Nine- and Tenpin Bowling Association	78.066	57.664	20.402	1.570

German Chess Federation	89.255	82.041	7.214	2.415
German Aero Club	104.424	96.107	8.317	1.591
German Motorboat Federation	107.168	77.087	30.081	491
German Dance Sport Federation	207.828	66.207	141.621	2.070
German Lifeguard Association	552.967	296.888	256.079	2.000
National Paralympic Committee Germany	577.184	231.983	345.201	6.286

## 2) Voluntary and full-time employment and membership fees in sports clubs

The annual sports club surveys carried out as part of the German Sports Development Report, include among other things the topic of the workforce in sports. The sports development reports provide a broad overview of the sports clubs in Germany, but set other priorities each year, so that only a part of the results is comparable annually. In addition, due to their breadth, they are rather superficial in their content. For example, statements are mostly made for the whole association, whereby within a club very different regulations and situations can exist. However, the reports give a good first insight into the situation of sports clubs in Germany. The sports clubs in Germany are characterised to a large extent by volunteer work. Around 1.7 million members are currently volunteering, including 1.2 million men and 0.5 million women. On average, each club has 8.3 volunteers at board level, 9 volunteers at the execution level (especially coaches, instructors, referees) and 1.6 cash auditors. Each volunteer averages 13.4 hours work per month which equals a total of 22.9 million hours per month. Based on a fictitious hourly rate of 15 euros, this would correspond to a value added of about 343 million euros per month or 4.1 billion euros annually. The numbers do not include the volunteers who are working irregularly or on special occasions (e.g. club celebrations). If one adds these, another 6.3 million volunteers can be counted which makes a total of about 8 million volunteers in German sports clubs (Breuer & Feiler, 2017).

The volunteers make an important contribution to the fact that sports clubs can make their offers very cheap. Half of the sports clubs require a monthly membership fee of a maximum of 2.50 Euros for children, 3.00 Euros for adolescents and 6.30 Euros for adults (Breuer & Feiler, 2017).

At the same time, the Sports Development Report shows cautious indications of an increase in paid workers in sports clubs. In 2015, about 5,100 clubs (5.7%) had paid workers in management positions (e.g. as managing directors). Most of them (3,700 clubs) employed part-time workers. If one takes all forms of paid participation into account, the Sports Development Report for 2013 shows that about a quarter (25.7%) of the clubs had paid employees. For the most part, this applies to marginal employment (17.1% of clubs) and freelance staff on a fee basis (10.4%). The latter, however, have significantly decreased in importance compared to 2007. In addition, clubs with part-time jobs have declined significantly (4.8% in 2013). By contrast, the number of associations with paid employees remained stable (4%). In 2013, the areas of responsibility included, in particular, sports, exercise and training (in which 16.7% of the clubs had paid employees) and the area of technology, maintenance and care (13.4%). Less often represented were clubs with paid staff in leadership and administration (7.8%) and paid executive positions (3.7%). 0.9% of the clubs even function as educating organisations for vocational training (Breuer & Feiler, 2015).

The importance of qualification of full-time and voluntary employees seems to have declined somewhat, according to data from the Sports Development Report 2013. 26.3% of sports clubs had a responsible person for training and education at that time. The majority of sports clubs (54%) funded completely the costs of the training and further education measures. One third of the clubs shared the costs with the concerned employees. This proportion of clubs is falling, whereas in comparison to 2009 significantly more clubs completely covered the costs. In 10.4% of the clubs the concerned employee took over the

costs alone, while in 3.6% of the clubs other forms of cost coverage existed. For 2012, an average of 585 euros was spent in each club for the training and further education of employees (Breuer & Feiler, 2015).

### 3) Judges and referees

The clubs also provide the judges and referees required for sports competitions. In general, judging and refereeing is voluntary work: on average, judges and referees spend 32 hours a week on other (full-time) jobs or in average take care of family members 8 hours a week (Breuer & Giel, 2017).

A closer analysis of the Sports Development Report from 2013 shows that although referees are recruited from all social classes, on average they are high-income earners in their actual jobs. In addition, they are predominantly male (80.5%), 98% are born in Germany. The educational level is very high overall: 48.5% have successfully completed academic studies, 63.1% have graduated from school with a higher school certificate ("Abitur"). However, these values are much lower in football – a sports which is very important in Germany (college or college degree: 18.1%, higher school graduation "Abitur": 37.9%), which points to high differences in sports (Breuer & Giel, 2017).

Judges and referees are active on average 15 times a month. Furthermore, there is an additional time required of 22 hours per month on average. This accounts for 5.6 hours of own training (which they might also carry out independently of their volunteering as referees), seminars, drives, further education, regular meetings for consultation, etc. Also, they spend an average of 364 Euro per year (e.g. for travel costs, equipment, training etc.). These personal contributions are compensated by on average 20 Euros general allowance and in two-thirds of the judges and referees on average 36 Euros travel allowance, which, however, varies strongly depending on the sport (Breuer & Giel, 2017).

### 4) Sports facilities of sports clubs

According to the Sports Development Report for the year 2015, about 46% of the clubs said they owned their own sports facilities (including clubhouse). At the same time, 62% of the clubs (also) use communal sports facilities. These include school sports facilities. Almost half of these clubs pay royalties for use (Breuer & Feiler, 2017).

### 5) Higher level competitive sports and elite sports as part of the organised sport

Organised sport in the field of higher level competitive and elite sport, is – like grassroots sports – autonomous in principle. It is offered by the same provides than grassroots sports: the sports clubs and associations. However, it is supported by government agencies, as it (as well as grassroots sport) has important social functions attributed to it. In comparison to grassroots sports not the federal states but the German State is mainly responsible because of its competence in "state-wide representation in the field of sport" (Olympic, Paralympic and Deaflympic Games, World Championships, World Games) (Bundesministerium des Innern & Deutscher Olympischer Sportbund, 2016).











With regard to the medals won, a negative trend respectively a low level has recently emerged at the Olympic Games, which became evident at the latest with the 2008 Olympic Games in Beijing and, most recently, in winter sports at the 2014 Olympic Games in Sochi. This development was the occasion for an initiative to restructure top-level sports funding. The work process began in 2015 and came to a preliminary conceptual conclusion with a joint concept paper by the Federal Ministry of the Interior and the German Olympic Sports Confederation in conjunction with the Sports Ministers Conference in November 2016 (so-called "Leistungssportreform").



The concept includes a comprehensive reform of the support structures in elite sports. It is implemented within the legal framework and with the goal of meeting the requirements of the Federal Republic of Germany (including federal states and municipalities) as a (co-) financier of elite sports while preserving the autonomy of sport at the same time. Within the concept, a clear rejection of sport and politics to a "success at any price" is emphasised, so in this sense, only "clean" and "safe" sports are eligible (Bundesministerium des Innern & Deutscher Olympischer Sportbund, 2016).

In addition, it should be pointed out at this point that the success of the German Olympic athletes at the Olympic Winter Games 2018 in Pyeongchang with a second place in the medal table (14 gold medals, 10 silver medals and 7 bronze medals) turned out unexpectedly good even though the new concept was not yet implemented.

The reform is aligned with the guideline "Promoting perspective", that is, in a transparent procedure, potential-oriented funding structures are to be formed (e.g., instead of retrospective successes). Specifically, in addition to optimising the coordination between the German State and its federal states, it aims at the following areas (Bundesministerium des Innern & Deutscher Olympischer Sportbund, 2016):

-  Realignment and concentration of the squad structure
-  Improved dual career, athlete promotion and athlete protection
-  focused promotion of young talents
-  Optimisation of the coach's situation
-  Central sport-related controlling and quality management by the DOSB
-  Professionalization of staff structures in the central associations
-  More efficient structure of training bases
-  Concentration and controlling of the Olympic bases
-  Expanding and optimising scientific support
-  Further development of the previous funding system in Paralympic and Deaflympic elite sports

#### **f) Commercial gyms**

Commercial gyms (as well as other commercial sports providers) have become more and more important over the last decades in Germany. The German fitness industry realised 5,600 million euros of sales in 2017 and is, thus, bigger than the UK fitness industry. In 2010 it was still 3,800 million euros. Furthermore, Germany is in the leading position within the EU regarding the number of gym members. In 2018, 11.09 million members were registered. In the same year, there were 9,343 fitness gyms, compared to 5,753 in 2008. Broken down by their structure, they split into 4,867 individual studios, 1,960 chain-connected fitness facilities, and 2,516 micro-studios. From all members, 5.65 million member in a fitness chains, 4.82 million were member in an individual studio and 0.62 million were member in one of the micro-studios. This means that 12.9% of the German population was a member of a gym in the year 2017. In average, they paid 44 euros of membership fee per month in 2017 (Statista, 2019).

Among the people being physically active the distribution of members and former members of commercial gyms by age looks like this:

**Table 3.4) Members in a gym (share of the "physically active people") in 2016 (Statista, 2019)**

Are you or have you been a member of a gym?	Sum	Male	Female	Age 18-29	Age 30-49	Age 50-69
Yes, I am currently a member of a gym	34%	38%	30%	43%	35%	23%
Yes, within the last 12 months	7%	7%	7%	9%	7%	4%
Yes, 1 to 2 years ago	7%	5%	8%	6%	7%	7%
Yes, 2 to 3 years ago	4%	4%	5%	6%	5%	3%
Yes, 3 to 5 years ago	5%	5%	5%	4%	5%	6%
Yes, but more than 5 years ago	14%	10%	18%	4%	16%	21%
No, I have never been a member of a gym	29%	31%	28%	28%	25%	36%



**ESSA-SPORT**

Improving the Supply of Skills to the Sector

4

# SPORT LABOUR MARKET STATISTICS



## 4. SPORT LABOUR MARKET STATISTICS

### a) Structure of the Section and preliminary remarks

The following sections focus on labour market statistics with reference to the sports and physical activity sector (note: for better understanding the short term “sport” is used in the following to refer to sport as well as physical activity). In the beginning, the method for gathering statistical data is described. Then, the results of the statistical research are presented. That is, in a first step, an overall picture for people working in sports organisations (NACE 93.1) is given. It is also shown how they are distributed according to gender, age groups, level of education, type of contract (full-time/part-time) and professional status (employee/self-employed). To allow an assessment of the data, numbers are given for Germany as well as for the EU. Also, they reach back to the year 2011 to show the development of the data over time until the year 2016. Second, statistics of people working in sport occupations (ISCO 342) are presented in the same way. The third step refers to total employment in the sport sector (NACE 93.1 + ISCO 342 OUTSIDE NACE 93.1): it is shown, how many people work in sports organisations and/or sport occupations. A short discussion on results concludes the section.

### b) Method for statistical data gathering

The desk research regarding labour market statistics referring to sport and physical activity were collected from the German Statistics Office (Statistisches Bundesamt / Destatis) as well as from Eurostat. Eurostat provided data for each country of the European Union. Since Eurostat refers to data from Destatis, both should match (which was checked). Also, this allows to compare German data to European data. For a better overview, methodical characteristics that were reported by Destatis and are important for interpretation will be named when presenting the results.

The desk research aims at two basic directions: on the one hand, analyses target employees in all organisations that are classified as sport organisations according to the revised statistical classification of economic activities in the European Community NACE Rev. 2 (European Communities, 2008). On the other hand, employees in sport occupations according to the International Standard Classification of Occupations ISCO-08 (International Labour Organisation 2016a,b) were focused. Third, both were put together to give an overall picture about the sports and physical activity labour market.

#### 1) Sport organisations (NACE Rev. 2)

Basically, NACE classifies organisations by up to 4 digits. The following organisations were targeted:

*Division 93: Sports activities and amusement and recreation activities*

*Group 93.1 Sports activities (3 digits)*

*Class 93.11 Operation of sports facilities (4 digits)*

*Class 93.12 Activities of sport clubs*

*Class 93.13 Fitness facilities*

*Class 93.19 Other sports activities*

*Class 85.51 Sports and recreation education*

However, NACE codes are not collected to the same detailed level in each European country. In Germany, data are only collected up to 3 digits (Groups). (Sub) Samples smaller than 5,000 people are not reported at all according to Destatis. This also makes a further breakdown obsolete. Thus, results can only be reported for group 93.1 “Sport activities” in total and not be further broken down to classes. That also means that information about class 85.51 “Sports and recreation education” cannot be separated from the whole division 85 (Education) respectively group 85.5 (Other education). Groups 93.1 is described as follows: “This group includes the operation of sports facilities; activities of sports teams or clubs primarily participating in live sports events before a paying audience; independent athletes engaged in participating in live sporting or racing events before a paying audience; owners of racing participants such as cars, dogs, horses, etc. primarily engaged in entering them in racing events or other spectator sports events; sports trainers providing specialised services to support participants in sports events or competitions; operators of arenas and stadiums; other activities of organising, promoting or managing sports events, n.e.c.” (European Communities, 2008, p. 303). Thus, it excludes for instance “Renting of recreation and sports equipment (see 77.21) or “Sports instruction by individual teachers, trainers” (see 85.51).

## 2) ISCO 08

The International Standard Classification of Occupations 2008 (ISCO-08) is a classification system that structures jobs into 436 unit groups which are aggregated into 130 minor groups, 43 sub-major groups and in the end to the following 10 major groups (International Labour Organisation, 2016a):

- 1 *Managers*
- 2 *Professionals*
- 3 *Technicians and Associate Professionals*
- 4 *Clerical Support Workers*
- 5 *Services 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*

From these occupations, the analyses within the ESSA project focus on the Minor Group 342 Sports and Fitness Workers from Sub-major Group 34 (Legal, Social, Cultural and Related Associate Professionals) respectively Major Group 3 (Technicians and Associate Professionals). The Minor Group is described as follows:

“Sports and fitness workers prepare for and compete in sporting events for financial gain; train amateur and professional sportsmen and women to enhance performance; promote participation and standards in sport; organise and officiate sporting events; and provide instruction, training and supervision for various forms of exercise and other recreational activities. Tasks performed usually include: participating in competitive sporting events; conducting sports training to develop ability in and knowledge of the sport; compiling rules concerning the conduct of sporting competitions, and controlling the progress of these events; planning, organising and conducting practice sessions; developing and designing fitness programmes; delivering group exercise classes and personal tuition in a variety of fitness activities; promoting sports and sports skills development; and overseeing the participation of young people in sport.” (International Labour Organisation, 2016b, n.p.).

Occupations from Minor Group 342 are further broken down into the following Unit Groups:

*342 Sports and Fitness Workers*

*3421 Athletes and Sports Players*

*3422 Sports Coaches, Instructors and Officials*

*3423 Fitness and Recreation Instructors and Programme Leaders*

However, again only 3 digits are reported and can, thus, be analysed.

Furthermore, it has to be noted that ISCO-08 only reaches back to the year 2012. Data from before are classified according to ISCO-88. This might influence some results.

### 3) Further variables

The data from NACE Rev. 2 and ISCO-08 are partly cross-tabulated with further variables. Specifically, this refers to the education level which is based on the International Standard Classification of Education (ISCED2011) by UNCESCO. ISCED 2011 (levels of education) has been implemented in all EU data collections since 2014 (Eurostat, n.d.). Thus, comparability of data before 2014 might be limited because it is based on ISCED1997. ISCED2011 includes 9 levels:

*ISCED 0: Early childhood education ('less than primary' for educational attainment)*

*ISCED 1: Primary education*

*ISCED 2: Lower secondary education*

*ISCED 3: Upper secondary education*

*ISCED 4: Post-secondary non-tertiary education*

*ISCED 5: Short-cycle tertiary education*

*ISCED 6: Bachelor's or equivalent level*

*ISCED 7: Master's or equivalent level*

*ISCED 8: Doctoral or equivalent level*

Within this report they are broken down to three levels: low education level, medium education level and high education level.

Also, NACE Rev. 2 and ISCO-08 are cross-tabulated with type of contract (full-time vs. part-time). According to Destatis this is based on self-assessment of the employed people which might influence the results.



### c) Results (labour market statistics with reference to sport)

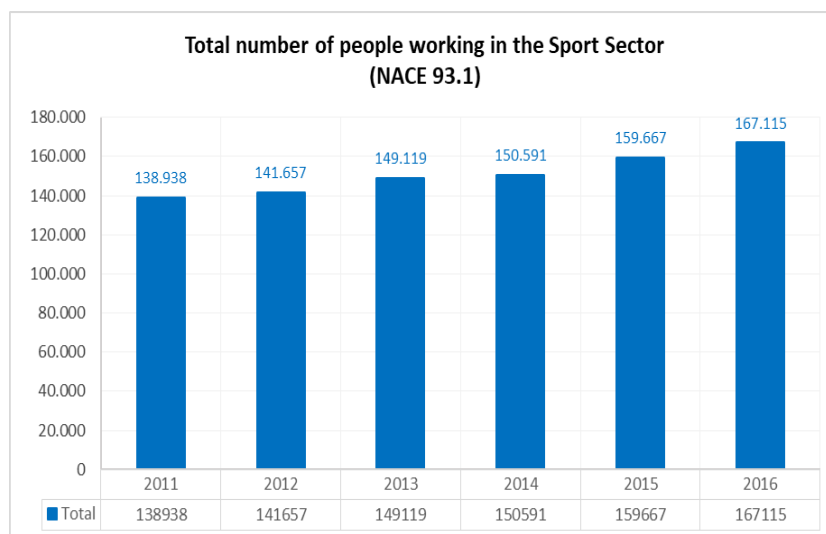
In a first step, results about people working in sports organisations according to NACE 93.1 are analysed. Afterwards, results of people in sport occupations according to ISCO-08 342 are reported. Third, both is put together to give an overall picture.

#### d) People working in the sport sector (NACE 93.1)

##### 1) Overall picture, total NACE 93.1

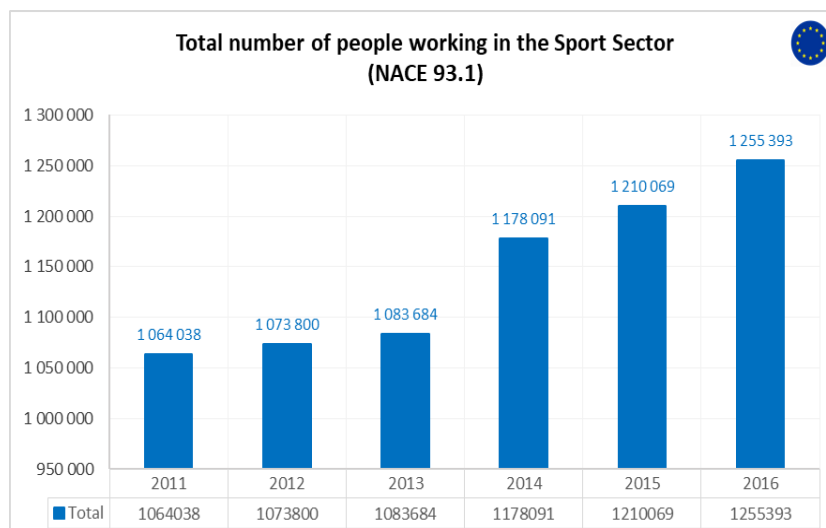
The following figure includes an overview over the total number of people working in the sector in Germany. It shows that numbers are continually rising. In the year 2016 a total of 167,115 people worked in sports organisations.

**Figure 4.1) Total number of people working in the Sport Sector (NACE 93.1) – Germany**



Data from the whole EU show a similar picture. At first glance, the increase seems proportionally a bit larger than in Germany compared to 2011. If, however, the entry of Croatia into EU in 2013 is excluded from the statistics, the increase is slightly more moderate than in Germany.

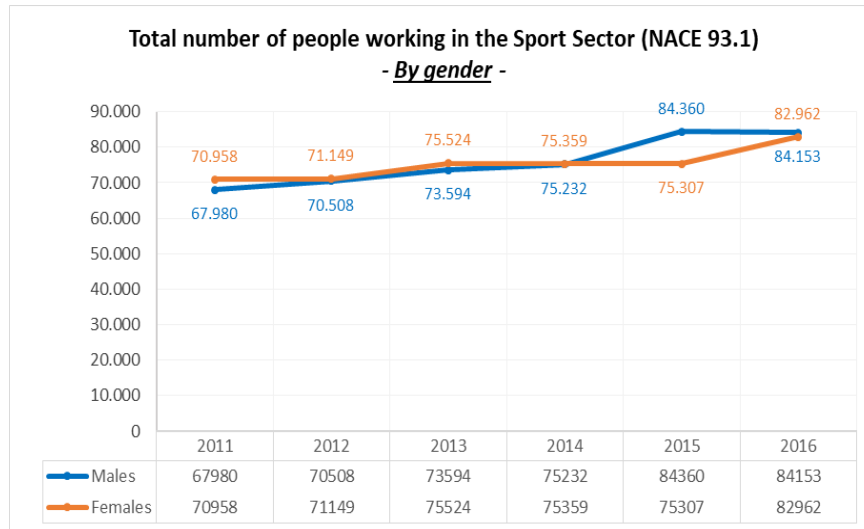
**Figure 4.2) Total number of people working in the Sport Sector (NACE 93.1) – Europe**



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

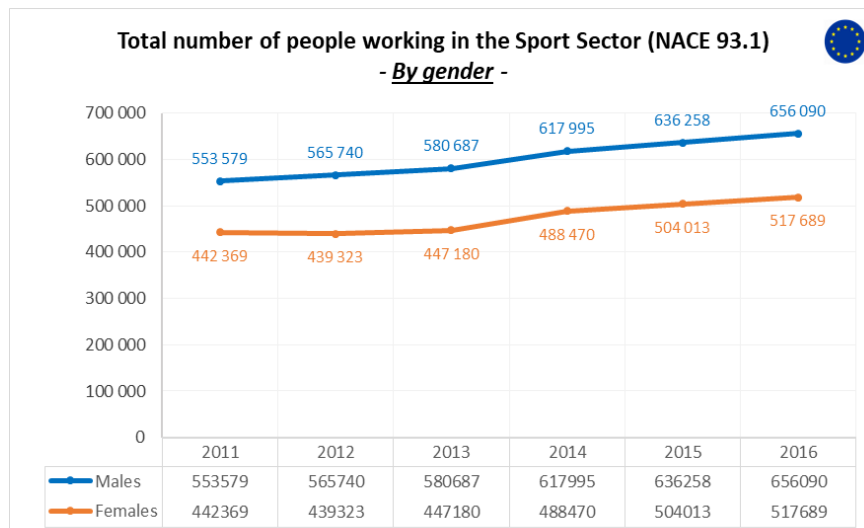
A look at the gender of the employees shows almost the same number of men (50.4%) as women (49.6%) employed in the sports organisations in Germany. Only in the year 2015, a big gap between both groups can be seen. Although no more detailed information is available, it is likely that there is a statistical justification rather than a real one (e.g. reporting errors).

**Figure 4.3) Total number of people working in the Sport Sector (NACE 93.1) – By gender – Germany**



Compared to Germany the situation throughout the EU differs considerably: men are employed in sports organisations to a much greater extent (55.9%) than women (44.1%).

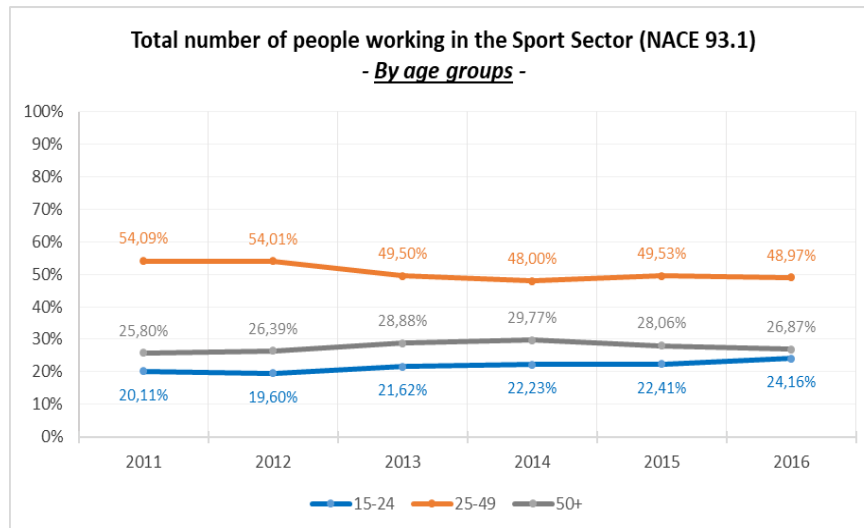
**Figure 4.4) Total number of people working in the Sport Sector (NACE 93.1) – By gender – Europe**



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

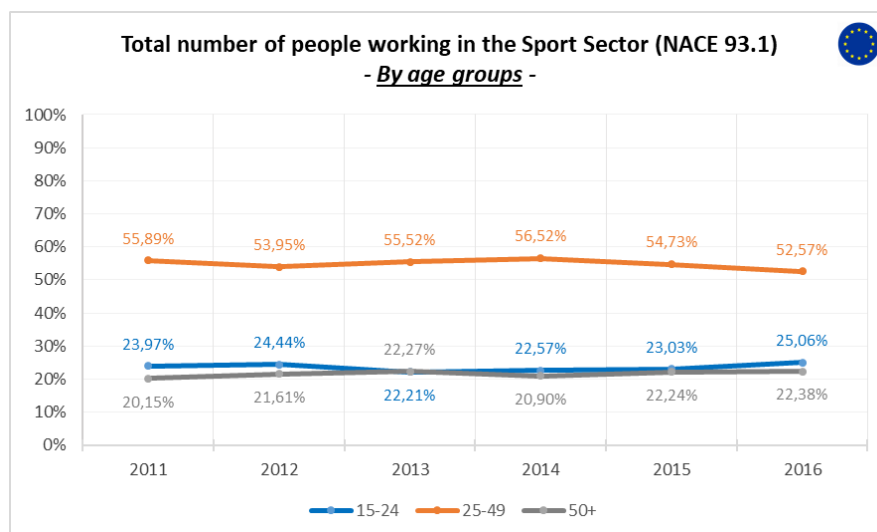
Looking at the age distribution in the German sports organisations, it can be seen that the 25- to 49-year-olds are the strongest age group. This is not surprising given that this group includes an age range of 25 years, whereas the youngest age group only comprises a range of ten years (age group 15-24 years) and the oldest (depending on retirement) of about 15 years (age group 50+). Regardless, it can be seen that the middle age group has become proportionally smaller since 2011, while the youngest age group has gained in importance – even though German population is rather becoming older.

**Figure 4.5) Total number of people working in the Sport Sector (NACE 93.1) – By age groups – Germany**



In relation to the German data for the year 2011, a comparable distribution of age groups can be found in the EU. Also, in the EU, too, the share of the middle age group has decreased and that of the lowest has increased in the year 2016 compared to 2011. However, the changes are rather small and might, again, be influenced by Croatia's entry into the EU in 2013. All in all one would rather talk about a more or less stable age distribution with small ups and downs.

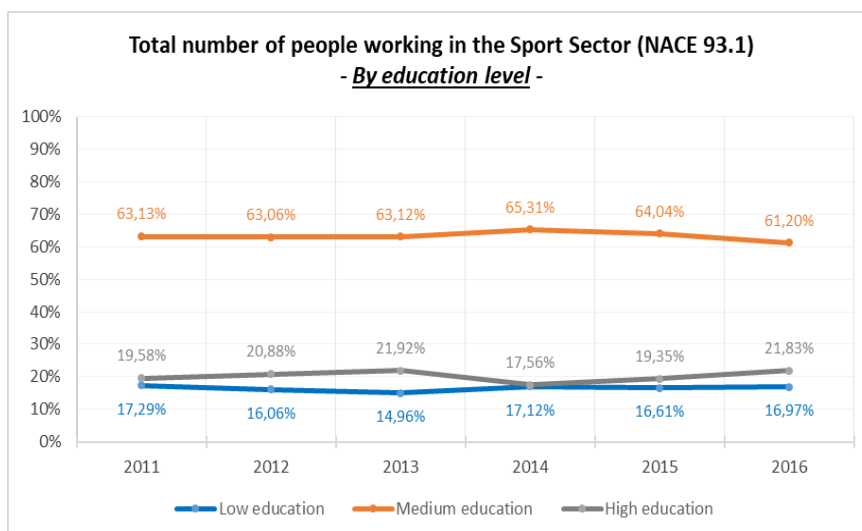
**Figure 4.6) Total number of people working in the Sport Sector (NACE 93.1) – By age groups – Europe**



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

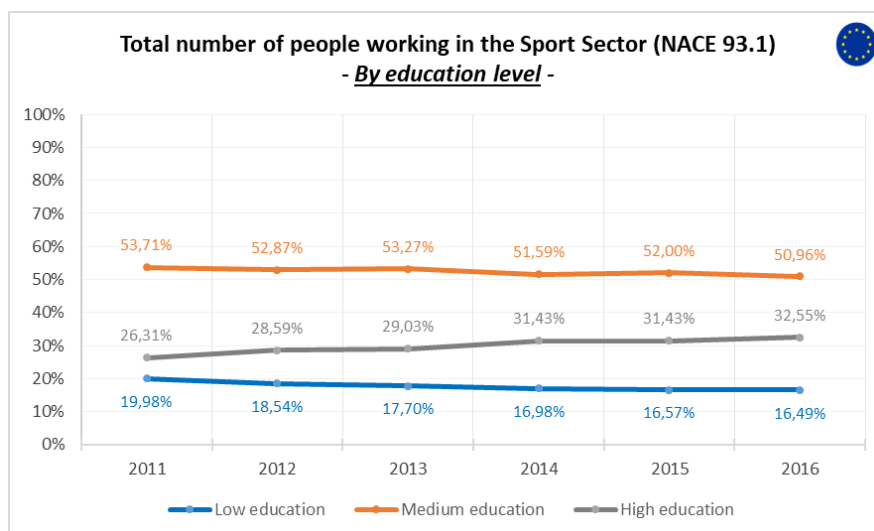
Looking at the educational level, the data show a prominent role (in terms of numbers) of those workers in sports organisations who hold a moderate level of education. The distribution shows slight up and down variations but remains relatively stable over the years.

**Figure 4.7) Total number of people working in the Sport Sector (NACE 93.1) – By education level – Germany**



It can be seen that within the EU as a whole the group with a medium level of education is less represented in sports organisations. While the share in Germany in 2016 is 61 percent, it is 51 percent for the EU. By contrast, the group with a high degree of education is more represented on EU level.

**Figure 4.8) Total number of people working in the Sport Sector (NACE 93.1) – By education level – Europe**

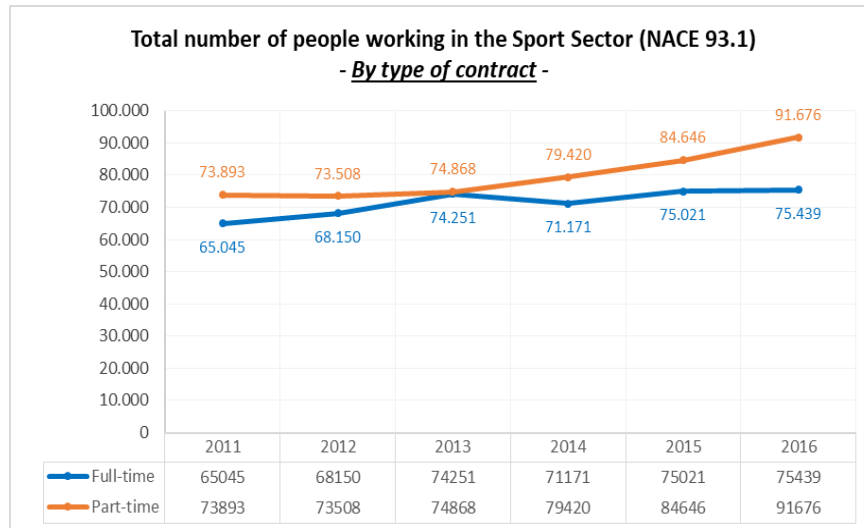




### 5) Total number of people working in the sport sector (NACE 93.1) – By type of contract

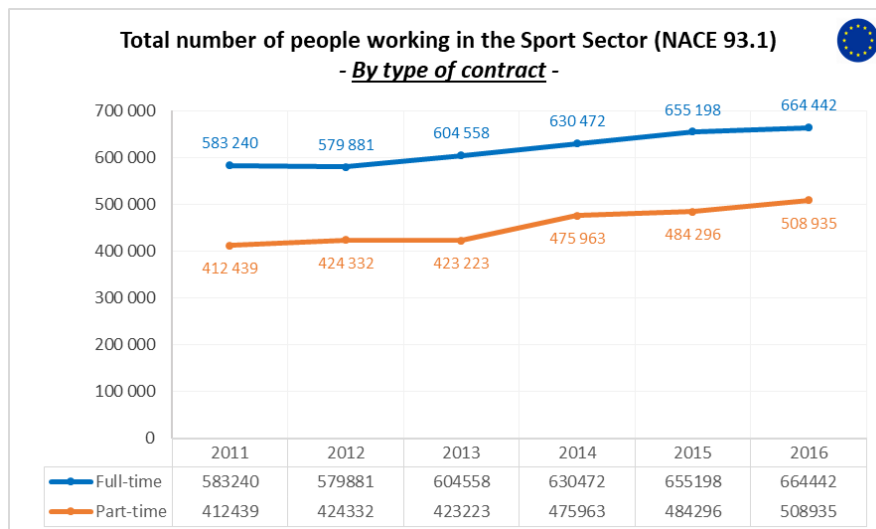
With regard to the type of contract, it can be stated that 91,676 workers (54.9%) in German sports organisations work part-time. Considerably less, namely 75,439 (45.1%) work full time. It has to be noted that according to the German statistics office Destatis the professional status is reported based on a self-assessment of the interviewed persons which might lead to errors. However, it doesn't seem likely that this changes the overall picture completely.

**Figure 4.9) Total number of people working in the Sport Sector (NACE 93.1) – By type of contract – Germany**



At EU level, the picture is very different. There are significantly more people working full-time (56.5%) than part-time (43.4%). However, part-time jobs still play an important role.

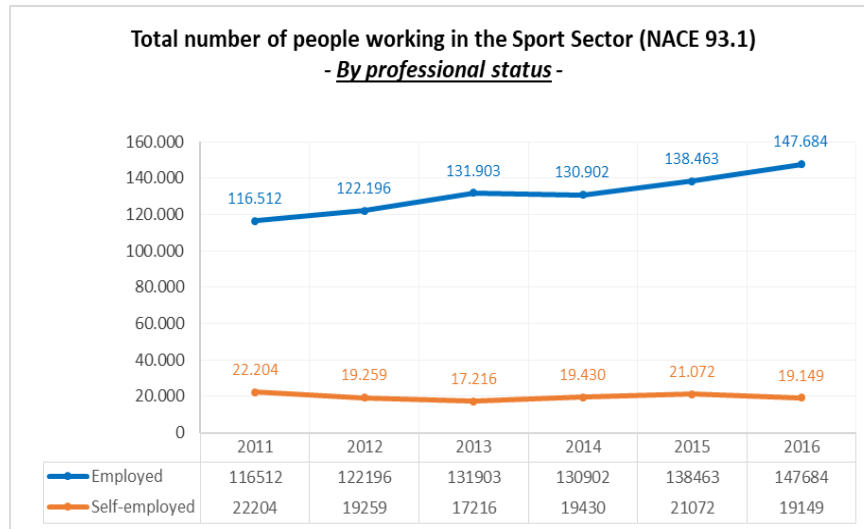
**Figure 4.10) Total number of people working in the Sport Sector (NACE 93.1) – By type of contract – Europe**



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

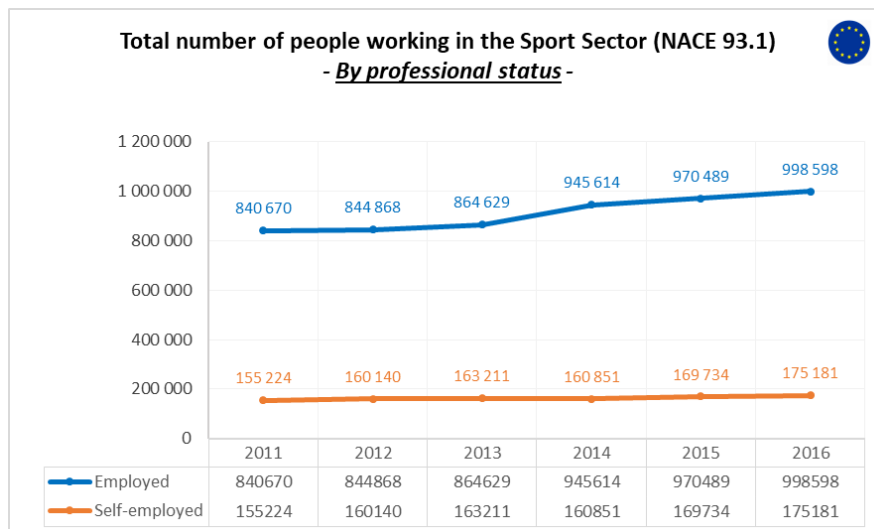
With regard to the professional status, a more uniform picture can be found in Germany and the EU. Most of the workforce in Germany (88.5% in 2016) is employed, while only a smaller proportion (11.5%) is self-employed. In absolute numbers, the group of employees has grown significantly over the last few years, while the self-employed tend to decrease slightly.

**Figure 4.11) Total number of people working in the Sport Sector (NACE 93.1) – By professional status – Germany**



At EU level, the ratio of employees (85.1%) to self-employed persons (14.9%) is almost similar to that of Germany. However, not only the group of employed but also of self-employed (although slightly) is growing in absolute numbers.

**Figure 4.12) Total number of people working in the Sport Sector (NACE 93.1) – By professional status – Europe**



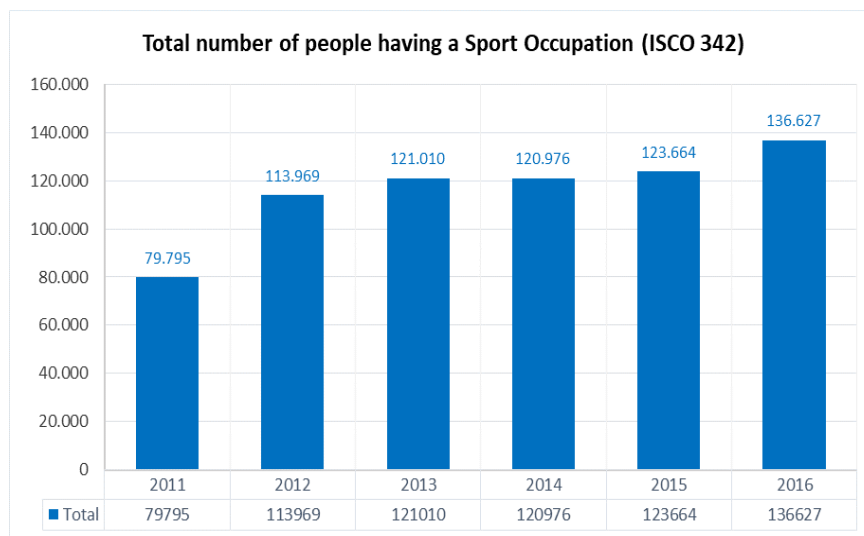
### e) People having a sport specific occupation (ISCO 342)

The statements made so far related to jobs that are based in sports organisations. These are not necessarily sports jobs in the narrower sense. In contrast, the following findings refer to results that relate to sports jobs - both in sports organisations as well as outside sports organisations.

#### 1) Overall picture, total ISCO 342

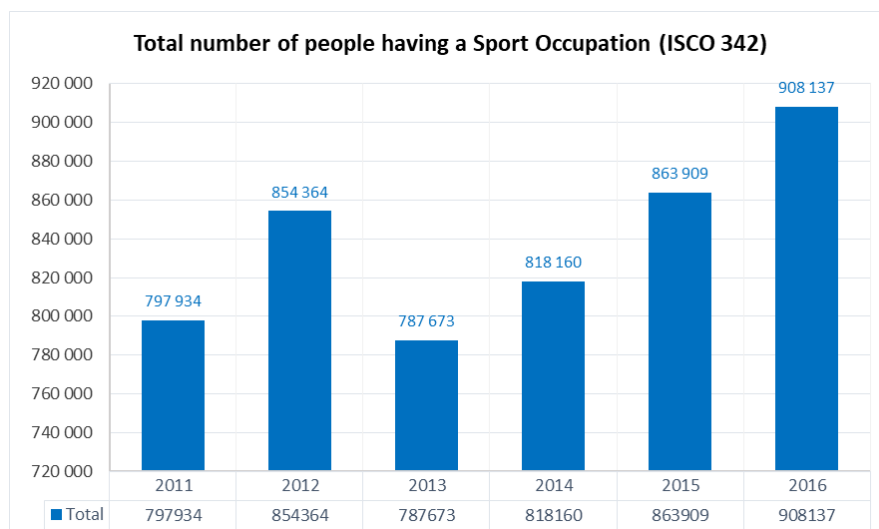
Just like the jobs in sports organisations, sports jobs have increased numerically in Germany over the last few years. There is a strong increase in 2011, but this may be influenced by the changed classification: in 2011 the ISCO1997 was applied, since 2012 data collection is based on ISCO2011. The trend seems to be stagnating in the years 2013 to 2015, followed by a bigger increase for 2016.

**Figure 4.13) Total number of people having a Sport Occupation (ISCO 342) – Germany**



The EU is also seeing an increasing trend. However, while the big increase in 2012 may also be explained by the change to ISCO2011, no real explanation for the decrease in 2013 was found – except that some countries might have changed to ISCO2011 with some delay.

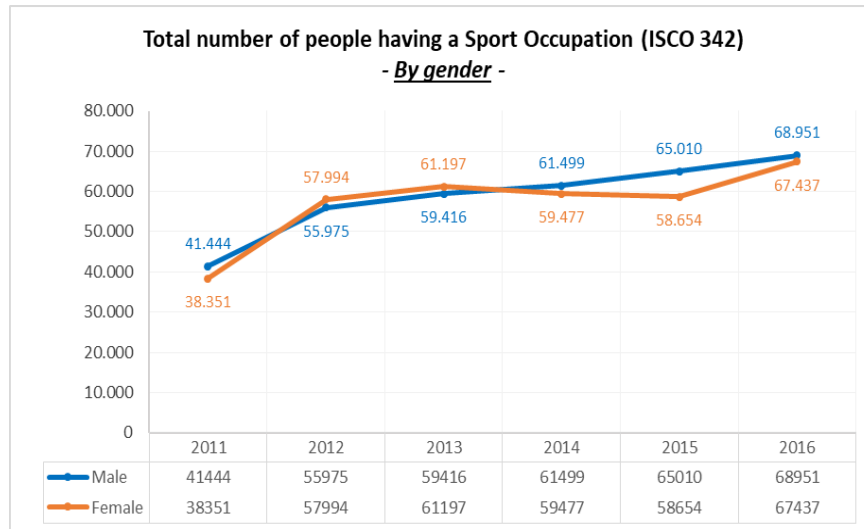
**Figure 4.14) Total number of people having a Sport Occupation (ISCO 342) – Europe**



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

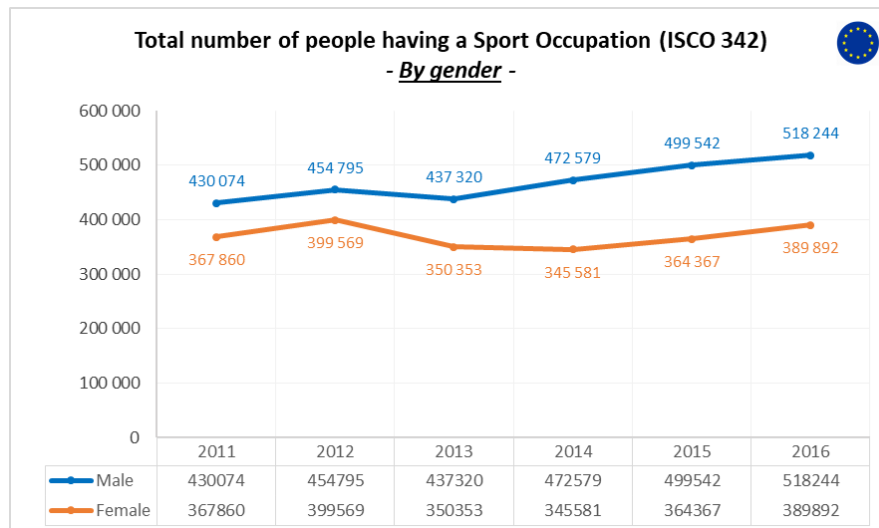
If one divides here again by gender, it can be seen that, as for the jobs in German sports organisations, the jobs are equally distributed to men (50.6%) and women (49.5%).

**Figure 4.15) Total number of people having a Sport Occupation (ISCO 342) – By gender – Germany**



As with jobs in sports organisations, the picture is different for the EU: again, there are considerably more men (57.1%) than women (43.9%) in sports jobs.

**Figure 4.16) Total number of people having a Sport Occupation (ISCO 342) – By gender – Europe**

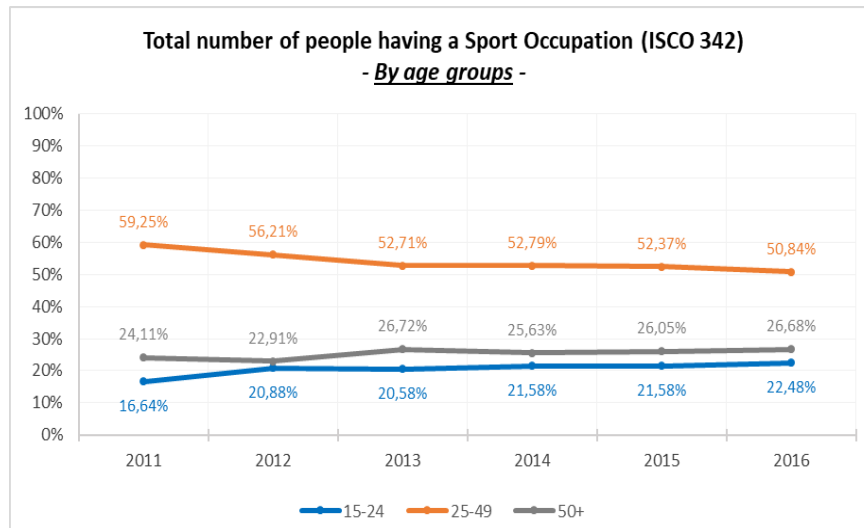




### 3) Total number of people having a sport specific occupation (ISCO 342) – By age groups

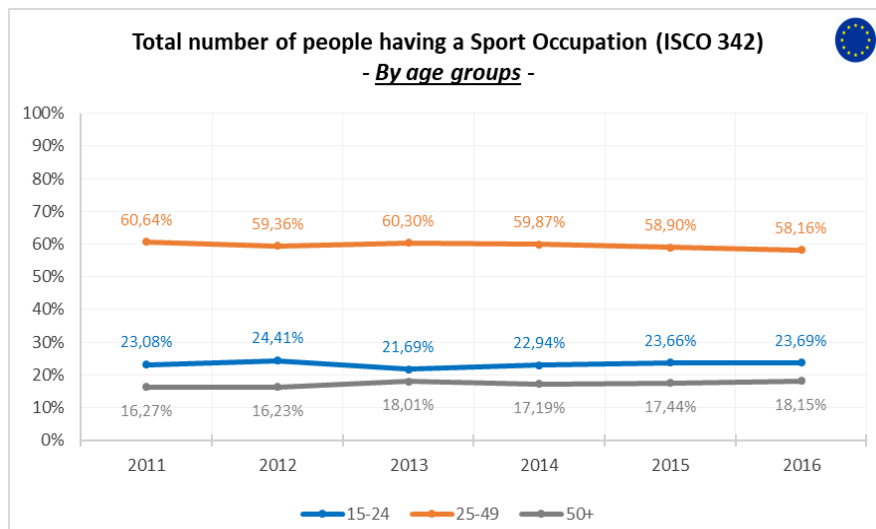
In the distribution of age group within sport occupations in Germany, as in the case of jobs in the sports organisations, the largest group is also build by the 25-49 year olds (50.8%). Proportionally, it is represented to a similar extent as in the jobs in sports organisations (where it included 49.0% of people). However, here too, their importance diminished over the past few years, while the share of the youngest increased slightly since 2012 (due to the change in ISCO classification a comparison with the year 2012 is more helpful than with 2011).

**Figure 4.17) Total number of people having a Sport Occupation (ISCO 342) – By age groups – Germany**



On the other hand, looking at developments in the EU, the overall age distribution remains relatively stable. This was already evident regarding jobs in sports organisations. However, the proportion of middle-aged people is much larger this time (58.2% for sports occupations compared to 52.6% for occupations in sports organisations in 2016), while the elders are less represented in sports occupations (18.2%) compared to occupations in sports organisations (22.4%).

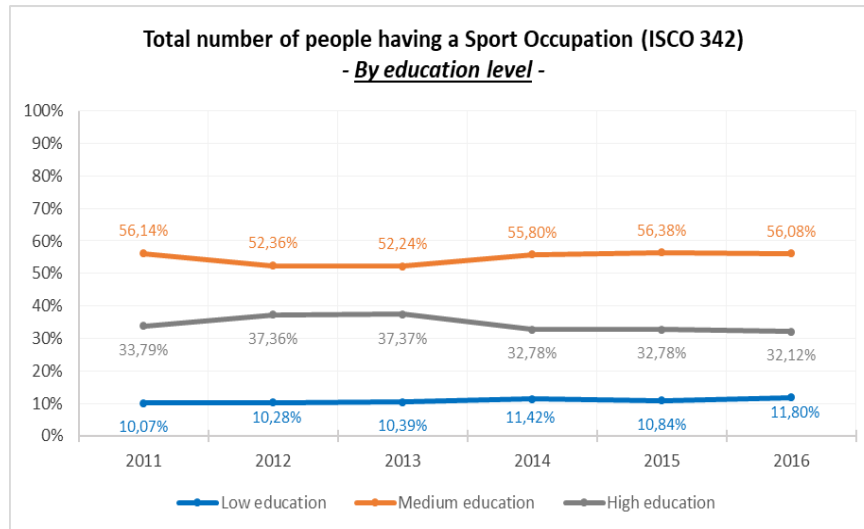
**Figure 4.18) Total number of people having a Sport Occupation (ISCO 342) – By age groups – Europe**



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

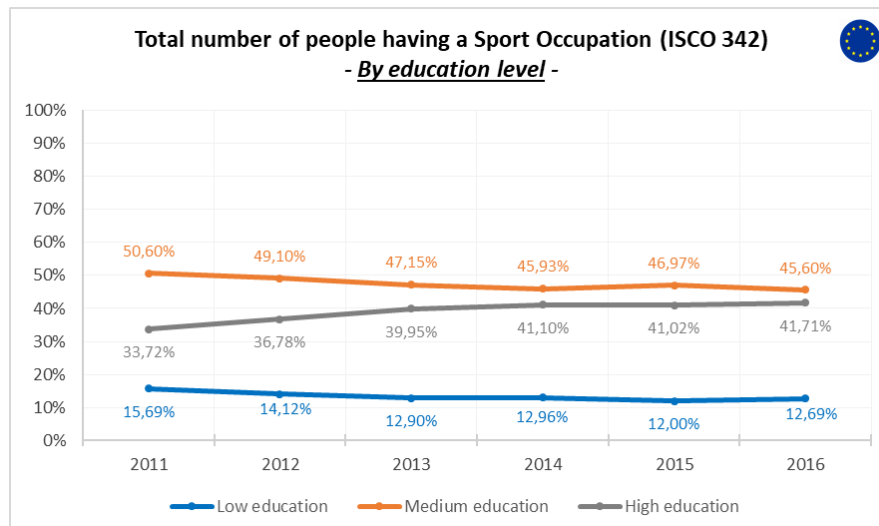
If one looks at the educational level of people in sports occupation in Germany, it is particularly striking that people with a high level of education are considerably more represented in sport occupations (32.1% in 2016) than they were sports organisations (21.8% in 2016). By contrast, both the medium as well as the low educational level are represented less by approx. 4 to 5 percentage points.

**Figure 4.19) Total number of people having a Sport Occupation (ISCO 342) – By education level – Germany**



Similar findings can be found within EU data. Here, too, the proportion of people with a high level of education in sports jobs is 41.7% and, thus, more than 9 percentage points above the proportion of people with a high level of education in sports organisations (32.5%). For the low-educated group, the shares are 12.7% (in sports occupations) compared to 16.5% (in sports organisations) respectively 45.6% (in sports occupations) for the medium-educated group, compared to 60.0% (in sports organisations).

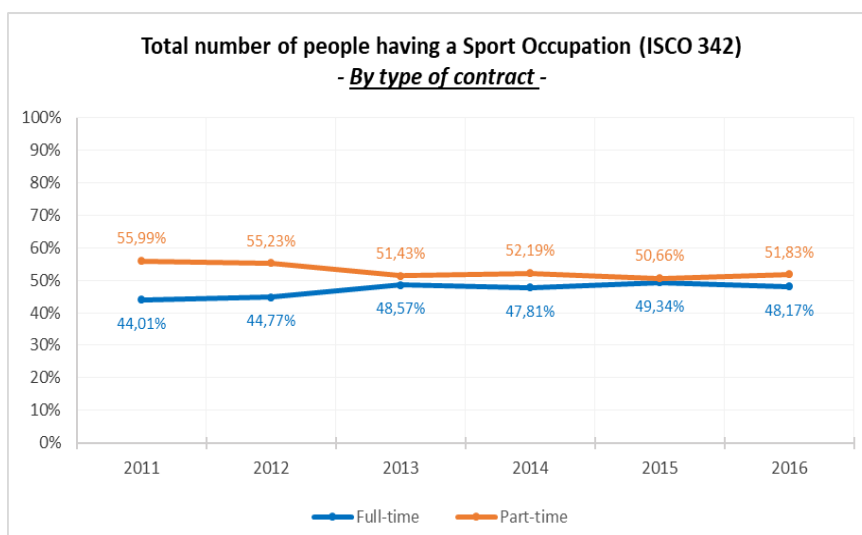
**Figure 4.20) Total number of people having a Sport Occupation (ISCO 342) – By education level – Europe**



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

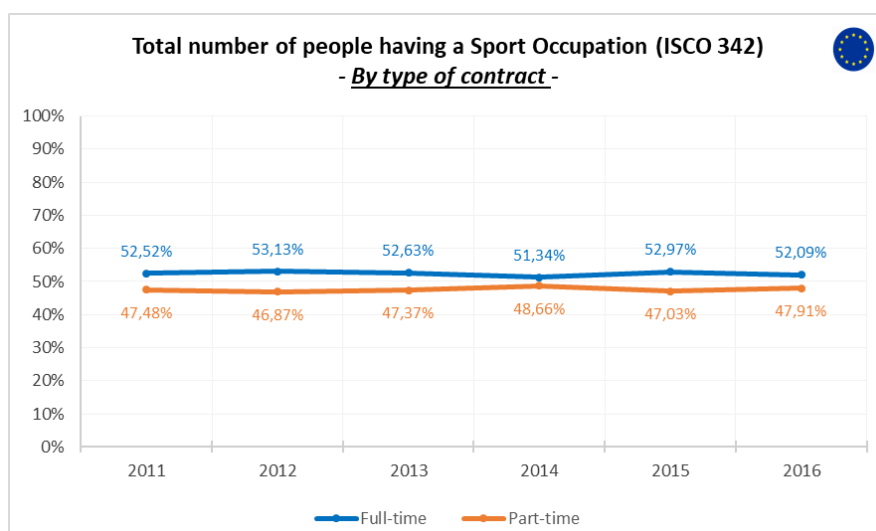
Furthermore, the distribution according to type of contract can be reported also for sport occupations in Germany. This time there are almost as many full-time jobs (48.2%) as part-time jobs (51.8%). In contrast, within sports organisations, considerably more part-time jobs (54.9%) than full-time jobs were registered. Also, it can be seen that the number of part-time jobs and full-time jobs has approached each other in recent years.

**Figure 4.21) Total number of people having a Sport Occupation (ISCO 342) – By type of contract – Germany**



Across the EU, the share of full-time and part-time jobs in sports occupations is close, too, with slightly more full-time jobs (52.1%). The distribution remains almost unchanged in recent years. The gap between the two contract types was more clear among sports organisations (56.6% full-time).

**Figure 4.22) Total number of people having a Sport Occupation (ISCO 342) – By type of contract – Europe**



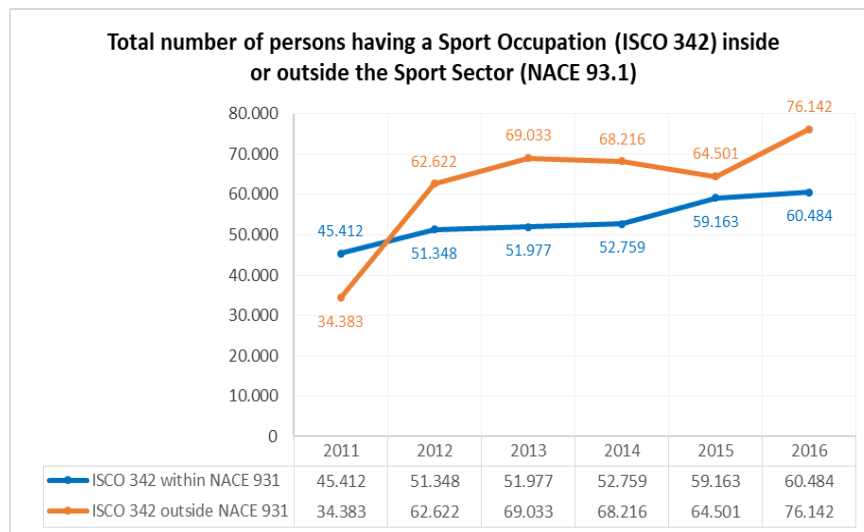
**f) Total employment in the sport sector (NACE 93.1 + ISCO 342 OUTSIDE NACE 93.1)**

The third step in this section is to have a look at total employment in the sport sector. This means to add up people working in sport organisations and people working sport jobs outside sport organisations.

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

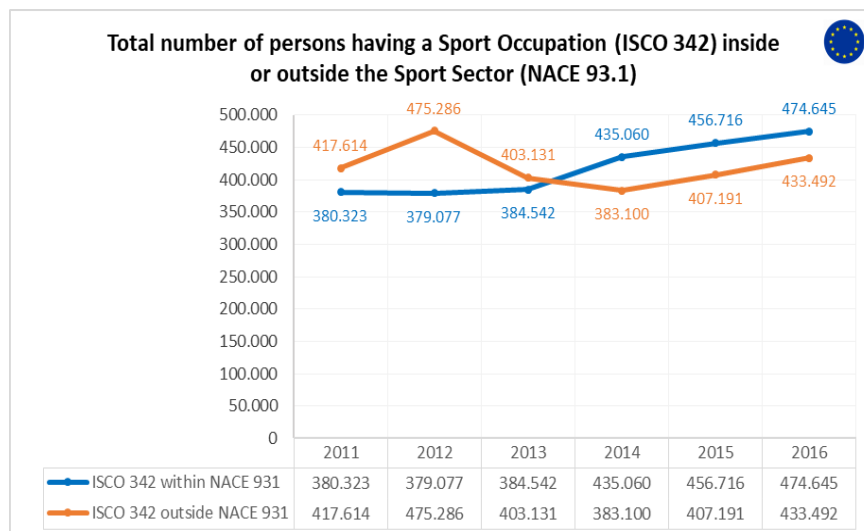
Firstly, one can see for Germany, that in the year 2016 considerably more people engage in a sports occupation outside a sports organisation than within a sports organisation – which was not the case back in 2011 (however, remember the change of the ISCO classification system in 2012).

**Figure 4.23) Total number of persons having a Sport Occupation (ISCO 342) inside or outside the Sport Sector – Germany**



This is in contrast to the figures within the EU. There, more people have a sports occupation within a sports organisation than outside.

**Figure 4.24) Total number of persons having a Sport Occupation (ISCO 342) inside or outside the Sport Sector – Europe**



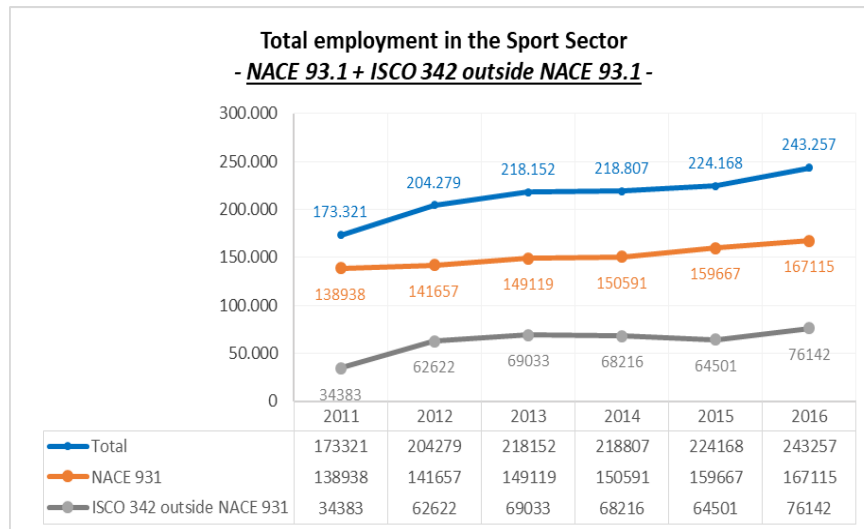


## 2) Total employment in the sport sector (NACE 93.1 + ISCO 342 outside NACE 93.1)

If one adds up people working in sport organisations and people working in sport occupations outside sport organisations, a total of 243.257 people working in the sport sector can be counted for the year 2016 in Germany. This equals 0.61% of total employment in Germany.

Together with the figure shown before, that reported 60,484 people in sport occupations inside German sport organisations in 2016, it can also be seen that about one third (36%) of the people working in sport organisations are actually doing sport jobs in the narrower sense – and two thirds are not.

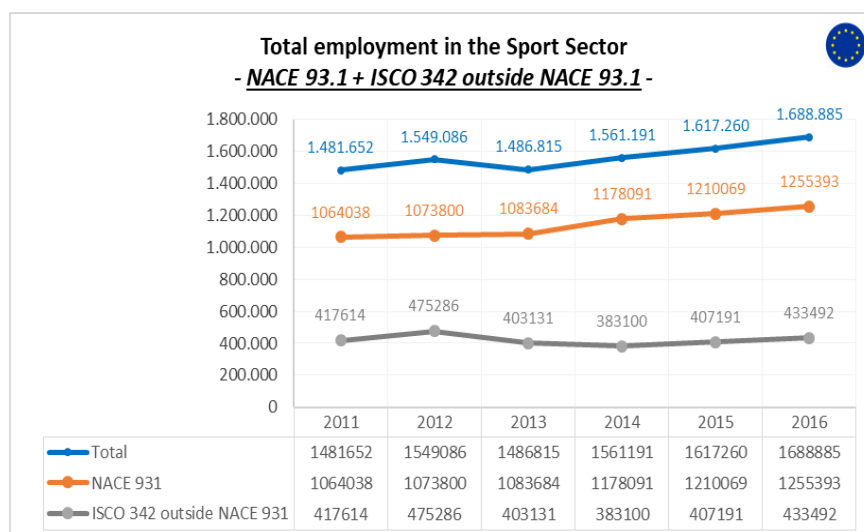
**Figure 4.25) Total employment in the Sport Sector (NACE 93.1 + ISCO 342 outside NACE 93.1) – Germany**



Within the EU as a whole, the total employment in the sport sector adds up to 1.688.885 people in the year 2016. This equals 0.77% of the total employment in the EU.

Furthermore, about 38% of persons working in sport organisations are having a sport occupation.

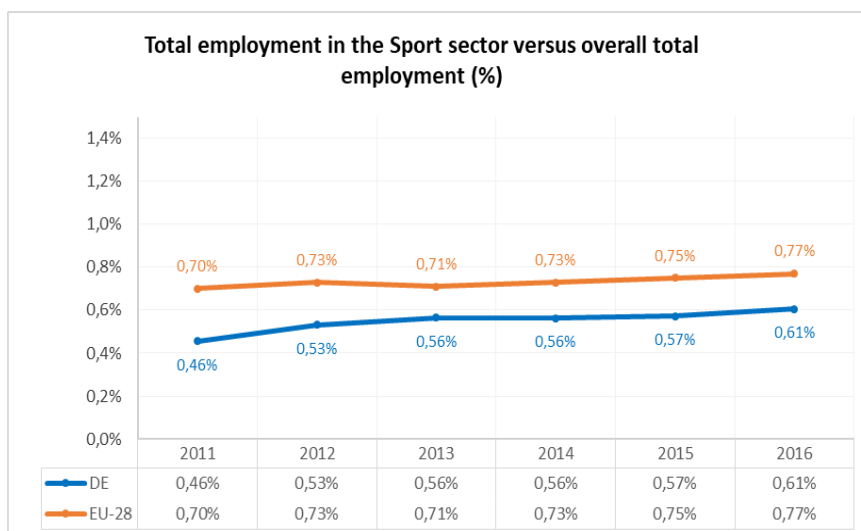
**Figure 4.26) Total employment in the Sport Sector (NACE 93.1 + ISCO 342 outside NACE 93.1) – Europe**



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

The share of people in the sport sector compared to overall total employment was already mentioned. The last figure shows in detail, that the German share of the sport sector lies slightly below the European share.

**Figure 4.27) Total employment in the Sport Sector versus overall total employment (%) – Germany and Europe**



#### **g) Recapitulation and discussion**

First of all, the results show that the labour market for sport and physical activity is growing in Germany as well as throughout the European Union. Both the number of jobs in sports organisations and the sports occupations are increasing. The sports labour market is now 0.61% of the total German labour market. In the EU it equals 0.77%. This may sound small at first, but it should be remembered that this only affects the sports and physical activity labour market in the narrower sense. Several occupations that also relate to sport and physical activity (e.g. physical education teachers or sports therapists) are not included as they are assigned to other areas. Also, given the data collected, but also with regard to social trends, it can be assumed that the importance of the market tends to increase. This will bring positive developments as well as challenges. For instance, the quality of the offered sport courses within the sport clubs might increase which might also lead to higher prices. Furthermore, challenges could arise in regard to the relation between volunteers and full-time employees. While sport clubs are traditionally lead and operated by volunteers this might change in the future. Both might have to cooperate more often which is not always easy. These are just two examples how the working realities might change in the future due to a growing labour market for paid staff.

It is also remarkable that nowadays more people work in sport-related jobs outside of sports organisations, for example as fitness trainers in a hotel, than within sports organisations in Germany. Although there are more people with sports jobs within sport organisations than outside sport organisations throughout the EU, a high importance of non-sport organisations as employers can also be stated for the EU. Such organisations seem to become increasingly important as employers for these people.

With regard to the gender of the employees, it should be noted that in Germany male and female employees are equally represented in both sports organisations and sports jobs. With the exception of 2015, for which reporting errors cannot be ruled out, this has always been the case in recent years. The

situation is different for the EU. Indeed, the proportion of men compared to women is almost the same, regardless of whether one looks at jobs in sports organisations (56% men in relation to 44% women) or sports job (57% men in relation to 43% women) throughout the EU. However, this also means a clear overhang of male employees. The fact that the gender distribution for jobs in sport organisations equals the distribution for sport jobs is not self-evident, since only just over a third of people in sports organisations work in sport jobs - the sub-sample is therefore not congruent.

Furthermore, the age distribution for people working in sports organisations is almost identical to the age distribution among people who have sports jobs in Germany. It turns out that, in both cases, the middle age group is losing importance while the youngest age groups becomes more important (the latter applies a little more to jobs in sport organisations than to sport jobs).

In relation to the German data the age distribution in the EU remained relatively stable over the last years. Thus, it differs nowadays a little from the German situation: the middle age group is a little more important in the EU. This applies to both jobs in sport organisations as well as sport jobs.

Looking at the educational level, the data show a prominent role (in terms of numbers) of those workers in sports organisations who hold a moderate level of education. The same accounts for people working in a sports job. However, to a smaller degree. People with a high level of education are considerably more represented in sport occupations than they are in sports organisations. The distribution for both occupations in sport organisations as well as sport jobs show some ups and downs but no clear trend can be identified.

Within the EU as a whole the medium educated people are much less represented and the highly educated people are much more represented in jobs in sports organisations as well as in sport jobs than in Germany. The reasons remain unclear. On the one hand, it is possible that on EU level more sport organisations provide jobs for higher educated employees as well as that more sport jobs are offered for higher educated people. On the other hand, the reason might be that more highly educated people in the EU do the jobs that are practiced by people with medium education in Germany.

With regard to the type of contract, it can be stated that much more people in Germany work part-time in sport organisations than full-time. The distribution is equal if one looks at sport jobs. The share of part-time and full-time jobs approached each other in the last years. However, this still means a high percentage of part-time jobs. On the one hand, this high importance of part-time jobs is not surprising since sport organisations in Germany are often very small. This applies specially to sport clubs but partly also to commercial organisations like fitness centres. It was mentioned in section 3 of this report that more than 5 million people are member in an individual studio (which are often rather small) or even a micro-studio. These organisations often employ people part-time, e. g. to be more flexible. Also, the organised sport is traditionally characterised by volunteer work which only changes step by step, often by starting with introducing part-time jobs into the sport clubs. Thus, on the one hand, the high importance of part-time jobs can be interpreted negatively, because it seems likely, that many of these employees would want to work full-time. On the other hand, it can be a sign for the development of the sports and physical activity sector. That means, more and more jobs are created, even though they are (at least at the moment) “only” part-time.

At EU level, the picture is different. There are significantly more people working full-time than part-time in sport organisations. For sport jobs, the share is almost equal for full-time compared to part-time. However, part-time jobs still play an important role, also throughout the EU.

With regard to the professional status, the situation in Germany is comparable to the EU. Most of the workforce is employed, while only a smaller proportion is self-employed. In absolute numbers, the group of employees has grown significantly over the last few years both in Germany as well as in the EU. The self-employed tend to decrease slightly in Germany while it – also slightly – increases in the EU.



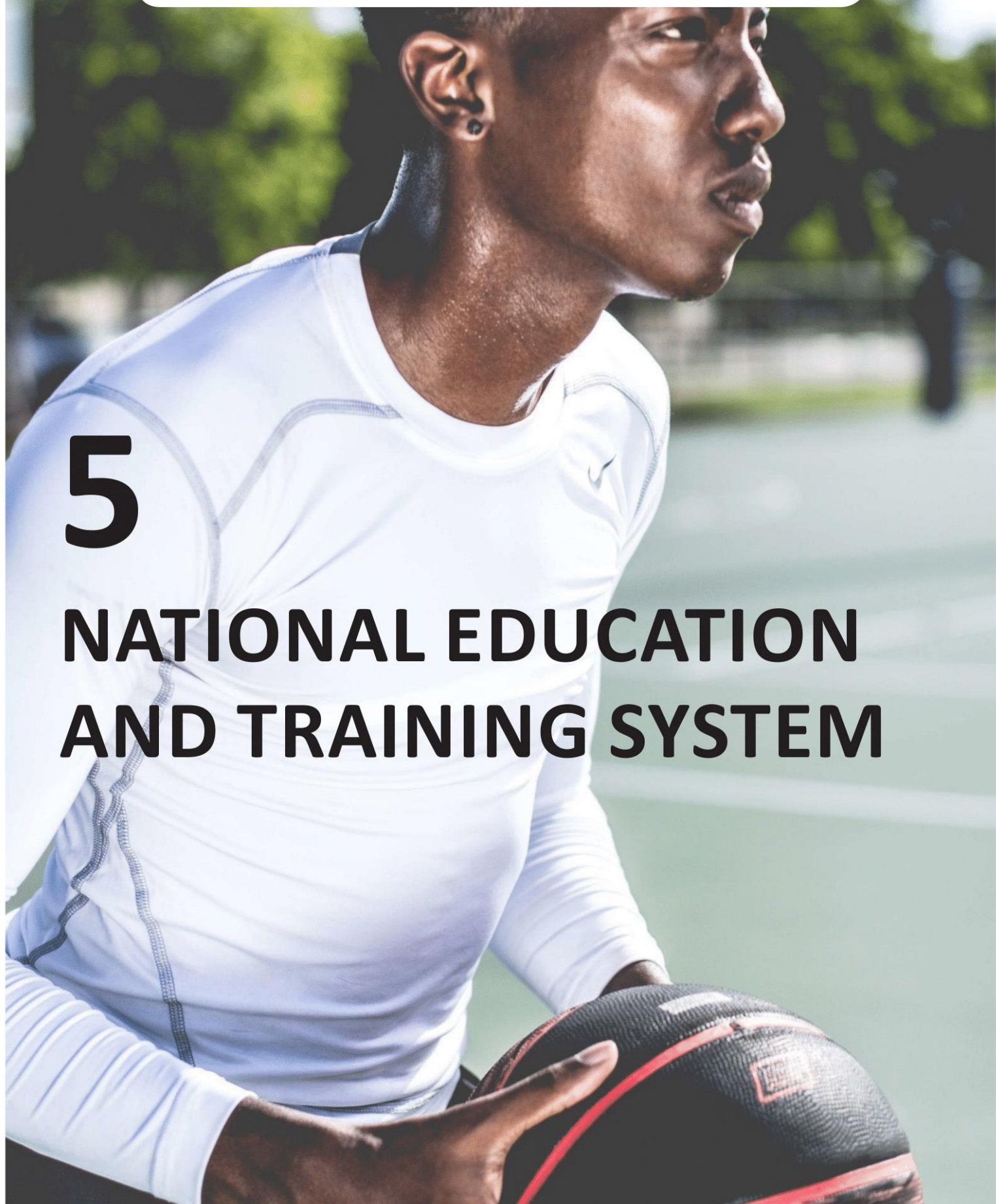


**ESSA-SPORT**

Improving the Supply of Skills to the Sector

**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**



## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

### a) Structure of the section and preliminary remarks

The following section addresses the national education and training system. In the field of education, the federal system of the Federal Republic of Germany comes into effect to a high degree. Education is a matter of each single federal state. There, one or several Ministries are responsible for the field of education and/or science. In addition, there is a coordinating body in which the federal states treat overarching topics: the "Permanent Conference of the Ministers of Education of the Länder in the Federal Republic of Germany" (abbreviated: "Kultusministerkonferenz" / KMK). However, the autonomy and self-responsibility of the federal states for the topics of education and science remains. Even such basic topics as the number of years of schooling until graduation might vary from federal state to federal state (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2018).

Regarding higher education, the principle of autonomy even applies for each university/college. That is, they are considered as independent in the legal, financial, personnel and organisational sectors. This is not only anchored in most federal state constitutions, but also formulated quite generally in the Basic Law (Hochschulrektorenkonferenz, n. d.): "Arts and sciences, research and teaching shall be free. The freedom of teaching shall not release any person from allegiance to the constitution." (Basic Law for the Federal Republic of Germany, Article 5 (3) sentence 1; English translation).

The remarks show that in Germany a complex system of responsibilities exists, which can result in very different regulations depending on the topic. On the other hand, coordinating bodies exist which lead to shared views, general guidelines and regulations in some fields. The following description focuses mostly on the commonalities in the German educational system.

Within this section, first, an overview over the education system is given. Afterwards, a closer look on the Higher Education System is taken before the system of vocational education and training (VET) is focused. Then, the education system is regarded again in view of quality assurance and accreditation bodies for education and training. The section ends with a look at the implementation of a German Qualifications Framework (Deutscher Qualifikationsrahmen – DQR) and some final remarks on lifelong learning in Germany.

### b) Overview over the German educational system

#### 1) Compulsory school attendance

At the age of six and for nine or ten full-time school years, education is compulsory in Germany. Subsequently, those who do not attend full-time general or vocational education at upper secondary level are required to attend part-time school (compulsory vocational education), which is usually three part-time years, depending on the duration of the training. If no apprenticeship is entered, regulations for extended full-time compulsory school education in the field of vocational education and training apply in some federal states. Compulsory schooling also applies to disabled children and adolescents, who are taught at general or special educational institutions.

#### 2) Structure of the education system

The education system in the Federal Republic of Germany is divided into

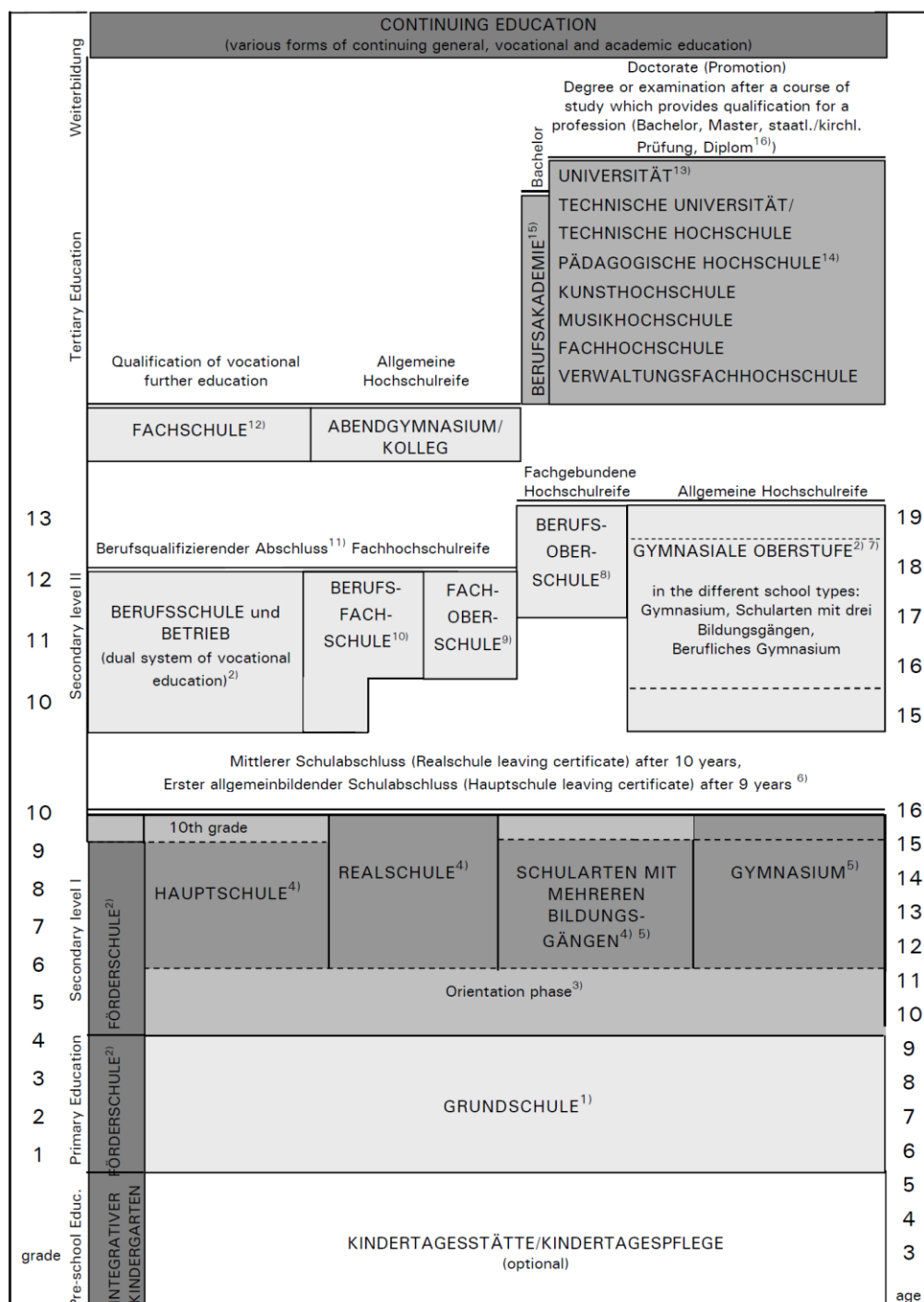


pre-school education

- primary education
- secondary education
- tertiary education
- further education

An overview of the education system and its structure is provided by the following figure.

**Figure 5.1) Basic structure of the educational system in the Federal Republic of Germany (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2016a,b)**



### 3) Pre-school education

Pre-school education in “Kindertagesstätten” respectively “Kindertagespflegeeinrichtungen” refers to facilities for children until entry to school, which usually takes place at the age of six. Visiting these facilities is voluntary.

### 4) Primary education

Compulsory education usually begins in the age of six where the children enter the elementary school (“Grundschule”). It includes grades 1 to 4 (in Berlin and Brandenburg: 1 to 6). For children with special educational needs, there are additional types of special needs educational institutions that can be entered.




### 5) Secondary education

Following the joint visit of the primary school, the children change to different secondary schools, which differ by educational programs, degrees and permissions. There are school types with a curriculum where instruction is directed to a single specific degree. These are traditionally the “Hauptschule”, the “Realschule” and the “Gymnasium”. The decision on which school to attend is based on the vote of the primary school (which arises in consultation with the parents). However – depending on the federal state – the final decision is made by the parents, the school or the school authorities. In addition, there are further school types with multiple educational programs, in which two or three courses of education are united. Furthermore, a variety of schools for pupils with special educational needs are also available at secondary level.

Upper secondary education (Secondary level II), which begins after completion of compulsory education (usually at the age of 15), is determined by the qualifications and permissions obtained in lower secondary education (Secondary level I). On this level, besides general education schools also full-time vocational schools or vocational training institutions in the dual system exist.

### 6) Tertiary education

At tertiary level, universities/colleges and other institutions offering job-oriented qualifications for graduates of the upper secondary level with higher education entrance qualification exist. These are (in addition to some special forms):

-  Universities, technical colleges / technical universities, colleges of education, theological colleges
-  Art and Music Colleges
-  Universities of applied sciences

In addition, there exist “Berufsakademien” (so to say: vocational colleges) in some federal states, which, together with training establishments, impart a science-related and at the same time practice oriented vocational education. Furthermore, in Bavaria, under the conditions of relevant vocational training in a recognised training occupation and with professional experience, a qualification level may be obtained at specialised schools or academies (which are actually vocational education and training institutions), which corresponds to the first level of tertiary education according to the International Standard Classification of Education (ISCED).



## 7) Further training

The structure of further training is characterised by a variety of providers: community institutions (in particular community colleges), private institutions, church institutions, trade unions, chambers, political parties and associations, businesses and public administrations, parental and family education centers, academies, professional schools and colleges, distance learning institutes as well as providers from the field of radio and television.

## 8) The private education system




In addition to the above-mentioned institutions, there are independent institutions in all mentioned areas of education (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b).

### c) Higher Education System

#### 1) Objectives of higher education

The general objectives of higher education are stated as follows: " Teaching and study are to prepare students for a profession in a certain sphere of activity, imparting to them the particular knowledge, skills and methods required in a way appropriate to each course so as to enable them to perform scientific or artistic work and to act responsibly in a free, democratic and social state governed by the rule of law. These purposes of study are common to all types of higher education institution." (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017b, p. 147). Accordingly, the unity of research and teaching applies to all types of higher education institution, with different priorities depending on the type of university.

The following types of higher education institutions exist:

-  Universities and equivalent colleges (technical colleges / technical universities, colleges of education, theological colleges and others); they are strongly characterised by an orientation towards basic research and theoretical knowledge
-  art and music colleges; they prepare for artistic and art professions and are characterised by the development of artistic forms and the free practice of art
-  "Fachhochschulen" (universities of applied sciences); they are particularly application-oriented.

In addition, state or state-recognised "Berufsakademien" (existing in some federal states) are attributed to the tertiary sector, which, in collaboration with training establishments, provide both a science-related and a vocational education. Finally, the "Fachschulen" / "Fachakademien" (existing in Bavaria) are considered part of the tertiary education system. They aim at professionals with professional experience, who should be qualified for leadership tasks.

#### 2) Legal basis

The legal foundations of higher education, depending on the type of university (also for private colleges), are the corresponding university laws of the federal states: the university laws, the art and music college laws and the laws for universities of applied sciences. These laws address the general objectives of higher education as well as the general principles governing the organisation of higher education, study, teaching and research, admission to studies, membership and participation, and academic staff. There are also

federal laws for the areas of university admission and university degrees, but the Länder have the power to issue their own regulations deviating from the corresponding federal laws.

The corresponding legal foundations for the “Berufsakademien” can be found in the Berufsakademie laws of the federal states and the training and examination regulations of the relevant Ministry of Science or the Berufsakademie itself. For professional development at technical schools (“Fachschulen”), the regulations of the training and examination regulations of the individual countries that are based on the school laws apply.

### 3) Number of colleges and study programs

In the above three main types of higher education institutions (universities / equivalent universities, colleges of art and music, Fachhochschulen) there were a total of 399 state and state-recognised universities in the summer semester 2015. Of the 220 universities of applied sciences, over 50% had a high proportion of privately owned institutions. Especially at the universities of applied sciences enormous differences in the size of the university are to be noted, both with regard to the number of students and the number of courses offered.

In the meantime, a system with consecutive degree programmes is the norm in Germany, although there are still exceptions. In the winter semester 2014/14, 87 percent of all study programs were Bachelor's and Master's programs. For studies in the fields of law, medicine, dentistry, veterinary medicine, pharmacy and food chemistry, however, a state examination is the rule. Partly this also applies to teacher degree programmes. In addition, traditional diploma programmes (which focus on one field of study) and “Magister” degree programs (which enable a combination of several subjects) continue to exist in some cases. Diplomas from universities of applied sciences are comparable to the bachelor's degree, while university diplomas and “Magister” degrees correspond to the master's level.

The three types of higher education institutions offered nearly 8,200 undergraduate programmes with a bachelor's degree in the 2015 summer semester. Of these, just under 4,400 courses were taken at universities and equivalent colleges, 400 at colleges of art and music and 3,400 at universities of applied sciences.

The standard duration of study for Bachelor programs is six to eight semesters. At universities and equivalent universities, it includes mostly six, at art and music schools mostly eight, at Fachhochschulen in most cases six to seven (including practical semester). For consecutive bachelor's and master's programs, the total period of study is a maximum of five years, at art and music colleges also up to six years.

In addition to the above-mentioned degree programs and degrees, there are other special cases such as church degrees and postgraduate courses such as advanced, additional or supplementary studies. Finally, the third cycle of study involves doctoral programs.

### 4) Tuition fees

The federal states also decide on the tuition fees. After tuition fees were introduced for a few years, the general tuition fees have since been abolished. Only administrative fees, contributions for the use of social institutions, or contributions for student self-governing bodies, but also fees for long-term students, further education courses and second studies are still being charged (to varying degrees) (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b).

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## **d) System of vocational education and training (VET)**

### **1) Vocational upper secondary education**

Vocational training takes place in particular at vocational upper secondary level. Several educational facilities are available, which are accessible depending on the degree and acquired entitlement of lower secondary education.

The educational institutions are divided into full-time vocational schools on the one hand and vocational training in the dual system on the other hand. In addition, there are a smaller number of other types of school in some federal states, which are not described here in more detail, as well as the “Fachschulen”, which are assigned to the tertiary sector according to ISCED.

### **2) a) Full-time vocational schools**

#### **Berufsfachschule**

Vocational schools introduce full-time students to one or more occupations, provide them with part of their vocational training, or lead them to vocational training qualifications. If no full professional qualification is acquired, this part of the training period can be credited in later training. Depending on the field of study and the objective, the duration of this course of study is designed to last for one to three years. Under certain conditions, the “Fachhochschulreife” (permission to enter a university of applied sciences) can be acquired.

#### **Fachoberschule**

The Fachoberschule imparts general, theoretical and practical knowledge and skills and leads to the “Fachhochschulreife”. Based on a qualification of lower secondary level the Fachoberschule usually includes the grades 11 and 12 (sometimes 13), but may also lead to field-specific or even general higher education entrance qualification. The Fachoberschule includes instruction and practice in the form of a supervised internship. A completed vocational training or relevant professional experience can replace the 11th grade.

#### **Berufliches Gymnasium (Vocational upper secondary level schools)**

The vocational upper secondary school (Berufliches Gymnasium) includes in almost all federal states the upper secondary level with a profession-related field, takes three years and replaces, so to speak, the grades 11 to 12 and 11 to 13 of a general education Gymnasium. It is usually completed with the general university entrance qualification.

#### **Berufsoberschule**

The Berufsoberschule serves to enable the graduates of vocational training in the dual system to obtain the university entrance qualification. In two-year full-time education, the acquisition of subject-specific or (with a second foreign language) general university entrance qualification is possible. Alternatively, full-time education can be replaced by a correspondingly longer part-time education. The first year of the lesson can be replaced by other educational pathways leading to higher education entrance qualification.







### 3) b) Vocational training in the dual system

Vocational training in the dual system, which is possible in about 330 training occupations recognised by the Vocational Training Act and the “Handwerksordnung”, is of particular importance in Germany: around 50% of adolescents of one age group begin training in the dual system. Depending on occupation, this takes one to three years. The central feature of the dual system is the training in two learning locations: the company (three to four days a week) and the vocational school (up to two days a week). The aim is both the teaching of skills, knowledge and skills for the exercise of a specific skilled activity as well as the acquisition of professional experience.






### 4) General and vocational adult education

In addition to upper secondary vocational education, vocational training also takes the form of continuing education in Germany. This is relatively little regulated by the state to allow rapid adaptation to changing conditions. The federal states and the German State are jointly responsible for research and model development in all areas of continuing education, statistics and educational reporting for their areas.

In addition, the federal states are particularly responsible for:

-  general education
-  school-related further education
-  scientific further education at universities
-  cultural education
-  parts of political education
-  parts of vocational training

The German State is mainly responsible for:

-  extra-curricular vocational training
-  regular further vocational training
-  framework regulations for the protection of distance learning participants offered on a private law basis
-  parts of political education
-  Questions of international cooperation for further education, also in the European Union

As part of this responsibility, various governmental and non-governmental providers have emerged to offer training. These are in particular the community colleges and other free institutions (general continuing education courses), the Federal Agency for Civic Education, the corresponding federal state headquarters and other free institutions (political further education events), the evening schools and colleges sponsored by the states or privately sponsored (catching up with school degrees), the technical schools (continuing vocational training) and the distance learning institutes (extra occupational training). In addition, colleges and vocational academies can also offer continuing education courses (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b).

### e) Quality assurance and accreditation bodies for education and training

The following illustrations give a brief (and necessarily incomplete) overview of responsibilities and measures in the area of quality assurance and evaluation (see for more detail: Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b).



A comprehensive discussion on a systematic assessment of organisational structures, teaching and learning processes and performance characteristics with the aim of quality improvement (evaluation) has only begun relatively late in the Federal Republic of Germany at the end of the 1980s. Nevertheless, corresponding control functions were already available before.

### 1) Quality assurance in early childhood education and care

In pre-school education, the responsibility for the quality of a day care center lies with the institution responsible for the daycare. It is responsible for the supervision of the employees and has to present a conception on quality assurance and development, which in practice differs greatly from one institution to another. Common procedures within a federal state do not exist so far with the exception of Berlin. Instead, a variety of individual measures can be found. Independent sponsors and independent day care staff receive, amongst others, specialist consultations by the youth welfare offices. In addition, there are nationwide initiatives and measures, including quality assurance and the development of skilled workers.

### 2) Quality assurance in school education

In the school education system, the school inspectorates carry out specialist supervision, legal supervision and administrative supervision. In addition, the school inspectorate and the state institutes for school education provide advisory, supportive and corrective measures in schools as well as reporting to the higher education authorities on the evaluation and further development of the school system. In some federal states they are also responsible for the external evaluation, which is carried out by quality or evaluation agencies in most federal states. Quality development in VET should be implemented through the VET committees and the National Committees. In addition, since 2004, the Institute for Quality Development in Education (IQB) at the Humboldt University in Berlin contributes to the review and development of educational standards and, thus, to the implementation of the overall strategy of KMK for educational monitoring. The Center for International Educational Comparisons (ZIB), founded in 2010, is (initially until 2016) responsible for conducting the PISA studies in Germany.

### 3) Quality assurance in higher Education

The relevant Ministry of Science supervises the universities. In addition, external evaluations are carried out by regional evaluation agencies at the federal state level or by national university networks. In addition, the Foundation for the Accreditation of Study Programs, which was set up by the Conference of the Ministers of Education (KMK), takes care of, among other things, accreditation and reassessment of accreditation agencies, specification of frameworks for and monitoring of agencies, and international cooperation in accreditation and quality assurance and reporting on accreditation processes. The accreditation council decides on the affairs of the foundation (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b). However, in reaction of a decision of the Federal Constitutional Court “Bundesverfassungsgericht” on February 2016 (see in more detail: Bartz & Mayer-Lantermann, 2017) several changes to the procedure did or still do take place at the moment.

In most federal states, higher education institutions are required by law to regularly report on teaching and studies. Since 1998, an assessment of the quality of teaching takes place. However, central regulations are only provided by the university supervisory authority in the field of teaching expenditure and it is checked by them whether the study contents comply with the study and examination regulations and are qualifying for work. Further central requirements are omitted due to the principle of the

independent practice of research and teaching (freedom of science). In contrast, there is now a system of internal evaluations throughout Germany (inter alia involving students) and external evaluations (including agencies and experts). Especially in the field of student's evaluation, the goal is still the internal university optimisation, not state control.

With the introduction of the two-step degrees (Bachelor / Master), the comparability of degrees and thus quality assurance became more important. In addition, in 2010, the "Quality Pact for Teaching" was introduced by the federal and state governments, which is intended to support the framework conditions for teaching and ensuring the quality of teaching at universities. In addition, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder has decided to define accreditation as a quality assurance tool for the bachelor and master programs. It is functionally segregated from the state approval of study programs and refers to subject-related standards, adherence to structural requirements and the review of the professional relevance of the degrees. It should be extended to all degree courses. In addition, in future, entire universities should be accredited (system accreditation) (however, see remarks above regarding accreditation).

#### 4) Quality assurance in general and vocational adult education

Continuing education providers in the field of continuing vocational training measures, which are funded by the Federal Employment Agency, are carried out by external certification bodies. Distance learning courses are approved by the Central State Office for Distance Learning of the Länder of the Federal Republic of Germany (ZFU). In addition, funded by the Federal Ministry of Education and Research (BMBF), comparative tests are carried out by Stiftung Warentest in the area of vocational adult education.

#### 5) General remark regarding quality assurance

The area of quality assurance and development has become increasingly important due to the increasing importance of lifelong learning in adult education as well. However, the diverse providers and offers result in a variety of quality assurance measures. Transparency and uniformity are to be achieved, among other things, through certifications. In addition, federal and state governments promote projects to improve quality assurance (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b).

#### **f) Implementation of a National Qualifications Framework (NQF)**

In 2006, the Federal Ministry of Education and Research (BMBF) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) agreed on the development of a German Qualifications Framework (Deutscher Qualifikationsrahmen – DQR) for lifelong learning, which would allow translation of national qualification levels into the eight levels of the European Qualifications Framework (EQF). It was emphasised that the DQR is not a substitute for the existing system of access permissions, that each qualification level can in principle be attainable on different educational paths and that an achieved level does not automatically provide access to the next level. Also, the EU Professional Qualifications Directive remains unaffected.

For controlling of the drafting of the DQR, a joint coordination group was set up by the federal states and the German State ("Bund-Länder-Koordinierungsgruppe Deutscher Qualifikationsrahmen"; B-L-KG DQR). The process involves a large number of actors from general education, higher education and vocational education, the social partners and other experts from science and practice who, together with the BL-KG DQR, form the working group "Arbeitskreis Deutscher Qualifikationsrahmen" (AK DQR). A first discussion

proposal was submitted in 2009 containing a DQR matrix. It also has eight levels and describes learning outcomes (pooled competences). In contrast to the EQF, however, it differentiates between "specialist competence" ("knowledge" and "skills") and "personal competence" ("social competence" and "self-competence"). Levels 5 to 8 contain parallel descriptions that allow the assignment of academic and professional qualifications. In levels 6 to 8 the DQR is compatible with the qualification framework for German university degrees (HQR). From May 2009, the discussion proposal was examined by means of an exemplary allocation of qualifications (exemplary in the four occupational fields: metal / electrical, IT, trade and health).

At the beginning of 2012, the German State, the federal states, social partners and business organisations agreed on a general principle for the introduction of the DQR. For a five-year trial period, there is no assignment of general education certificates, but initially only the qualifications with a direct labor market reference are assigned to the DQR. Subsequently, all assignments are reviewed on the basis of competence-oriented training regulations for initial vocational training, and competence-oriented educational standards for general education. The precondition here is the equivalence of education and training. Consideration should also be given to the development at European level and also to a possible upgrading of qualifications. The further assignment of formal qualifications was also carried out by the working group DQR. In December 2012, the assignment of the DQR levels to the EQF levels in a referencing report was successfully presented to the EQF Advisory Group.




In 2013, the Federal Ministry of Education and Research (BMBF), the Federal Ministry of Economics and Energy (BMWi), the KMK and the Conference of Ministers of Economic Affairs (WMK) laid the foundation for the introduction of the DQR in a Joint Decision on the DQR. Since 2014, the EQF / DQR level has been successively reported by the responsible authorities (schools, chambers, etc.) on all newly issued qualification certificates.

In addition, non-formal qualifications will also be assigned to the DQR in the future. For this purpose, an expert working group was set up, whose recommendations were handed over to the working group DQR and the federal-state coordination center DQR for advice in 2014. Further processing ("validation") takes place outside the DQR process. The DQR manual was also developed as a guide (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b; see also: Cedefop, 2017).





### **g) Lifelong learning**

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder emphasises the importance of lifelong learning and concludes from this the necessity of institutionalised professional development for further development as well as reorientation of individual qualifications. It assumes that competence development, competence recognition and competence certification as well as new non-formal forms of learning will become more important. Continuing education equally includes the areas of general, vocational and socio-political further education, which work together.

The goal is that the individual

-  develops a willingness to lifelong learning,
-  acquires the skills needed for lifelong learning,
-  uses institutionalised and new learning opportunities in their life and work contexts.

Guiding principles are:

-  the strengthening of self-responsibility and self-control of learners
-  the reduction of inequality of opportunity
-  the cooperation of education providers and users
-  strengthening the links between all education sectors

(Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a,b).

#### 1) National situation in regard to the recognition of informal and non-formal learning

In 2014, partly due to the EU Council Recommendation of December 2012 on the validation of non-formal and informal skills, an initiative towards this topic was launched. “And in view of the recommendation of the EU Council from December 2012 on the validation of non-formally and informally-acquired competences, the Federal Government launched an initiative in 2014 to make the professionally acquired competences of mostly young people more visible, to take these into account and certify them. To this end, the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF) is preparing a pilot project, amongst other things, to develop and test an instrument of validation aligned to the regulatory instruments for non-formally and informally-acquired vocationally-relevant competences in collaboration with the economic sector that should begin in 2015.” (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017b, p. 182). This pilot project was later named ValiKom (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017c).





**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) Structure of the section and preliminary remarks

In the following section, some aspects of the education and training system connected to sport and physical activity are highlighted. Since, within the scope of the project, it is not possible to give a complete as well as deep overview over the field the section rather highlights some specific aspects that are able to show the diversity of the field and to form a basis for the following research.

### b) Sport in schools

The 16 federal states hold the responsibility for school and university sports. In each of the 16 Länder the task is located at the ministries for education and science. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) is coordinates overall affairs in the field of school and university sports. For this, it has set up her own commission.





Furthermore, extracurricular sports exists, especially in the form of voluntary sports lessons ("AG"), sports in all-day school, or the program "Youth trains for the Olympics". Partially, external partners such as sports clubs execute the courses (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, n. d.).

### c) Sport qualifications offered in universities









There is a broad number of higher education organisations that offer sport qualifications. A search of study programs in the field of sport on the website "Hochschulkompass", the online study portal of the German Rectors' Conference, in April 2018, resulted in 81 bachelor's degree programs, 79 master's degree programs and 213 teacher training courses related to the field of study sports (Hochschulkompass, 2018a,b,c). The range of courses offered in these programs is broad and includes both general sports and movement studies courses as well as specific courses of study focusing on individual sports science or related disciplines, specific target groups or fields of work (e.g. "Applied Training Sciences", "Sport Management", "Children and Youth Sports", "Exercise and Health"). According to the 2016 Education Report (p. 298), in 2015, 0.7% of entrants started a degree programme in the field of sports sciences (Autorengruppe Bildungsberichterstattung, 2016).

### d) Vocational and professional qualifications offered in sport and physical activity










The Federal Employment Agency (Bundesagentur für Arbeit) lists in its lexicon of vocational training (Bundesagentur für Arbeit, 2017) the following so-called "recognised occupations", that is, vocational training in the dual system, with reference to sport and physical activity. These are all assigned to the DQR level 4. The occupational classification and DQR assignments are taken from a list of the Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung, 2015).

-  Specialist for bath (Fachangestellte/r für Bäderbetriebe): occupational class 53142
-  Horse specialist (specialising in classical riding training, horse racing or special riding) (Pferdewirt/in, Fachrichtung Klassische Reitausbildung, Pferderennen oder Spezialreitweisen): Occupational class 11322
-  Sports Professional Sportfachmann/-frau: occupational class 63122
-  Sports and fitness salesman (Sport- und Fitnesskaufmann/-frau): occupational class 63122

In addition, the following occupations are listed in the lexicon of training occupations, which are learned at a vocational school:

-  Artist (Artist/in)
-  Stage dancer (Bühnentänzer/in)
-  Gymnastics teacher (Gymnastiklehrer/in)
-  Commercial Assistant, Business Assistant - Sports Administration and Organisation (Kaufmännische/r Assistent/in, Wirtschaftsassistent/in – Sportverwaltung und –organisation)
-  Teacher of Dance and Dance Gymnastics (Lehrer/in für Tanz und tänzerische Gymnastik)
-  Physiotherapist (Physiotherapeut/in)
-  Sports Assistant (Sportassistent/in)
-  Sports teacher (Sportlehrer/in)<sup>5</sup>

Furthermore, the Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung) lists the following training courses and retraining courses under the search terms "sport" and "fitness" (Bundesinstitut für Berufsbildung, 2015):

-  Consultant in Leisure and Fitness (Fachberater/in in Freizeit und Fitness)
-  Specialist trainer for fitness, health and prevention (Fachtrainerin für Fitness, Gesundheit und Prävention)
-  Specialist in fitness and health / Specialist in fitness and health (Fachwirtin für Fitness und Gesundheit)
-  Specialist in fitness and health / Specialist in fitness and health (Fachwirt/in für Fitness und Gesundheit)
-  Specialist in sports groundkeeping (Fachagrarwirt/in Sportplatzpflege)
-  Specialist in sports facility outdoor facilities (Fachagrarwirt/in Sportstätten-Freianlagen)
-  (qualified) Specialist for ice sports facilities ((geprüfte) Fachkraft für Eissportanlagen)
-  Sports Specialist / Sports Specialist (Sportfachwirt/in IHK)
-  Groundkeeper ("Sportplatzwart/in")

For some occupations the Federal Employment Agency's annual occupational overview "Occupations News" reports, how many first-year trainees there are. Information about occupations related to sport and physical activity are available for the recognised skilled occupation "Fachangestellte/r für Bäderbetriebe" (465 first-year apprentices) and "Pferdewirt/in (Fachrichtung Klassische Reitausbildung, Pferderennen oder Spezialreitweisen) (747 first-year apprentices), Sportfachmann/-frau (27 first-year apprentices) and Sport- und Fitnesskaufmann/-frau (1.773 first-year apprentices). In addition, there are a variety of other occupations in adjacent fields such as tourism (e.g., Businessman ("Kaufmann / -frau") for tourism and leisure) (Bundesagentur für Arbeit, 2017).

Under the keywords "sport" and "fitness", the list of recognised apprenticeships of the Federal Institute for Vocational Training includes the following occupations, their DQR level, their occupational class according to occupational classification (2010 edition) and the total number of apprentices

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<sup>5</sup> The vocational occupation "sports teacher" should not be confused with a higher education teaching degree in sports. Trained sports teachers are active in sports and health education, in particular at sports clubs and associations, in sports and gymnastics schools, in fitness centers or sports travel organizers (Bundesagentur für Arbeit, 2017).

(Bundesinstitut für Berufsbildung, 2015). The classification of occupations corresponds to NACE 2 coding (Statistisches Bundesamt, 2008) up to the level of the classes. The allocation to the DQR level is provisional, according to the 2012 referencing report on the German Qualifications Framework for Lifelong Learning (Bundesinstitut für Berufsbildung, 2015).

**Table 6.1) Recognised apprenticeships, DQR level and number of apprentices (based on Bundesinstitut für Berufsbildung, 2015)**

Occupational class	Apprenticeship	DQR level	Number of apprentices (2013)
63122	Sport- und Fitnesskaufmann/Sport- und Fitnesskauffrau	4	4.038
63122	Sportfachmann/ Sportfachfrau	4	96
28322	Sattler/ Sattlerin, Ausbildung in Fachrichtung: Reitsportsattlerei	4	87

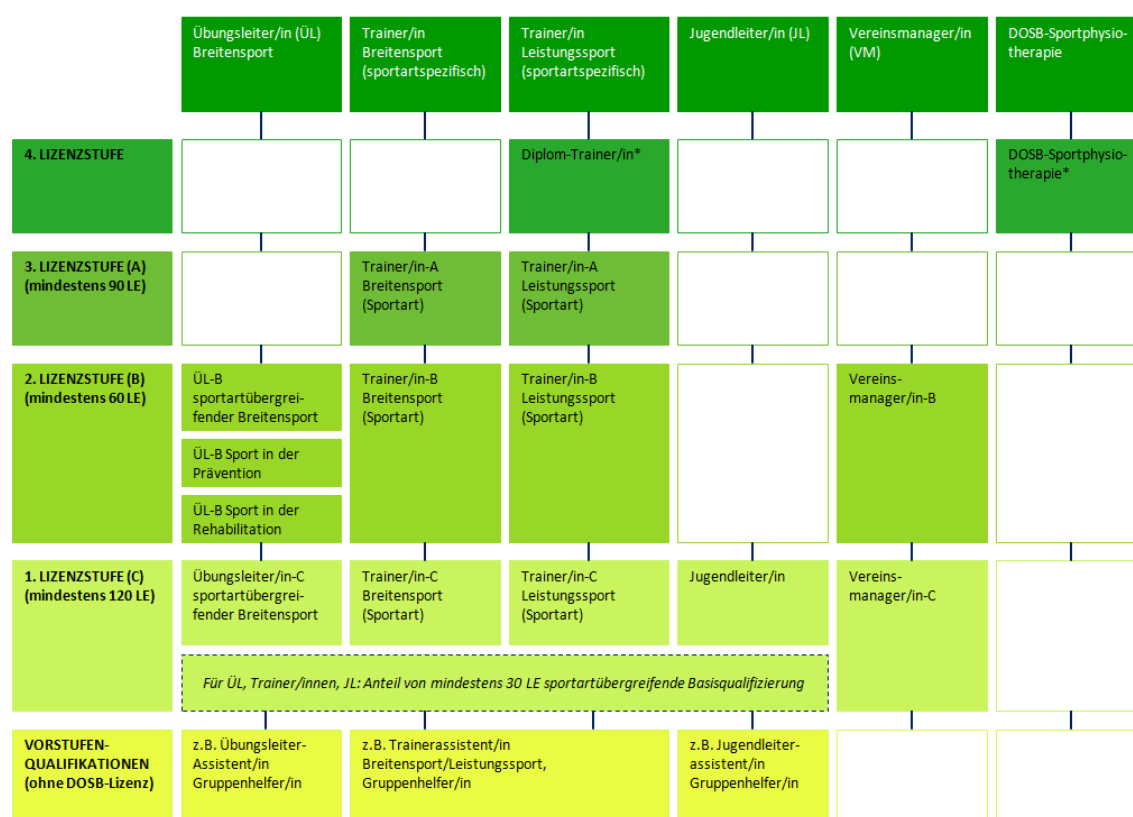
#### **e) Private Institutions**

In all areas of education – and, thus, also in the field of sport and physical activity – there are private institutions. Especially the market for further training is characterised by a variety of providers, including private carriers and distance learning institutions (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a).

#### **f) Role of sport federations in the delivery of sport education**

Beginning in the 1960s, the sports organisations, together with the DSB (the predecessor of the German Olympic Sports Confederation), set out guidelines for training to ensure the quality and comparability of organised sports (DOSB, 2018b; DSB, 2005). These were last adjusted in 2005. Among other things, they contain the following structural scheme for qualification (DOSB, n. d.a).

Figure 6.1) Structural scheme for the qualifications (DOSB, n. d.a)



Eine Lerneinheit (LE) umfasst 45 Minuten.

\*Für diese Ausbildungsgänge gelten spezielle Vorgaben

As a central feature of the training courses, the framework guidelines name as key objective the acquiring of competence to act, which is also specified in basic descriptions of the training courses. The license levels are also described in terms of a minimum number of lessons to be completed (DSB, 2005). In addition, in 2009, the DOSB specified the responsibilities (responsible body vs. lead) within the sports organisations in the implementation provisions for the cooperation model of the DOSB Framework Guidelines. It follows that, as a rule, the sports federations of the federal states ("Landessportbünde") and the general Federations with Special Tasks are responsible for sport-spanning training concepts. On the other hand, for training concepts oriented to one specific kind of sports, the head associations or sports-specific associations with special tasks are responsible. "Functional" training programs, which are related to specific topics and in which sport assumes a role for other areas (e.g. the qualification "Exercise leader prevention" with its health function) may vary depending on whether the training course is cross-sport or sport-specific, either at the federal sports federations or the sports-specific top association (DOSB, 2009).

To acquire a DOSB license, a minimum age of 16 years is required. Younger applicants can complete preliminary qualifications which are completed without a license. However, they can sometimes be credited for further training courses (DOSB, n. d.b).

The organised sport keeps a regular statistics about the obtained sports qualifications. The last published education report of the DOSB shows a total of 582,412 valid licenses for 2012 (DOSB, 2013).

**Table 6.2) Valid DOSB licences in 2012 (DOSB, 2013)**

Licence	Number (Sum)
Jugendleiter	4.038
Trainer A (Breitensport)	1.341
Trainer A (Leistungssport)	12.538
Trainer B (Breitensport)	8.203
Trainer B (Leistungssport)	33.185
Trainer C (Breitensport)	119.383
Trainer C (Leistungssport)	132.035
Übungsleiter B (Prävention)	39.678
Übungsleiter B (Rehabilitation)	41.254
Übungsleiter B	10.600
Übungsleiter C	172.577
Vereinsmanager B	1.452
Vereinsmanager C	6.128
Sum	582.412

Currently, non-formal qualifications are not yet assigned to the DQR. However, in 2014 recommendations of an expert working group were handed over to the working group DQR and the federal-state coordination center DQR for advice (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2017a).

In addition, a study exists to classify the framework guidelines for qualification of the German Olympic Sports Confederation into the German Qualifications Framework for Lifelong Learning (DQR). It was commissioned by the DOSB by an independent research group and notes in principle that the framework guidelines and the DQR are well compatible with respect to the underlying competency model and the competence categories.

It turned out that some selected qualifications of the non-formal "education provider", e. g. the license level Trainer A in sports-specific competitive sports, are situated on level 5 of the DQR, just below a higher education bachelor on level 6. However, it was not examined to what extent the framework guidelines are consistently implemented in the training practice (Sygusch & Liebl, 2012).

#### **g) Informal and non-formal education in sport**

Informal and non-formal education is now widely discussed in Germany, not least because of the OECD activity "Recognition of non-formal and informal learning" (Bundesministerium für Bildung und Forschung, 2008). So far, however, there is not yet a comprehensive recognition system, but only initial starting points for the recognition of informal and non-formal competences, such as admission to the external examination, the ProfilPASS system or the recognition of professional experience in higher education (Velten & Herdin, 2016). Accordingly, the field of sports has not yet been systematically processed.





**ESSA-SPORT**

Improving the Supply of Skills to the Sector

**7**

**FINDINGS FROM THE  
EMPLOYER SKILLS  
SURVEY**

## 7. FINDINGS FROM THE EMPLOYER SURVEY

### a) Structure of the section and preliminary remarks

In the following section, the employer's survey is described. After presenting the method that underlies the survey findings are presented according to the following structure:

Section 1 - About respondent organisation

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

Section 3 - Employment and skills for specific occupational roles

Section 4 - Expectations of volunteers and paid staff

Section 5 - Recruitment of paid staff and volunteers

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

Within the findings, results from the German sample are focused. However, European results are added for comparison.

### b) Method

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

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. This step-by-step development process of the survey 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 the fragmented sector and covered the whole spectrum from professional sport to grassroots level, from public to private. The research group is aware that the breadth of the topic, especially in terms of various occupational roles, different organisations, a multitude of skill, country-specific circumstances etc. limits the survey in some regards, especially in its depth. However, the explicit goal was – this time – to provide a European picture for the whole sector.

Once tested, revised and finalised in English, the questionnaire was then translated into 19 other languages. All translated versions of the questionnaire were then designed and put online through the Survey Monkey software and individual URL links were created for each one. 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. Last but not least, a specific introductory leaflet has

been produced and was available in 20 languages to present the survey and encourage target groups to take part and contribute to this unique opportunity.

The online survey was launched in November 2018 and ended on 25th of January 2019.

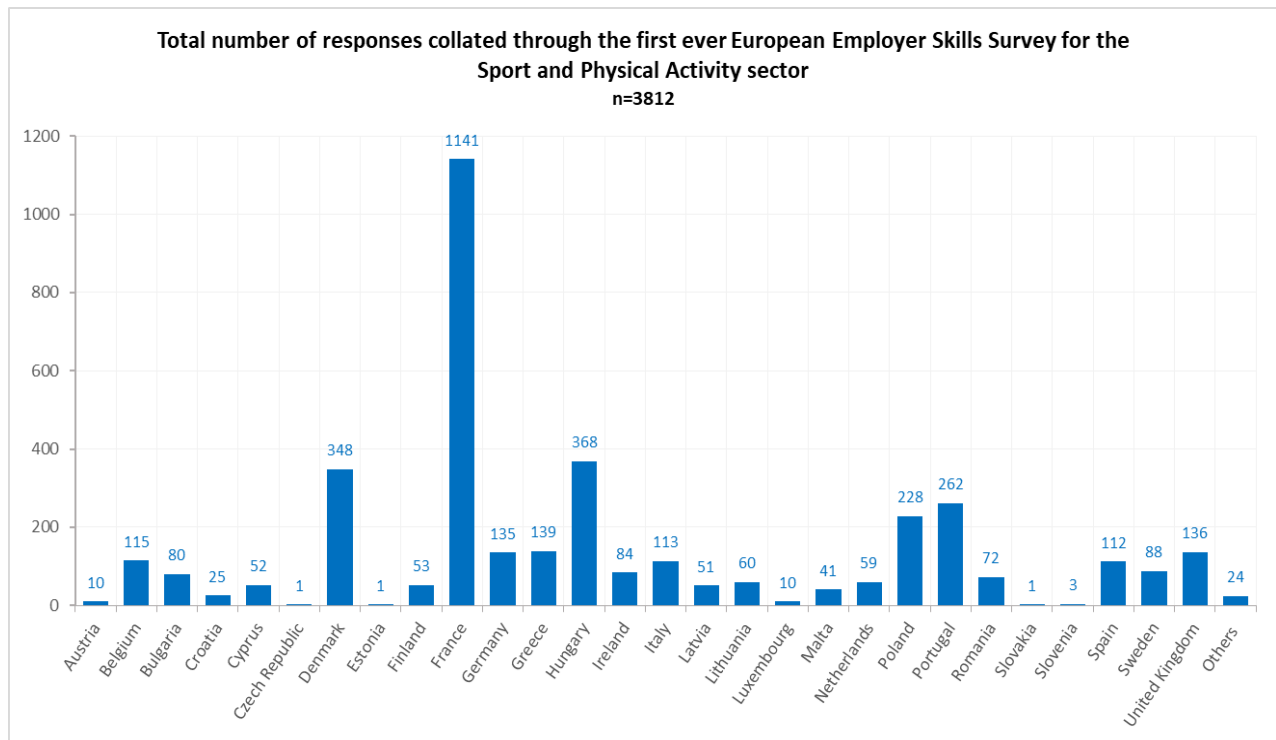
### c) Findings

In the following – except when describing the overall sample of the survey – German results are focused. The figures in this section always relate to data from the German subsample unless otherwise mentioned.

#### 1) About respondent organisation

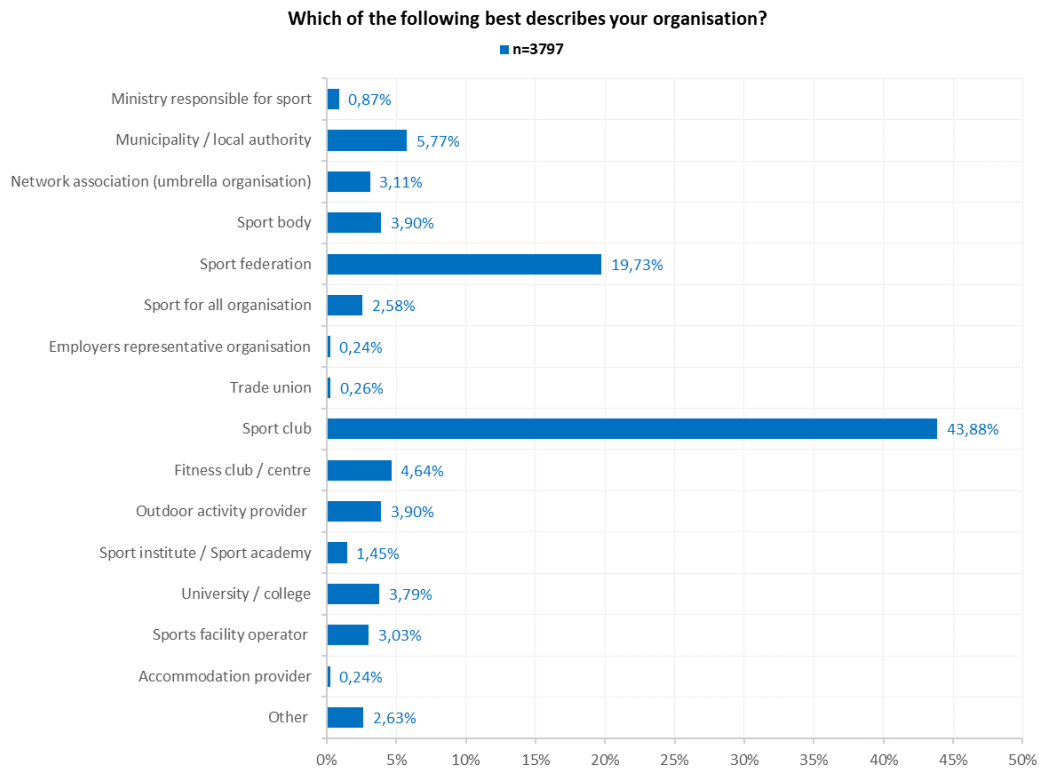
From the total sample of 3,812 valid responses collated, 135 respondents were employers from Germany.

**Figure 7.1) Total number of responses collated through the first ever European Employer Skills Survey for the Sport and Physical Activity Sector – Europe**



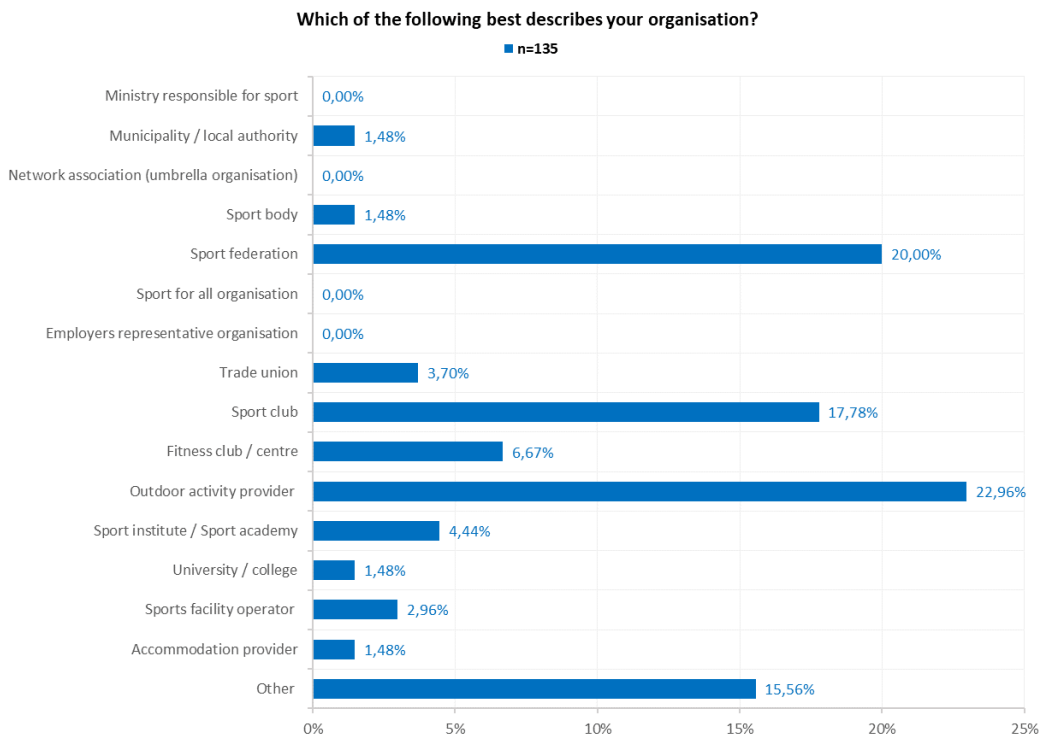
A large proportion of respondents at European level came from sports clubs and sports associations.

**Figure 7.2) Description of respondent's organisations – Europe**



Sports clubs and sports associations can also be found to a larger degree within the German sample. In addition, however, outdoor activity provider are also very strongly represented.

**Figure 7.3) Description of respondent's organisations – Germany**

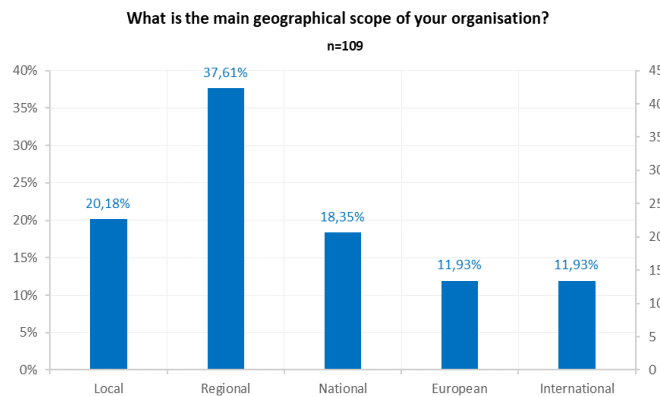


About 46% of the respondents come from commercial organisations (private for profit), 41% from not for profit, voluntary and charitable organisations and 7 % from public organisations. The rest (about 7%) counted as “other organisations”.

Furthermore, over 80% of respondents come from a single independent organisation, 17% are from an organisation which belongs to a larger enterprise or organisation. Two percent could not assess this.

The main geographical scope of the organisations is mostly on regional, local and national level. However, about one fifth of the sample is European/internationally oriented.

**Figure 7.4) Main geographical scope of respondent’s organisations – Germany**

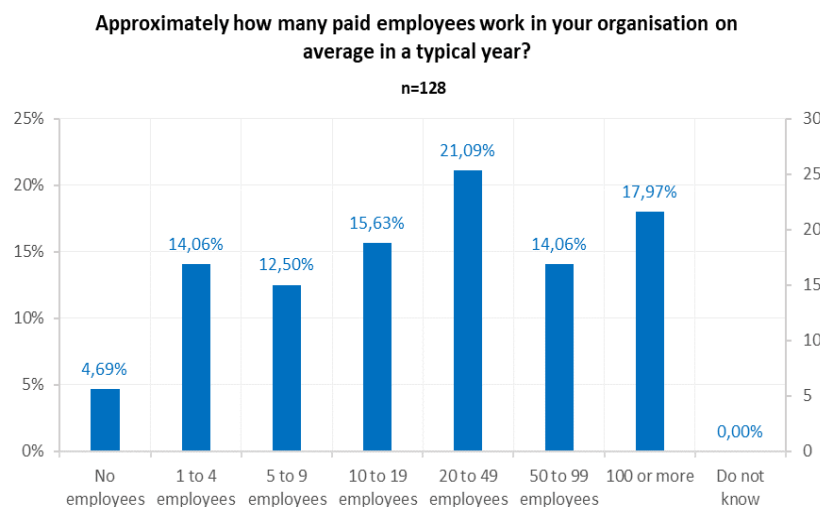


## 2) Employment and skills in respondent organisations (overview)

### Employment in respondent organisations

The second section represents the main part of the survey. It focused on employment and required skills in the organisations. The surveyed organisations include very small as well as middle sized and big organisations.

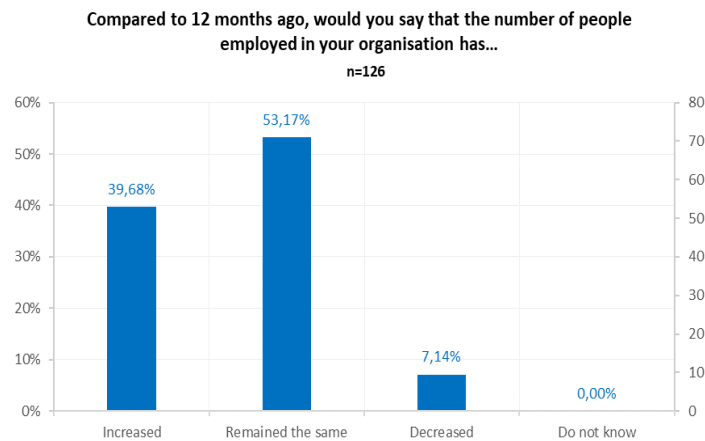
**Figure 7.5) Number of paid employees in the respondent’s organisations**



Results show, that most of them were either growing or remaining the same in terms of number of employees. This goes along with the sport labour market statistics which show a growing number of employees in the sector.



**Figure 7.6) Change of number of employees in respondent's organisations**



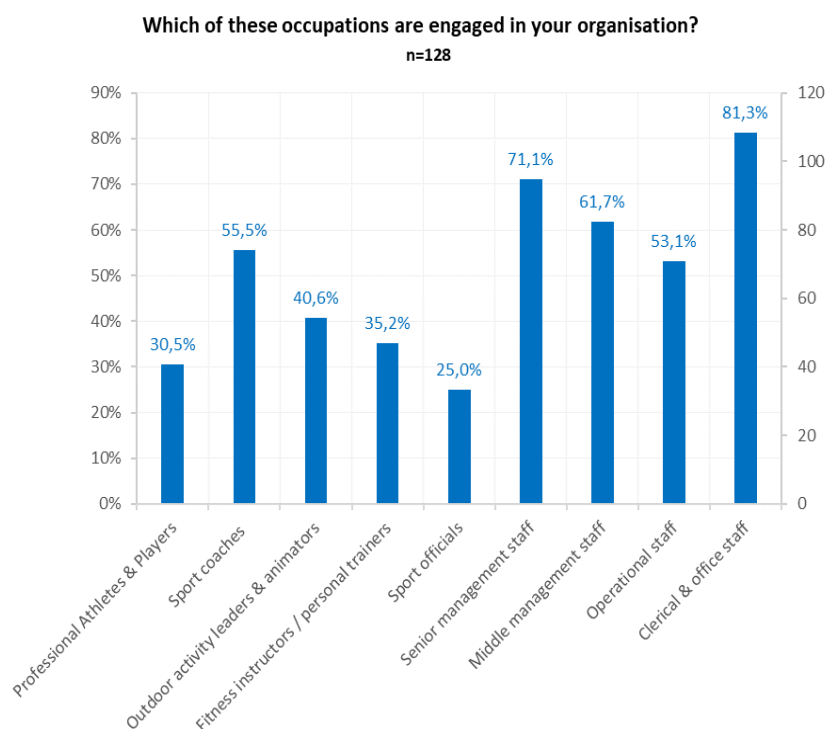
Furthermore, asked for future developments 41 % stated that the workforce will probably increase over the next two years. 50 % think that it will remain the same. Only 6 % think it will decrease.

Additionally, recruitment is not only a topic regarding paid staff. Instead, 34 % of the organisations engage volunteers or unpaid staff on a regular basis. Another 12 % do this occasionally. On the other hand, half of the sample consists of organisations which never engage volunteers/unpaid staff.

#### Required skills in respondent organisations

Afterwards, the survey focused on required employee skills within the organisations. This was done for nine different occupations. Not all of them were engaged in all organisations (see graph). Nevertheless, respondents were allowed to evaluate the required skills even if this occupation was not represented in the organisations. However, they mostly focused on occupations that were engaged in their own organisation.

**Figure 7.7) Occupations in the respondent's organisations**



### 3) Employment and skills for specific occupational roles

The results regarding the required skills of employees are structured in the following way:

For each occupation

- the most important skills and attributes are presented
- the weakest skills/skill in need of improvement are highlighted and

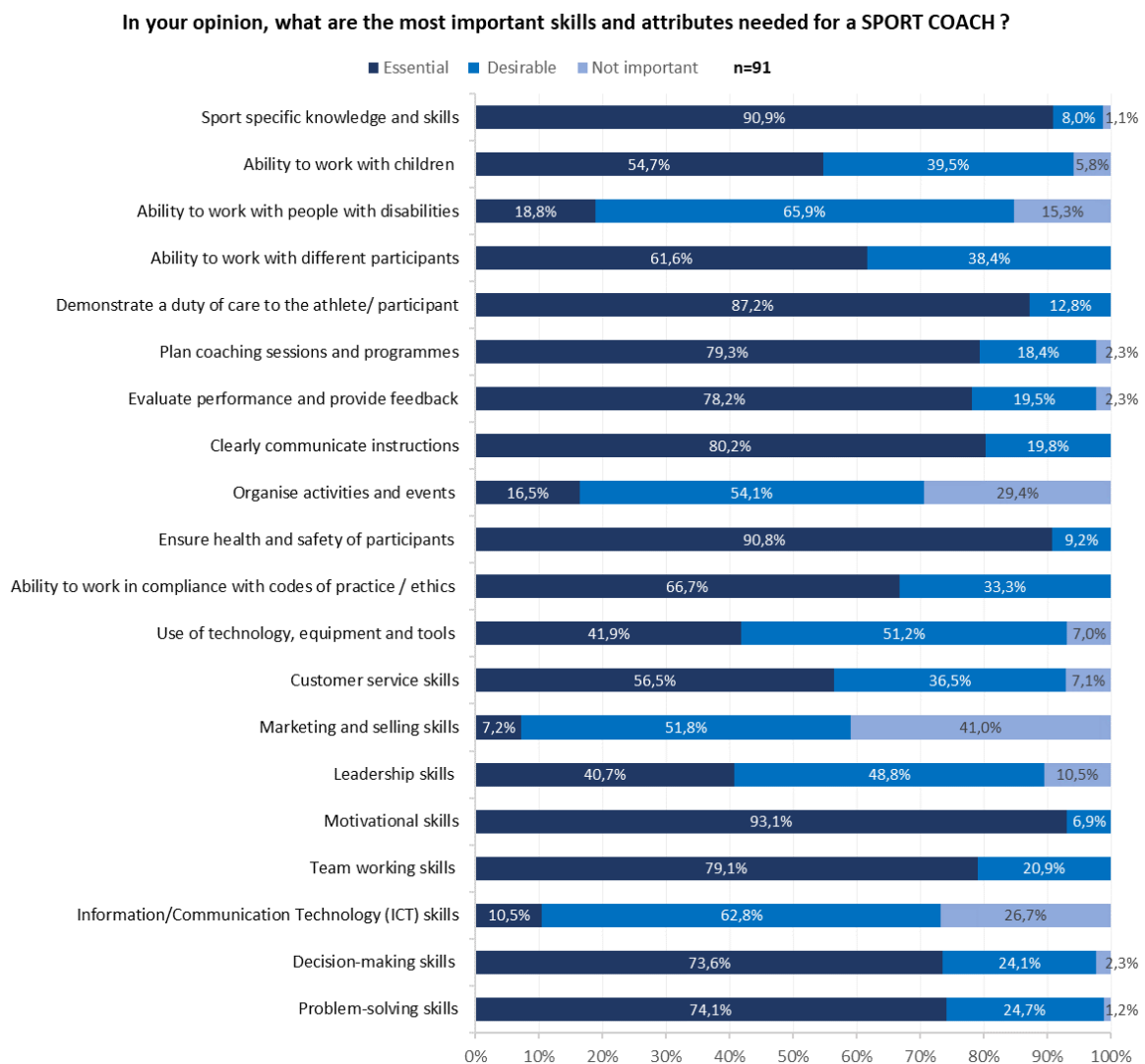
Furthermore, for interpretation essential skills are compared to weakest skills. The report will highlight those skills which are considered essential by at least 75% of respondents and at the same time evaluated as weakest/to be improved by a least 15% of the respondents. In view to the overall results both percentages mark thresholds which can account as at least considerable.

In the end, an overview over expectations towards volunteers in comparison to paid staff is given.

#### Skills of sport coaches

As most important skills/attributes of a sport coach (highest rating on “essential”) respondents named “Motivational skills” (93.1 %), followed by “Sport specific knowledge and skills” (90.9 %) and “Ensure health and safety of participants” (90.8 %).

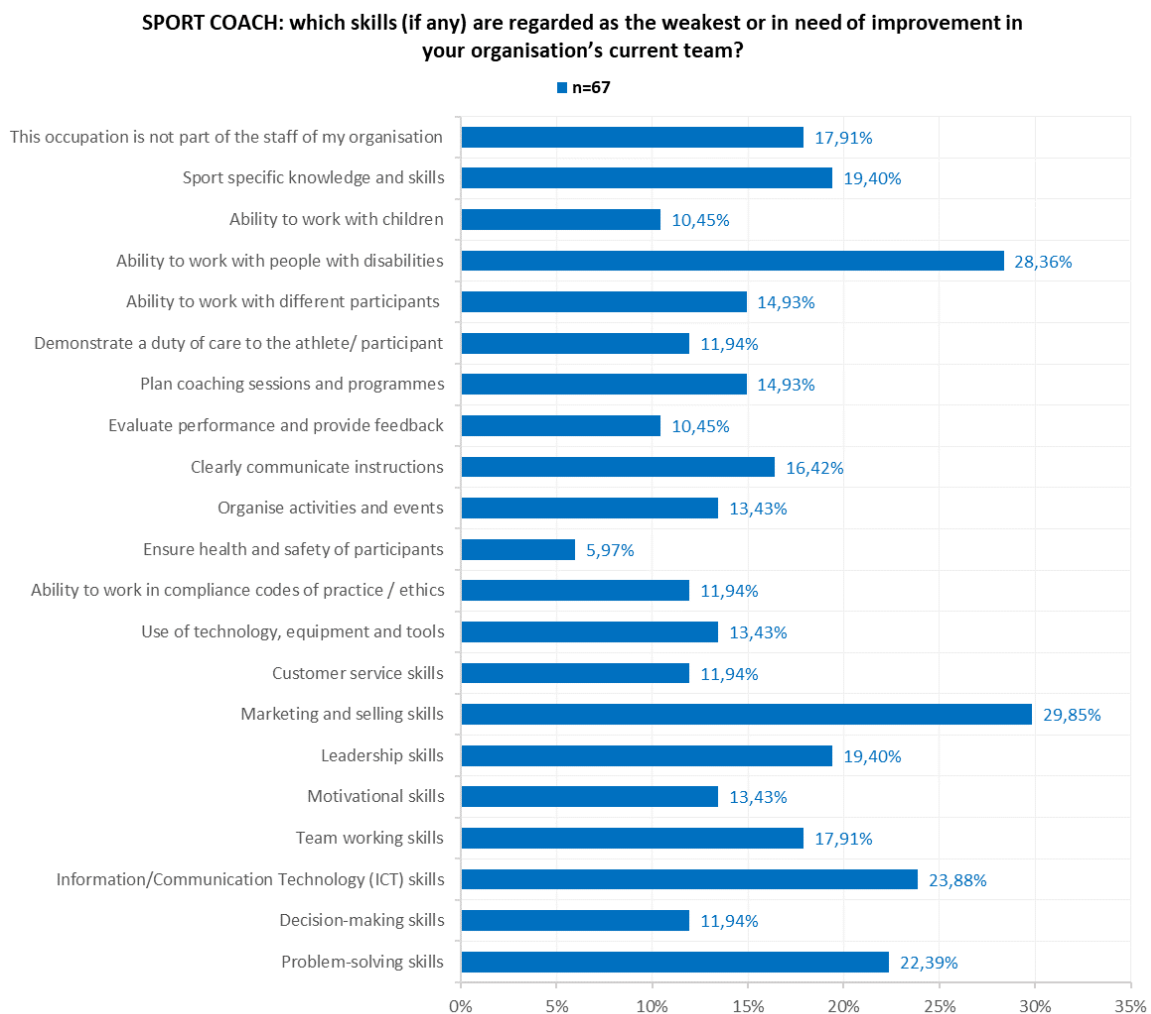
**Figure 7.8) Important skills for a sport coach**



When interpreting the results, it has to be mentioned that they only present an average or typical occupational profile. For instance, “Ability to work with children” will probably be considered essential when the coach works with children. The opposite will probably be the case if he/she doesn’t. That is, if a skill is rated as not essential by a lot of respondents, it is seldom absolutely necessary – however, in certain cases it might become crucial.

As weakest skills/attributes respondents named especially “Marketing and selling skills” (29.9 %), “Ability to work with people with disabilities” (28.4 %) and “Information/Communication Technology (ICT) Skills” (23.9%).

**Figure 7.9) Weakest skills of sport coaches**



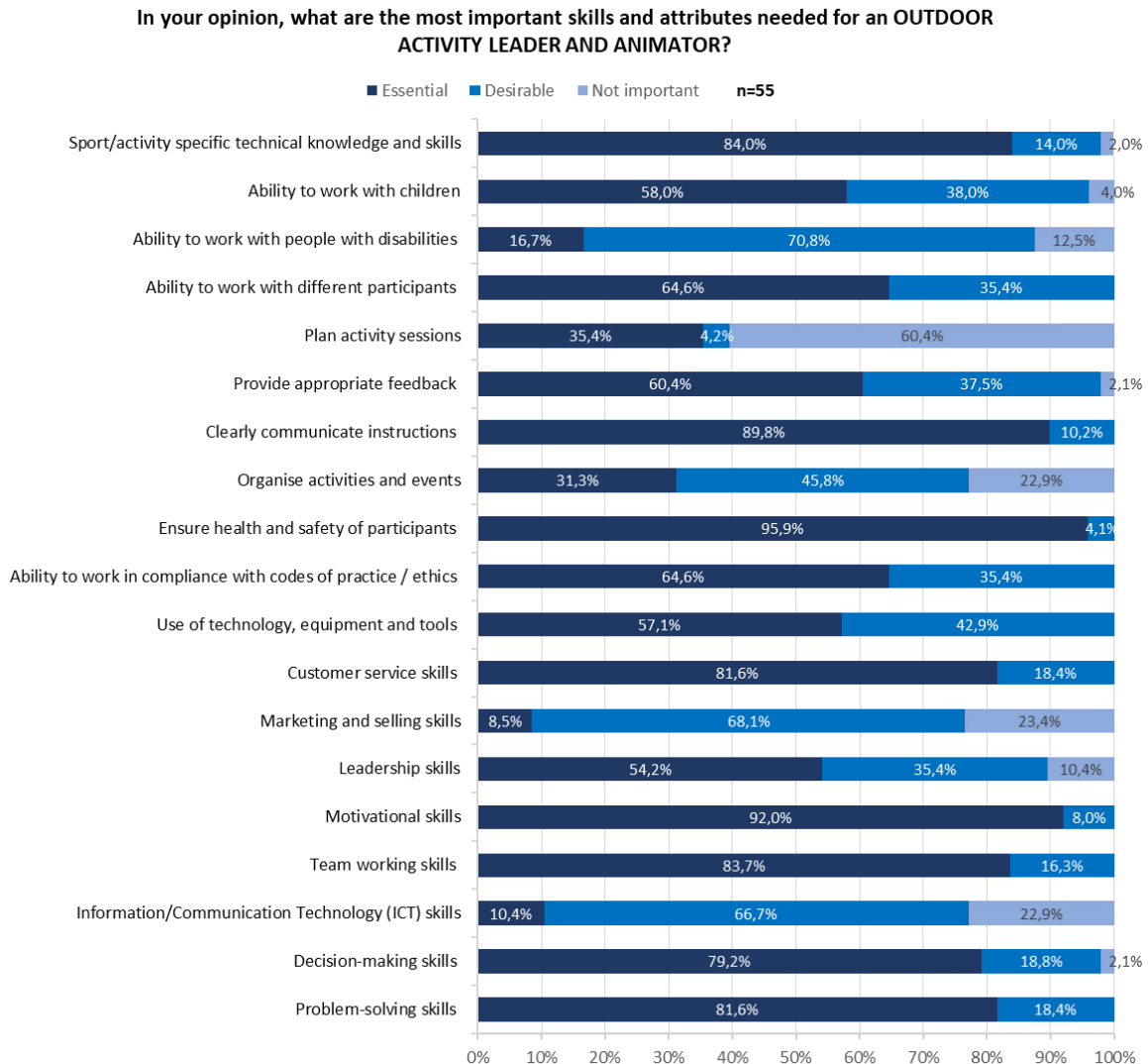
However, these are all skills that were not evaluated as essential by a lot of respondents. In this regard, three other skills seem to be much more problematic because they are seen as essential and weak by a rather high percentage of the sample:

- “Sport specific knowledge and skills”: 90.9 % *essential* – 19.4 % *weakest/to be improved*
- “Clearly communicate instructions”: 80.2 % *essential* – 16.4% *weakest/to be improved*
- “Team working skills”: 79.1 % *essential* – 17.9 % *weakest/to be improved*

## Skills of outdoor activity leaders and animators

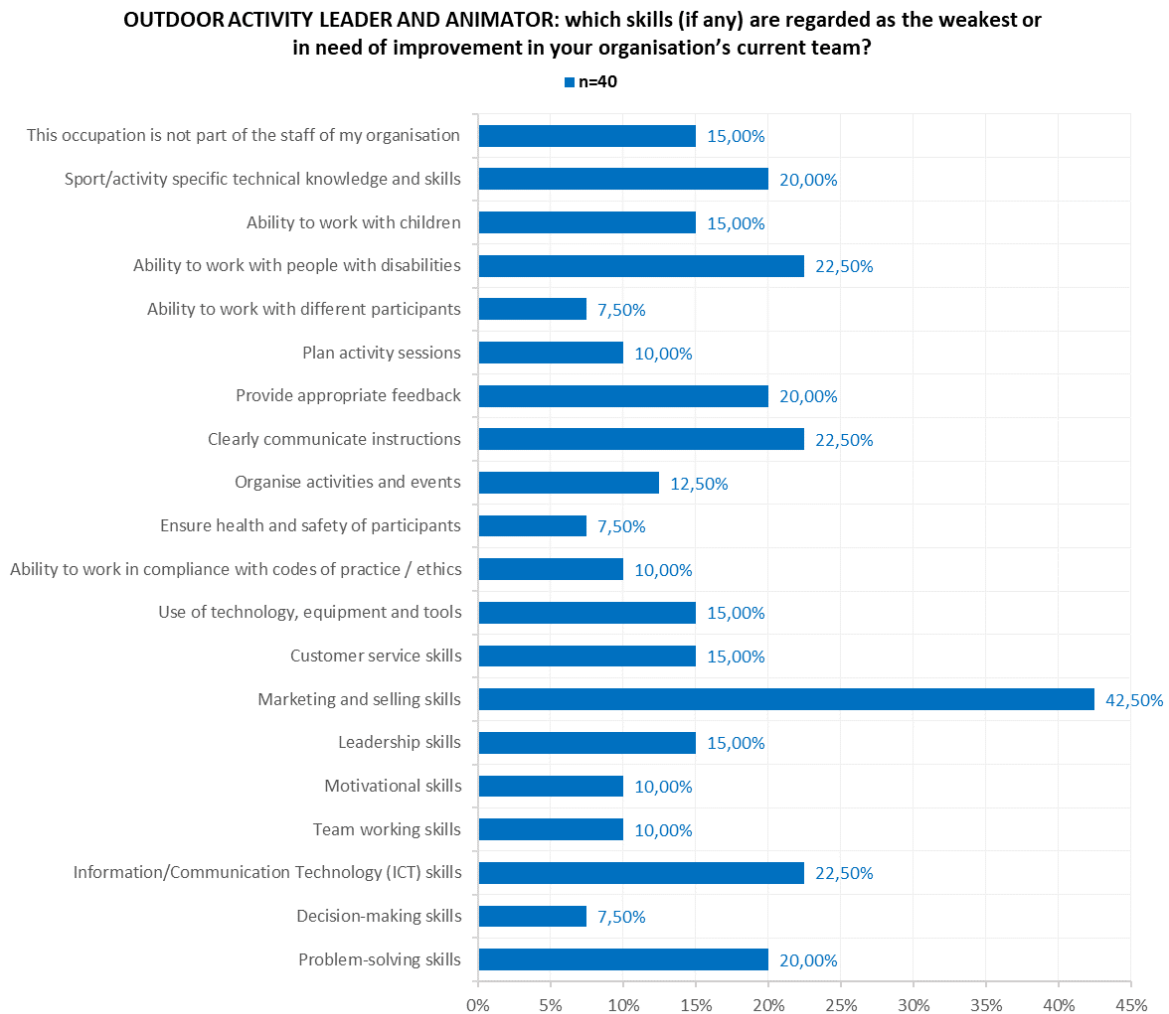
In view to the job role as outdoor activity leader/animator results show as most essential skills/attributes the following: “Ensure health and safety of participants” (95.9 %), “Motivational skills” (92.0 %), and “Clearly communicate instructions” (89.8 %).

**Figure 7.10) Important skills for an outdoor activity leader/animator**



On the other hand, “Marketing and selling skills” (42.5 %), “Ability to work with people with disabilities” (22.5 %), “Clearly communicate instructions” (22.5 %), and Information/Communication Technology (ICT) skills (22.5 %) are named as weakest skills/attributes.

Figure 7.11) Weakest skills of outdoor activity leaders/animators



With one exception – “Clearly communicate instructions” – these skills and attributes are again not predominantly important. Instead, the following skills/attributes are precarious, that is essential and to be improved at the same time:

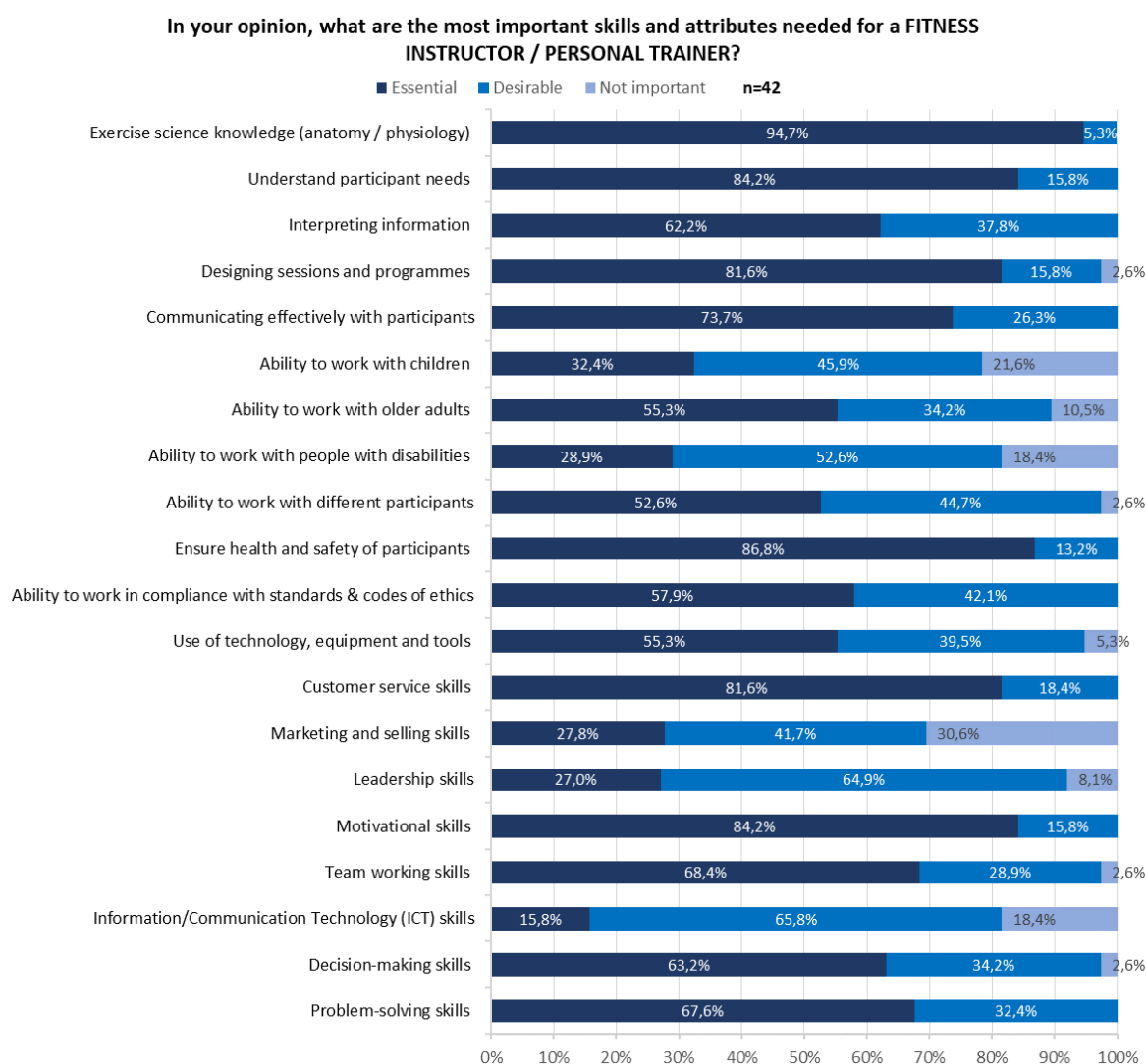
- “Clearly communicate instructions”: 89.8 % *essential* – 22.5 % *weakest/to be improved*
- “Sport/activity specific technical knowledge and skills”: 84.0 % *essential* – 20.0 % *weakest/to be improved*
- “Problem-solving skills”: 81.6 % *essential* – 20.0 % *weakest/to be improved*
- “Customer service skills”: 81.6 % *essential* – 15.0 % *weakest/to be improved*



## Skills of fitness instructors and personal trainers

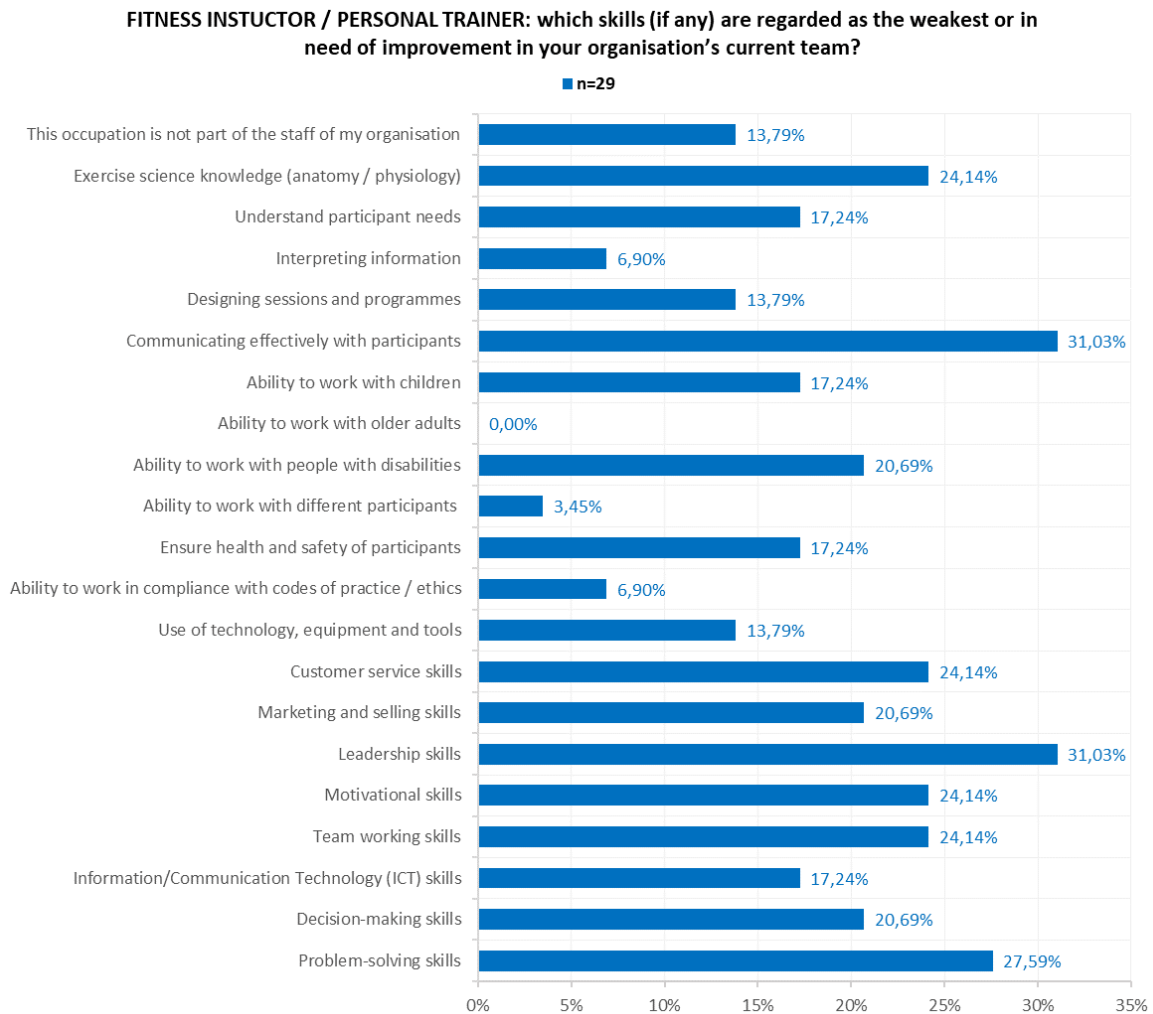
Fitness instructors and personal trainers first and foremost have to be knowledgeable in exercise science (anatomy/physiology) (94.7 %). Also, one can again find “Ensure health and safety of participants” (86.8 %) and “Motivational skills” (84.2 %) among the top three skills/attributes together with “Understand participant needs” (84.2 %).

**Figure 7.12) Important skills for a fitness instructor/personal trainer**



From all skills/attributes, “Communication effectively with participants” and “Leadership skills” reach the highest ratings regarding the need for improvement (31.0 % each) followed by “Problem-solving skills” (27.6 %). In comparison to sport coaches and outdoor activity leaders/animators more skills and attributes lie above the threshold of 15%. However, in regard to the rather small subsample this needs to be interpreted carefully.

Figure 7.13) Weakest skills of fitness instructors/personal trainers



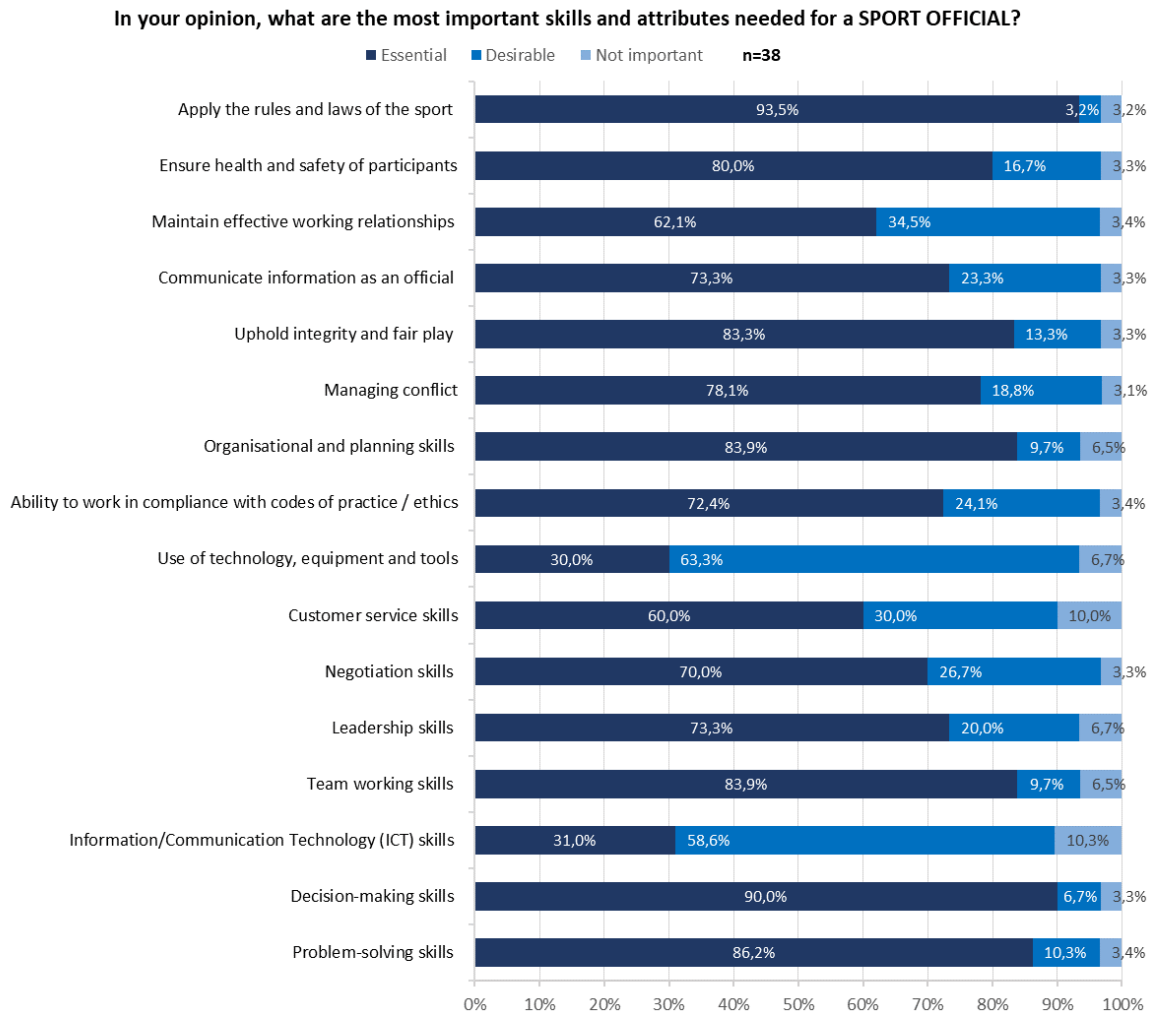
With one exception – “Clearly communicate instructions” – these skills and attributes are again not predominantly important. Instead, the following skills/attributes are precarious, that is essential and to be improved at the same time:

- “Exercise science knowledge (anatomy/physiology)”: 94.7 % essential – 24.1 % weakest/to be improved
- “Ensure health and safety of the participants”: 86.8 % essential – 17.2 % weakest/to be improved
- “Understand participant needs”: 84.2 % essential – 17.2 % weakest/to be improved
- “Motivational skills”: 84.2 % essential – 24.1 % weakest/to be improved
- “Customer service skills”: 81.6 % essential – 24.1 % weakest/to be improved
- “Communicating effectively with participants”: 73.7 % essential – 31.0 % weakest/to be improved

## Skills of sport officials

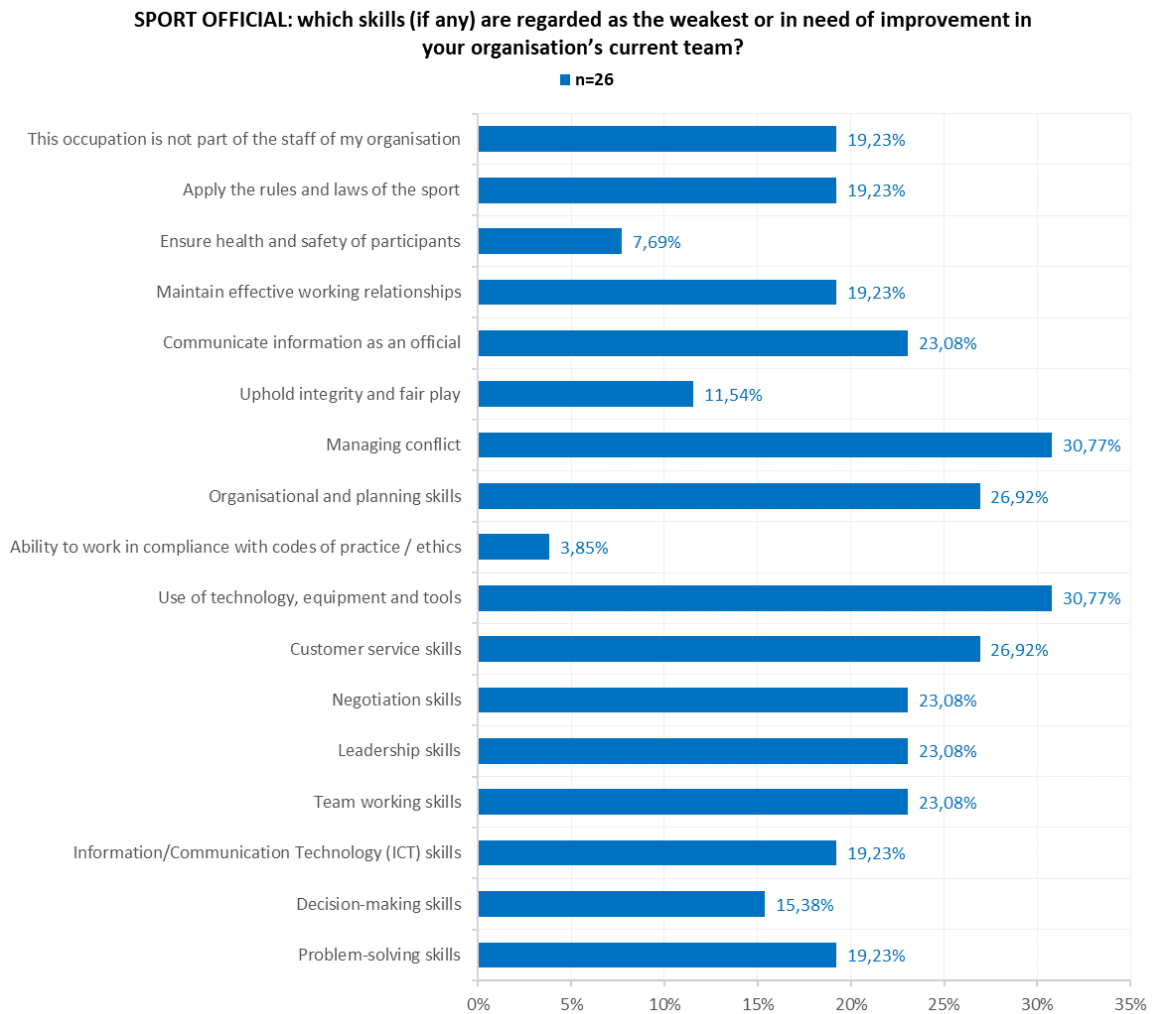
The most important skills/attributes for sport officials are “Apply the rules and laws of the sport” (93.5 %), “Decision-making skills” (90.0 %), and “Problem-solving skills” (86.2 %).

**Figure 7.14) Important skills for a sport official**



Again, six skills/attributes exceed the threshold of 15% regarding their need of improvement. Highest ratings are counted for “Managing conflict” (30.8 %), “Use of technology, equipment and tools” (30.8 %), “Organisational and planning skills” (26.9 %), and “Customer service skills” (26.9 %).

Figure 7.15) Weakest skills of sport officials



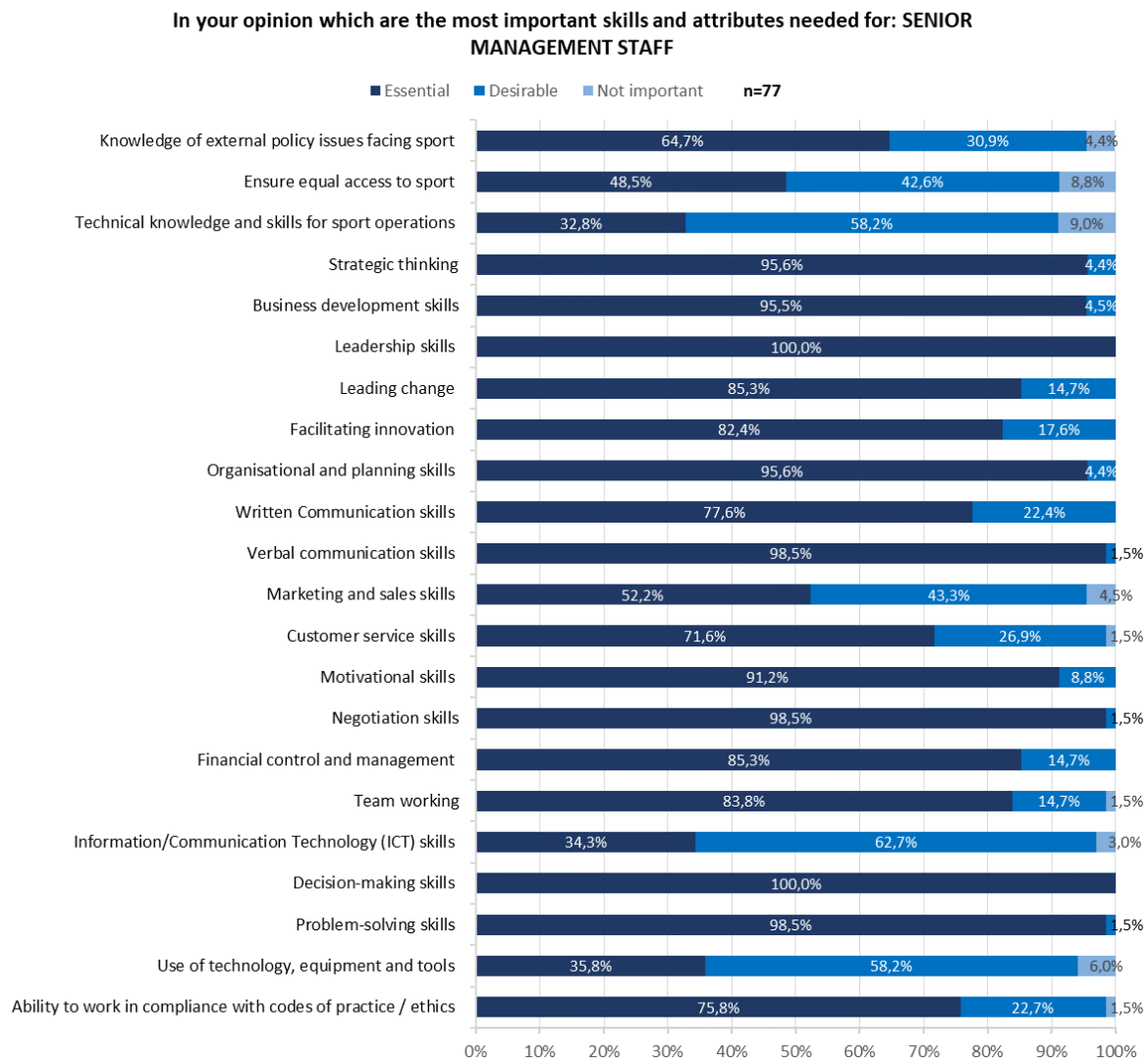
From all skills and attributes, six can count as problematic in view to the defined thresholds:

- "Apply the rules and laws of the sport": 93.5 % *essential* – 19.2 % *weakest/to be improved*
- "Decision making skills": 90.0 % *essential* – 15.4 % *weakest/to be improved*
- "Problem-solving skills": 86.2 % *essential* – 19.2 % *weakest/to be improved*
- "Organisational and planning skills": 83.9 % *essential* – 26.9 % *weakest/to be improved*
- "Team working skills": 83.9 % *essential* – 23.0 % *weakest/to be improved*
- "Managing conflict": 78.1 % *essential* – 30.8 % *weakest/to be improved*

## Skills of senior management staff

Moving from sports exercise jobs and sport officials to management positions, results are very different – not only because partly different items were presented. The top answers for essential skills/attributes for senior management staff are “Leadership skills” (100.0 %), “Decision-making skills” (100.0 %), “Verbal communication skills” (98.5 %), “Negotiation Skills” (98.5 %), and “Problem-solving skills” (98.5 %).

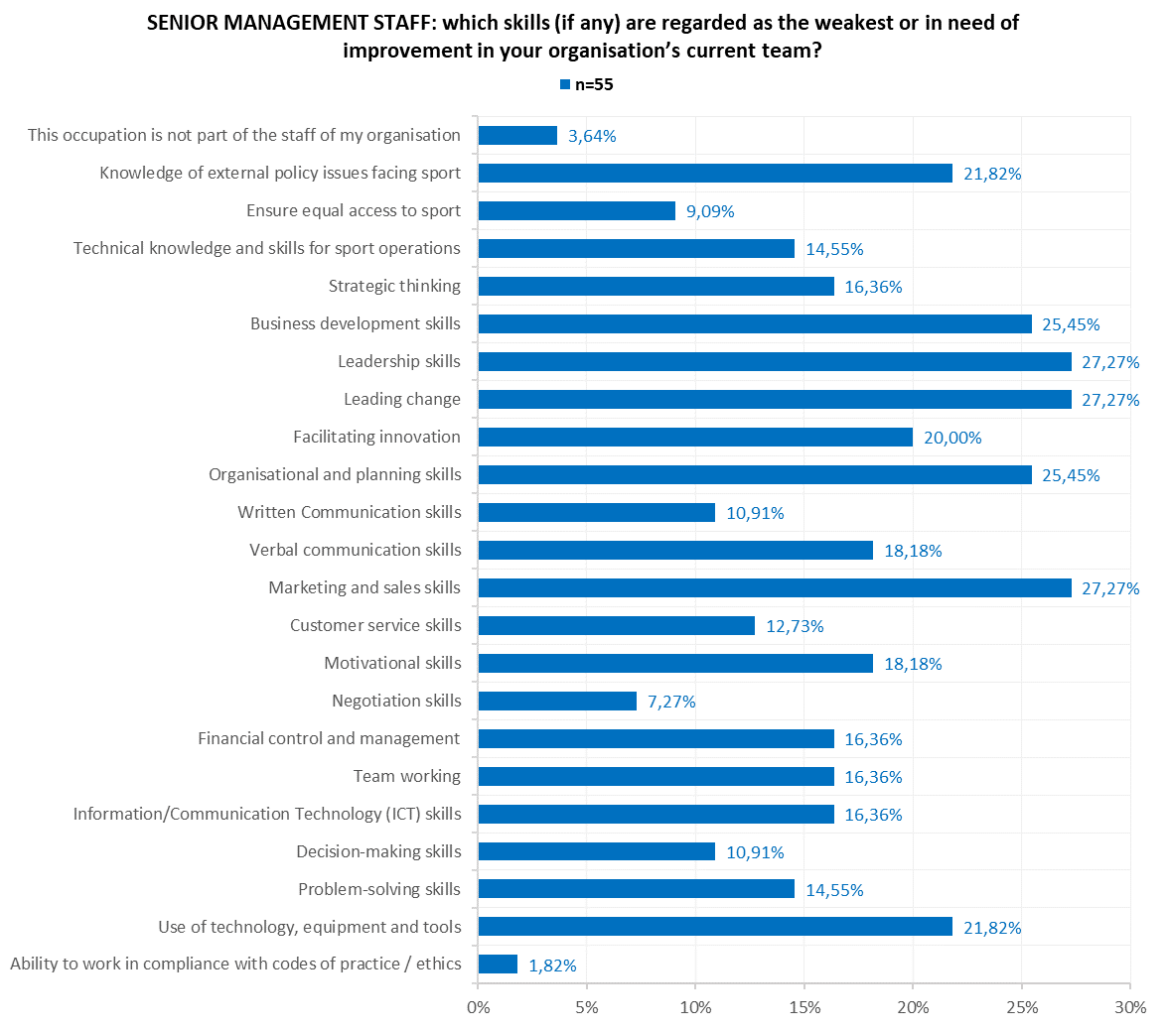
**Figure 7.16) Important skills for senior management staff**



Results for the skills and attributes which are weakest or most in need of improvement show three items with 27.3 % each: “Leadership skills”, “Leading change”, and “Marketing and sales skills”.



Figure 7.17) Weakest skills of senior management staff



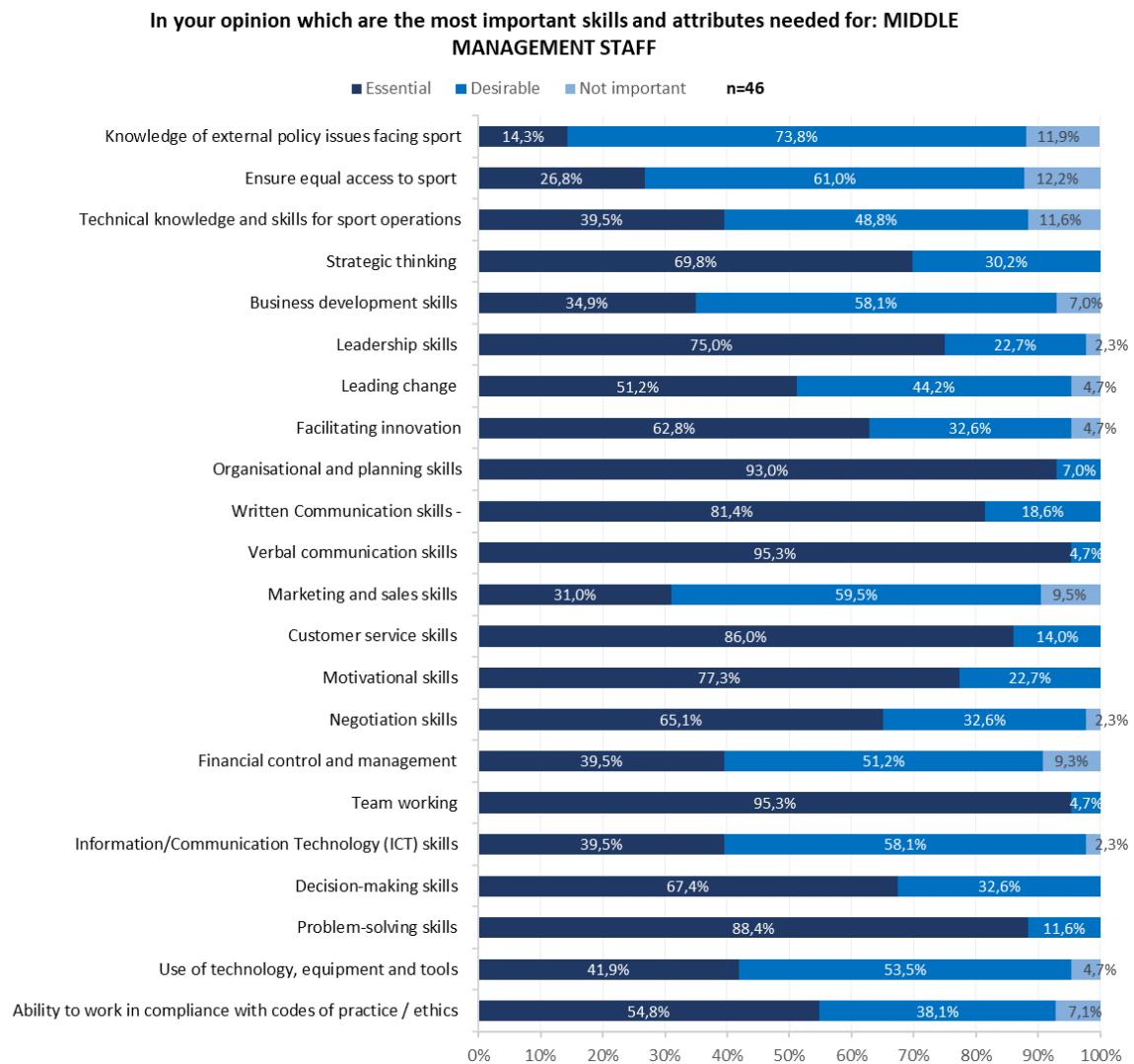
This time, even ten skills and attributes can be found above the threshold of 75 % for importance (in terms of being essential) and 15 % for weakness/need for improvement. One reason might be that expectations for senior management staff is particularly high.

- "Leadership skills": 100.0 % essential – 27.3 % weakest/to be improved
- "Verbal communication skills": 98.5 % essential – 18.2 % weakest/to be improved
- "Organisational and planning skills": 95.6 % essential – 25.5 % weakest/to be improved
- "Strategic thinking": 95.6 % essential – 16.4 % weakest/to be improved
- "Business development skills": 95.5 % essential – 25.5 % weakest/to be improved
- "Motivational skills": 91.2 % essential – 18.2 % weakest/to be improved
- "Leading change": 85.3 % essential – 27.3 % weakest/to be improved
- "Financial control and management": 85.3 % essential – 16.4 % weakest/to be improved
- "Team working": 83.8 % essential – 16.4 % weakest/to be improved
- "Facilitating innovation": 82.4 % essential – 20.0 % weakest/to be improved

## Skills of middle management staff

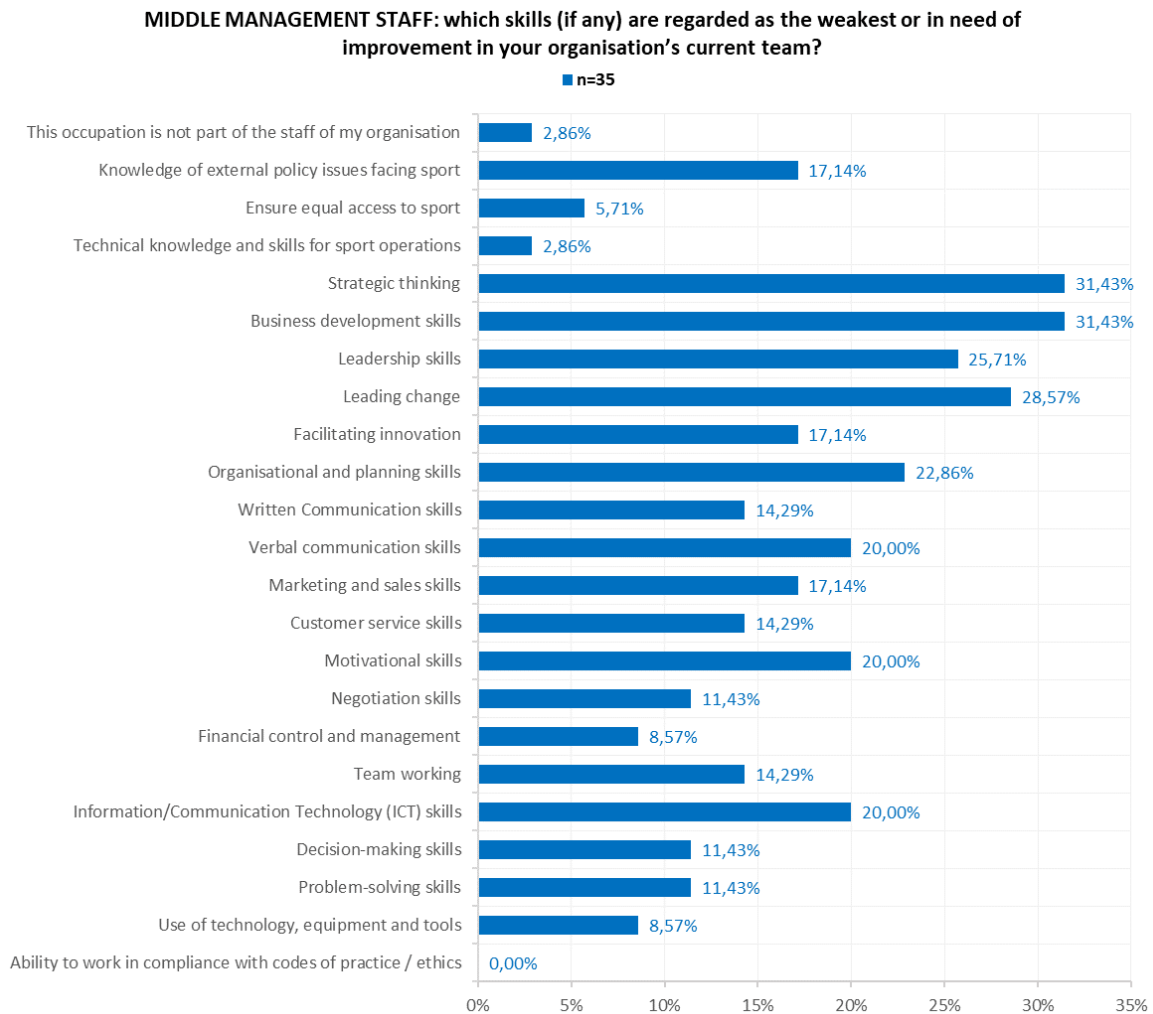
In comparison to senior management staff expectations towards middle management staff in terms of essential skills a lot lower for most of the skills and attributes. As most important skills/attributes respondents rated “Verbal communication skills” (95.3%) and “Team working” (95.3%) as well as “Organisational and planning skills” (93.0%).

**Figure 7.18) Important skills for middle management staff**



Asked for the weakest skills/skills in need of improvement most respondents named “Strategic thinking” and “Business development skills” (each 31.4%) as well as “Leading change” (28.6%).

Figure 7.19) Weakest skills for middle management staff



From all skills and attributes for middle management staff four can be identified as especially problematic.

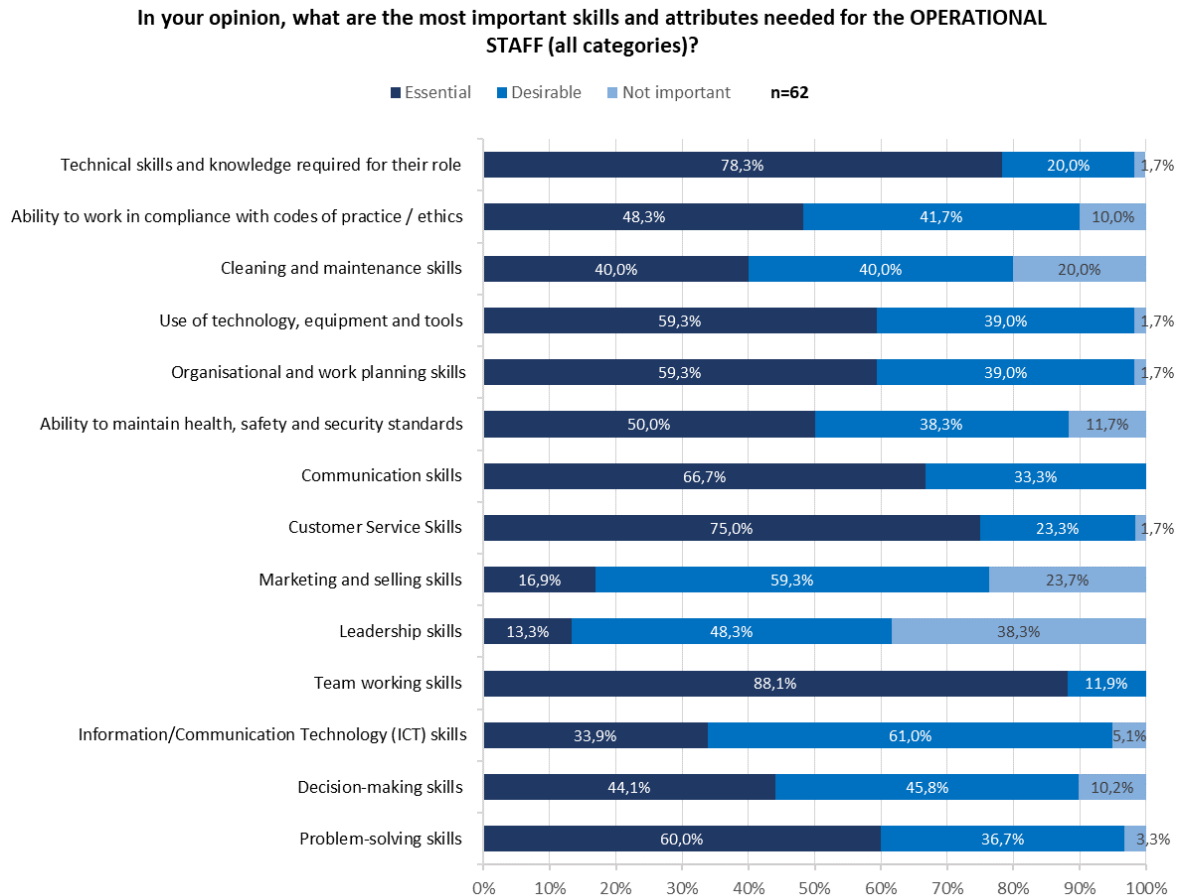
- "Verbal communication skills": 95.3% essential – 20.0% weakest/to be improved
- "Organisational and planning skills": 93.0% essential – 22.9% weakest/to be improved
- "Motivational skills": 77.3% essential – 20.0% weakest/to be improved
- "Leadership skills": 75.0% essential – 25.7% weakest/to be improved

This is less than half of the ten skills/attributes that were marked as problematic for senior management staff. The reason is probably the higher expectations towards senior management.

## Skills of operational staff

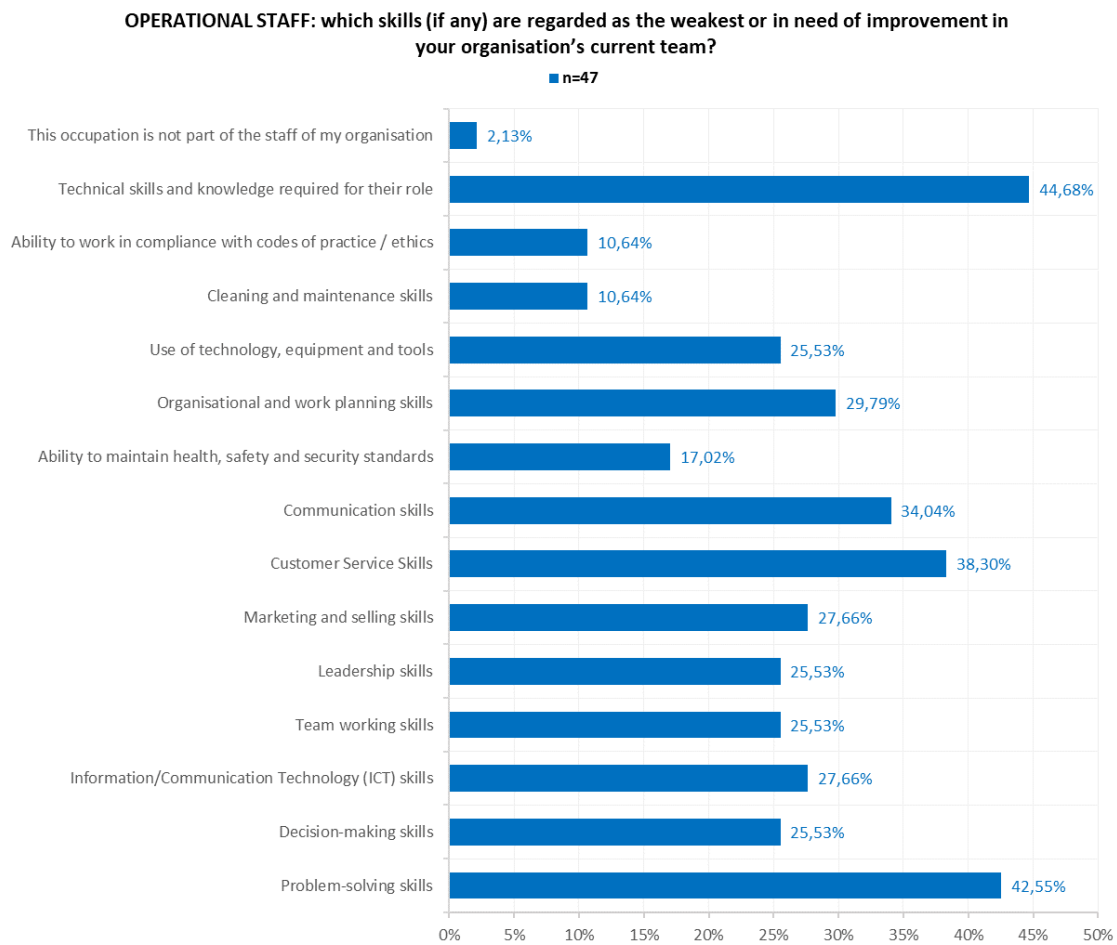
The skills and attributes that were rated as most important for operational staff were “Team working skills” (88.1%), “Technical skills and knowledge required for their role” (78.3%) and “Customer service skills” (75.0%).

**Figure 7.20) Important skills for operational staff**



Furthermore, from all skills and attributes the following were rated as weak/to be improved by most of the respondents: Technical skills and knowledge required for their role (44.7%), “Problem solving skills” (43.0%) and “Customer service skills” (38.3%). In comparison with other job roles it is striking how high the percentage of these top three skills/attributes is. However, the reason might be that respondents were confronted with less skills/attributes for this job role which means that answers accumulate on fewer items.

Figure 7.21) Weakest skills of operational staff



Again, the most problematic skills and attributes in terms of the mentioned thresholds for “essential” (at least 75%) and “weakest/to be improved” (at least 15%) are presented here. Even though a lot of skills/attributes have to be improved in the eyes of the respondents only three of them are evaluated as very essential at the same time. Thus, only three skills/attributes are categorised here as problematic:

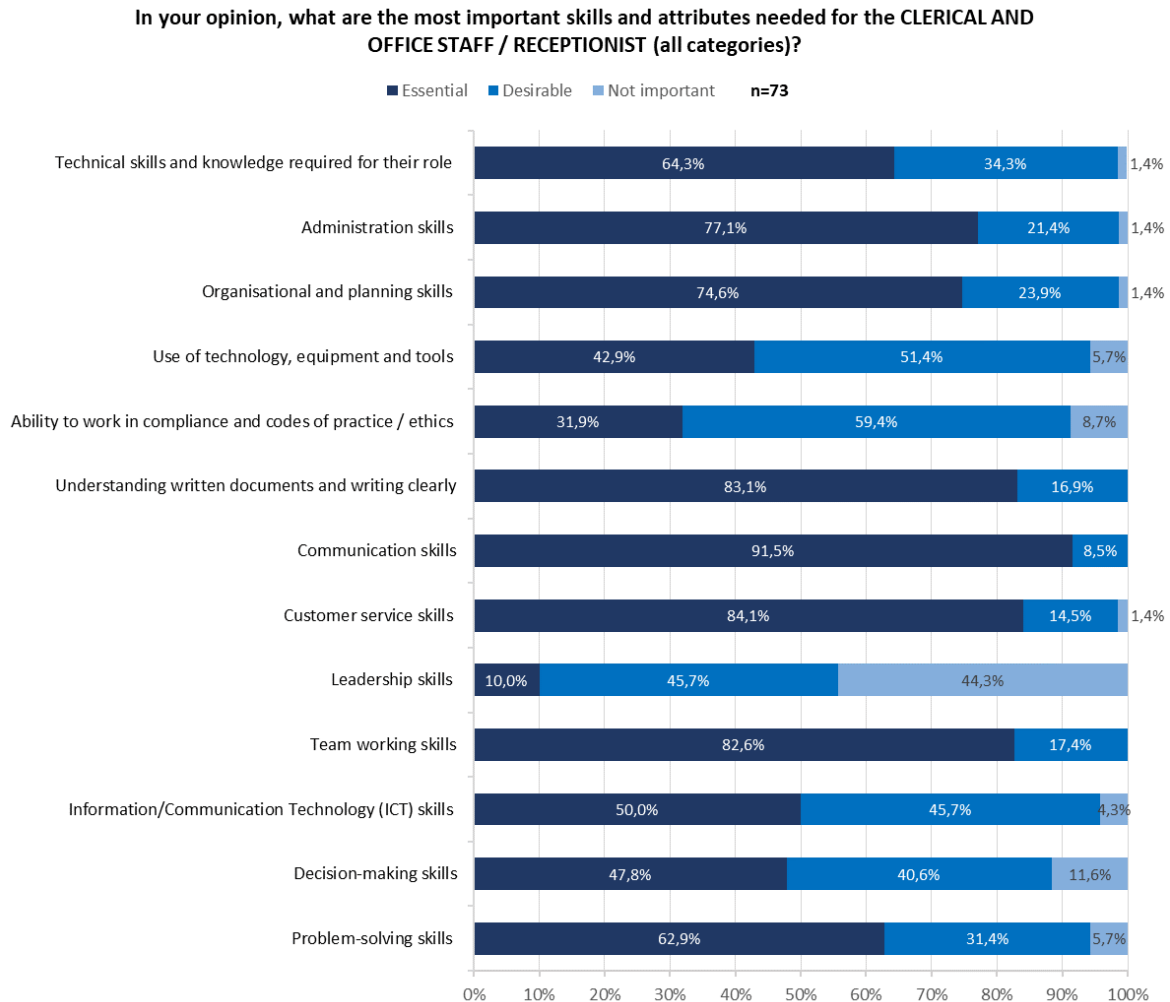
- “Team working skills”: 88.1% essential – 25.5% weakest/to be improved
- “Technical skills and knowledge required for their role” 78.3% essential – 45.7% weakest/to be improved
- “Customer service skills” 75.0% essential – 38.3% weakest/to be improved



## Skills of clerical and office staff

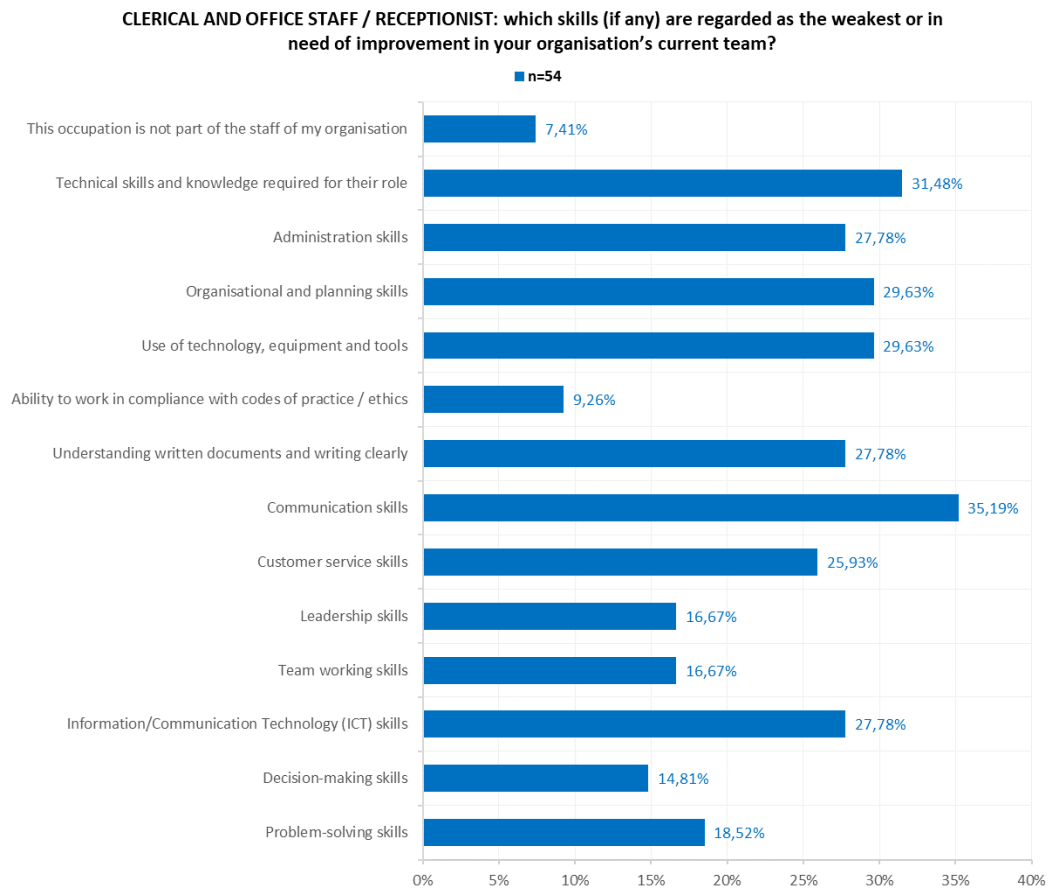
The last job role that was included in the questionnaire concerns clerical and office staff. For this job role “Communication skills” (91.5%), “Customer service skills” (84.1%) and “Understanding written documents and writing clearly” (83.1%) reached the highest rating for being essential.

**Figure 7.22) Important skills for clerical and office staff/receptionists**



Furthermore, the skills/attributes that seem to be weakest are “Communication skills” (35.2%), “Technical skills and knowledge required for their role” (31.5%), “Organisational and planning skills” (29.6%) as well as “Use of technology, equipment and tools” (29.6%).

**Figure 7.23) Weakest skills for clerical and office staff/receptionists**



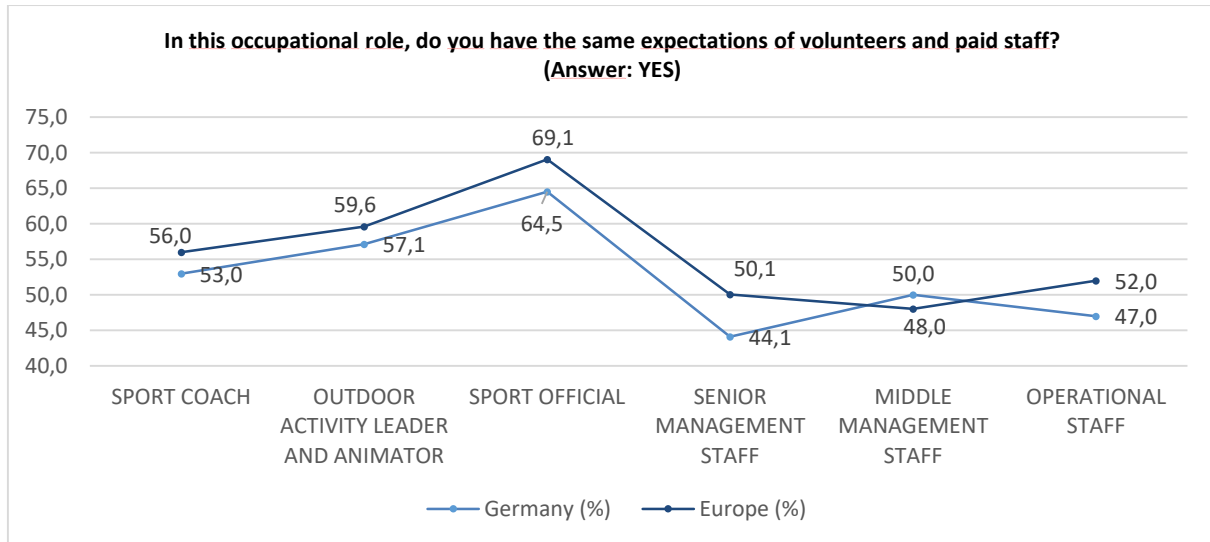
The following four skills and attributes lie above both thresholds and are therefore named problematic:

- "Communication skills": 91.5% essential – 35.2% weakest/to be improved
- "Customer service skills": 84.1% essential – 25.9% weakest/to be improved
- "Team working skills": 82.6% essential – 16.7% weakest/to be improved
- "Administration skills": 77.1% essential – 27.8% weakest/to be improved

#### 4) Expectations of volunteers and paid staff

The last part of this segment is dedicated to the expectations of volunteers and paid staff. Results show that for all job roles at least almost half of the sample expects the same from volunteers as they to expect from paid staff. Ratings differ in the German sample from 44.1% for senior management staff to 64.5% for sport officials. In the European sample, ratings are even a bit higher (except for middle management).

**Figure 7.24) Expectations towards volunteers and paid staff – Germany and Europe**

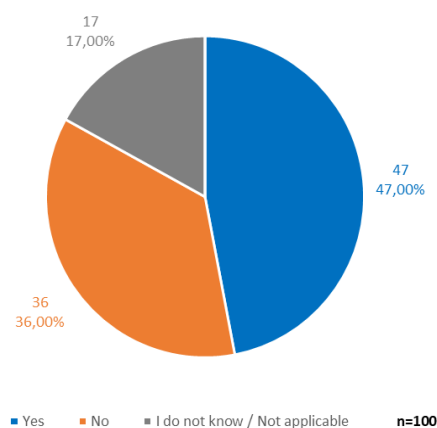


#### 5) Recruitment of paid staff

In a next step, respondents were asked about problems in recruiting paid staff. It can be seen from the results that 47% of the organisations in the sample experience difficulties when recruiting.

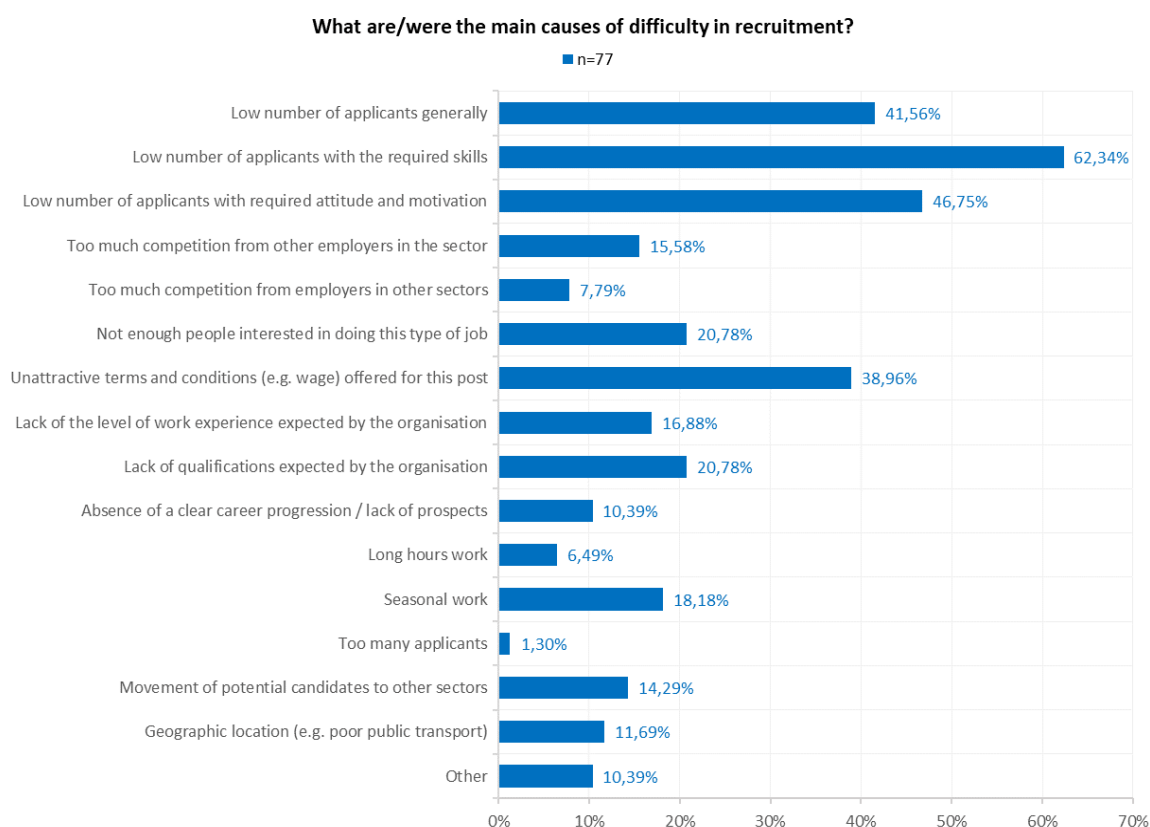
**Figure 7.25) Difficulties to fill vacancies**

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



The most important causes for difficulties in recruiting seems to be a low number of applicants with the required skills (62%) as well as a low number of applicants with required attitude and motivation (47%). As third important cause a generally low number of applicants follows (42%). While all these reasons apply to the candidate's side it has to be emphasised that some causes are also found on the employer's side: number 4 in the list of causes is that organisations from the sector to a larger degree do not seem to offer attractive terms and conditions (39%).

Figure 7.26) Causes of difficulties in recruitment



## 6) Key issues in the sport and physical activity sector

### Key issues (overview)

The survey ended with various questions about key issues in the sport and physical activity sector. 27 statements were presented to the respondents who were asked to indicate their level of agreement. The next table shows the statements and the percentage of German respondents who said they either “Agree” or “Strongly Agree”. The statements are listed in order of their level of support. For comparison, the agreement/strong agreement of the European sample (including Germany) is given in the table as well.

Table 7.1) Key issues ranking

Statement	% Agree or Strongly Agree	
	Germany	Europe
Effective governance is important to your organisation.	93%	89%
It is important that your staff have access to on-going training to keep their skills up-to-date.	91%	91%
You find your staff are willing to train and develop themselves	85%	72%
The Sector is changing and evolving, as a result of the skills needed by those working in the Sector will change too.	80%	79%
The skills required in our organisation are changing.	76%	71%
In the future there will be a demand for a better qualified workforce operating in sport organisations like yours.	76%	67%
Universities/training providers should work more closely with organisations like yours.	75%	80%
Sports organisations have become more professional in recent years.	74%	78%
New training courses are required to meet the training needs of organisations like yours.	68%	72%
Improving governance should be a priority for all organisations.	68%	80%

Statement	% Agree or Strongly Agree	
	Germany	Europe
Attitude and personality are more important than qualifications when recruiting paid staff.	63%	61%
More effort is needed to make Sport and Physical Activity more inclusive in attracting participants.	62%	84%
Our staff would benefit from learning experiences in other countries.	55%	57%
It is not easy to progress from a technical role (e.g. as coach or instructor) to a management position.	54%	51%
The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive.	54%	72%
It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer.	52%	61%
Our expectations of volunteers are as high as paid staff when they perform the same role.	49%	49%
Work experience is more important than qualifications when recruiting paid staff.	45%	57%
Past experience is more important than qualifications when recruiting volunteers.	43%	63%
There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression.	43%	48%
Expectations and priorities from national government on sport organisations is increasing.	43%	62%
It is difficult to find relevant continuing professional development (CPD) courses for your staff.	41%	45%
It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable.	40%	32%
Volunteers do NOT need the same level of qualifications to perform their roles as paid staff.	40%	45%
Expectations and priorities from national government are causing our organisation to change.	40%	61%
It is easy to find and recruit people with the right skills to work in your organisation as paid staff.	26%	31%
Customer service is poor in sport and physical activity facilities and clubs.	24%	45%

The statements with the highest agreement in the German sample are “Effective governance is important to your organisation” (93% agreement), “It is important that your staff have access to on-going training to keep their skills up-to-date” (91% agreement) and “You find your staff are willing to train and develop themselves” (85% agreement). While statement one refers to an important attribute of the sport organisation in general it is interesting to see that both statement two and three relate directly to skill related training. It seems that two important preconditions for a development of the workforce in the sector are given: the awareness of the employers for the importance of the topic as well as the willingness of the employees.

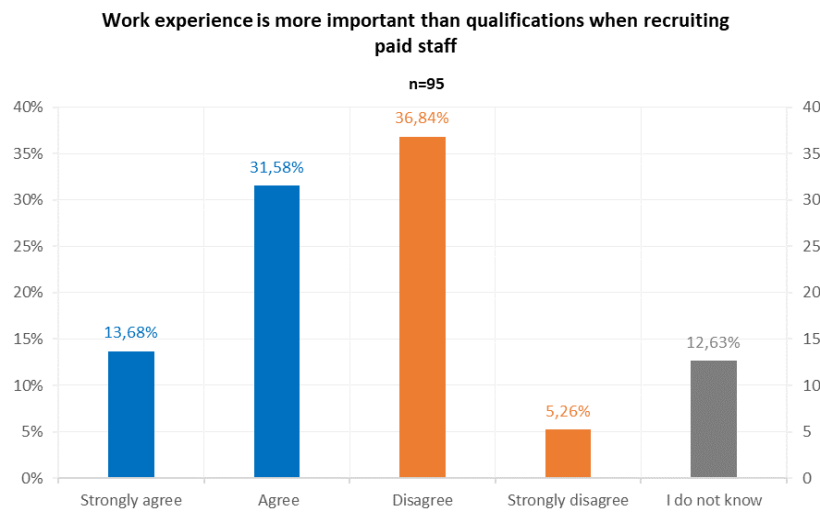
Comparing the statements between the German sample and the European one, a lot of similarities can be seen. Only nine of the 27 statements differ by more than 10 percentage points (marked in grey in the table). Furthermore, this difference of 10 percentage points applies only to one of the nine top statements of the Germany sample. Going further down in the table bigger differences occur more often – mostly because the European sample agreed more often to a higher degree to the statements than the German sample. This goes along with the fact that the average agreement to one of the 27 statements is 58% for the German sample and 63% for the European one.

#### Key issues: Work experience vs. qualifications

Two of the key issues will be highlighted here because they seem particularly relevant in discussions about the workforce in the sport sector as well as for future developments of the sector. First, it was asked if respondents feel that work experience is more important than qualifications when recruiting paid staff. It can be seen that people answered evenly: almost the same amount of people (strongly) disagreed as (strongly) agreed.



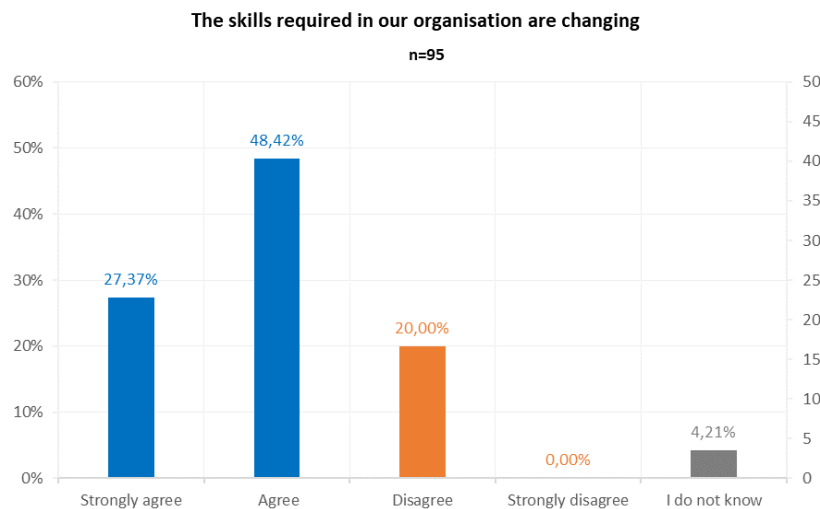
**Figure 7.27) Importance of work experience vs. qualification in regard to recruiting paid staff**

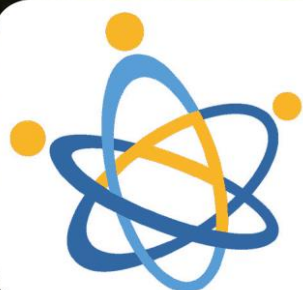


Key issues: Change of required skills

In contrast, answers were more clearly distributed regarding the question if the skills required in the organisation are changing. It can be seen that that about 76% (strongly) agreed.

**Figure 7.28) Change of required skills in the organisation**





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# 8

## REPORT ON NATIONAL CONSULTATIONS



## 8. REPORT ON NATIONAL CONSULTATIONS

### a) Structure of the section and preliminary remarks

In the following section, the process of national consultations is described and the results of the discussion are presented. All statements refer to the opinion of the interviewed persons. Before reporting on the discussion it has to be emphasised that due to the focus of the project the discussions included some very sensitive issues, especially a judgement of the employee's skills. While problematic issues had to be and were clearly named and discussed this should not be confused with a blaming of the employees. All experts had great respect towards employees from the sector – volunteers as well as part-time and full-time employees. Also, it has to be emphasised that the discussion focused on trends and tendencies of employees in general – which is not the same as the assessment of a single person and his/her skills.

### b) Process of the national consultations

The national consultations were carried out decentralised in Germany. The tight timeframe required scheduling appointments without the existence of concrete results, which limited the interest in participation from the sports organisations. After the publication of the results, the interest increased. Thus, further dissemination of the results will be possible even though the views of further stakeholders cannot be included in the report any more. Despite the tight time frame, the results were presented in May 2019 within three interviews and feedback was obtained. The results were discussed with a representative of the German Olympic Sports Confederation DOSB, a German representative of the PGAs of Europe and a representative of the responsible body for education in a regional sports association, the European Sport Academy Land Brandenburg.

### c) National consultation – Discussion

#### 1) Discussion about labour market statistics

#### Development of the sector: growing importance, differentiation and international aspects

All interview participants from the sports organisations rated the project as very relevant and up-to-date and showed great interest in the results. Many of the reported results were directly related to their working environment and tasks and were therefore considered helpful.

The growing importance of the sector for sports and physical activities with regard to the number of employees was not surprising for the dialogue partners. At the same time, the discussions highlighted the heterogeneity of the requirements for specific jobs or specific organisations. For example, the requirements for a manager in a fitness club differs a lot from a sports club and the requirements for a football coach in grassroots sports are very different from those for elite sports.

In addition, an expansion of tasks respectively a connection of organisations and occupations from the sport sector to related sectors was mentioned. Especially in regard to the growing importance of health sports and fitness, the sports sector changes and differs in some parts a lot from traditional competitive sports. This further enhances heterogeneity and means that considerations about competences might have to reflect an even broader scope. Furthermore, it means that many jobs or organisations are related to sports/physical activities but not rated as sport jobs or sport organisations like in the health sector (sports therapists) or education sector (sport teachers). Thus, the number of people with sport related tasks might even be a lot higher.

Nevertheless, according to respondents, the results of the project provide a good framework. However, they should be specified in more detail.

Conversely, especially for some basic roles sports organisations just need well qualified employees with competencies that are not related to sport (e. g. bookkeepers). In this case, no sport specific qualifications are needed and it might even be counterproductive to consider them too much (in relation to other skills) when recruiting. However, this does not apply to leadership positions where it is important to have a good understanding of the sports sector.

All in all, in spite of the increasing number of degree programmes related to sport, the experts emphasised that it is sometimes not easy to find good candidates for jobs, especially because the sports and physical activity sector competes with other sectors which are often able to pay higher wages. That also means, it is relevant to have a deeper look at the specific jobs in regard to payment when talking about possible candidates and expectations about competences.

#### Gender and age of people working in the sports and physical activity sector

The equal distribution of women and men in sport organisations and sport jobs was seen positive. However, it was also noted that this might look very different depending on the occupation and / or the sports organisation. For instance, respondents said, that men are more likely to be found in sports management and as coaches, whereas women are more likely to be found in the field of health sports. Furthermore, it might differ according to sports and also age could play a role. For example, in some sports, women pass a coaching license and work as coach at younger age than men. Also, often middle-aged female coaches are rather rarely represented in many sports but start coaching again when they have children who do sports themselves. Furthermore, the amount of women in sport organisations and sport occupations might differ a bit depending on the European country respectively culture. Also, the media and how (or if) they show women in sport plays a role in regard to the existence of role models for young girls.

#### Educational level of people working in the sports and physical activity sector

The distribution of educational levels in Germany was not surprising. It was noted that this reflects the general distribution of educational attainment in Germany. Compared to Europe, it was assumed that the high importance of vocational training with the specific German dual model goes along with the fact that the medium level is strongly represented in sports (and probably in other sectors, too). At the same time it was pointed out that the top functions in sport are limited. Not everyone can take a leadership role, which also means that lower educational levels are not surprisingly represented to this degree.

However, it was also suggested that there are many people in sport who, with a high level of education, also take jobs that would only require a lower level of education. In the opinion of the experts, this is partly due to the demands of employers: in many job advertisements, a university degree is required or preferred, even if the job itself could be well fulfilled with vocational training. On the other hand, the number of applicants with a Bachelor's or Master's degree is high which is also reflected in the mentioned high number of university degree programmes and students with a focus on sport.

The expert also said that high degree levels can become a problem in professional practice not only in regard to payment: it was emphasised that wages in the sport sector are often relatively low, especially compared to the educational level of the employees. It is also problematic when graduates are under-challenged by the structure of their tasks. Here, clear requirement profiles are necessary but, so far, have not prevailed everywhere in the sports sector. In addition, it seems more common in Germany to qualify

first before starting a job. In other countries, people more often already have a job while taking (further) training. It might be helpful to make more specific offers in the field of further training to qualify people more specifically for the very heterogeneous jobs in the sport sector.

#### Type of contract of people working in the sports and physical activity sector (full-time vs. part-time)

In regard to the high importance of part-time contracts in Germany the data were found to be very interesting. Experts mentioned furthermore, that it would also have been interesting to see how the part-time jobs split exactly into sub-divisions, as the range could be very large reaching from “almost nothing” to “almost full-time”. At this point, the importance of volunteers for the organised sport was pointed out. This is not recorded in the statistics, but must be taken into account with regard to the large amount of work performed within the sports sector.

In relation to the EU data, it was assumed that the possibility of low-income employment (so-called mini-jobs or "450 Euro jobs"), which nowadays exists in Germany, could have promoted this high importance of part-time jobs, and thus could also influence to a high degree how professionalization of sports organisations takes place. Most sport clubs from grassroots sport are characterised by volunteer work but many employ people for supportive jobs in administration because this is very demanding for volunteers today. E. g. mini-jobs for bookkeepers are quite common. Also in commercial gyms, both smaller and larger, part-time jobs are very common. It remains to be seen if, with further development and professionalization of the sector, only part-time jobs or also full-time jobs will increase.

## 2) Discussion about results from the employer's questionnaire

### Recruiting

The results in regard to difficulties in recruiting were generally confirmed: often candidates do not have the required skills or the required attitude and motivation. It was also mentioned that “required” not always means: the more, the better. A high motivation is generally good, but a high motivation and especially high identification with the sport, the organisation or the task (e.g. when people are rather fans than employees) can also mean that the necessary distance is lacking to practice the job professionally. Also, on the employer side, experts mentioned that care must be taken to ensure that the necessary skills, and not just the identification and sports experience, lead to a staffing.

Furthermore, it was emphasised that results do not apply to all occupational profiles to the same degree. It was also mentioned by one expert that the assessments within the study were made by employers. The assessment of whether someone has the right skills is also based on the premise that they also have the skills to judge what the job requires and what the employee brings. This problem is not only part of the questionnaire but can also be found in practice. For instance, in competitive sports, managers with only rudimentary sport specific knowledge often decide about coaches and their skills which can be questionable.

It has also been widely acknowledged that competition from other sectors, who can often pay better, is partly very high and makes recruiting difficult. Partly the work requirements (weekend work, etc.) are very demanding in the sports sector but better in other sectors. This applies to both management positions and sports-related positions. For instance, currently many sport trainers start working as P. E. teachers because employment is more reliable and better paid there. This is not only problematic for the sport sector but also questionable in regard to the required competences for this job.



In addition, attention was paid to a change of required skills in view to the further development of sport, but also to accompanying trends and changes such as digitisation. It seems necessary to link education with practice better and more regularly to address mutual demands.

It was also pointed out that in some areas the coaching job in competitive sports is still defined in a highly hierarchical way. Division of labour and cooperative leadership styles are absent in many sports. In this sense, leadership skills would be urgently needed, but they often do neither find response from the coaches (and sometimes athletes) as well as from the sports system because they often rely on traditional methods. Also, attribution of success is often done centrally to the coach, not the supporting persons. This supports hierarchical thinking. Also for this reason, coaches in the youth field do not get the required recognition or not the best coaches are hired for these jobs. Often they are even employed as freelancers or volunteers even though this period of time is very central to long-term development of the athletes. Thus, inappropriate skills of employees may also be due to the fact that the employer does not set the right (long-term) priorities. This can mean that the sport sector loses good coaches (or other employees) to outside the sector.

#### Expectations towards volunteers in relation to expectations towards full-time employees

Furthermore, the experts agreed to the assessments in regard to the expectations towards volunteers and full-time employees. On the one hand it is comprehensible that expectations towards volunteers are high: how should someone master the tasks if he or she is not competent? At the same time, however, many sport organisations are happy to at least find people who are willing to do volunteer work. Thus, a deeper check of competences often does not take place in reality.

However, the experts emphasised that the topic of a systematic HR development for volunteers appears more and more on the agenda and must be pushed more in the future. It was stated that sport organisations have to be aware that one can not only have expectations, but also has to provide support. The tasks have become very complex by now, e. g. when it comes to leadership, planning and accounting in sports clubs. This HR development is very different in some areas from the HR development for full-time employees. And it has to include not only task related expertise but also more soft skills in the future.

#### Skills of a Sport Coach

The rather low sports specific knowledge of sport trainer that emerged from the study was quite surprising for the experts. However, the question arose again as to whether these outcomes could also be due to the fact that employers – who may not be able to judge that well – have answered the questionnaire. Nevertheless, the results are at least plausible in view of the volunteers who do not always have the required expertise (possibly neither the trainers that are assessed here, nor the officials who rated it). At the same time, experts emphasised the importance of volunteers in organised sport. Also, they mentioned that there may be differences in the assessment, e. g. depending on whether it refers to competitive sport or recreational/grassroots sports.

The low degree of teamworking skills was considered as often quite realistic. The already mentioned strong hierarchical perspective of the coach's role might be a reason for this. In many sports and especially on lower performance level, the self-decision maker seems much more in demand than the one who is more of a consultant of the athletes. Also, the working culture in this occupation often demands immediate success if coaches want to keep their jobs. This pressure does not necessarily lead to a high importance of teamworking. However, teamworking – even across different age groups and performance levels – would be necessary to achieve long-term success.

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## Skills of Senior and Middle Management Staff

The findings on senior management staff's competencies were confirmed. This is especially true for volunteers, but also for full-time employees. Also, for volunteers the recruitment processes are very special: people are often not selected according to competence, but "only" have to be elected. Since often nobody else is willing to do the job that might be very easy. Furthermore, a position in senior management of a club or an association is often based on connections or a career within the organisation. On the one hand, this means, again, that competences are often less important when recruiting staff. On the other hand, it shows that systematic leadership training – as it is rather common in many companies – is not yet anchored in the organised sports system. Even discussions about leadership are seldom and in fact, the understanding of leadership in practice often seems outdated. However, the awareness for this seems to be raising at least in some organisations. This goes along with the perception that a change management process would be needed. Otherwise, the implementation of a systematic leadership development and a change of the leadership behaviour would probably not be successful due to contradictions in the organisational culture.

Furthermore, experts agreed that executives actually have to meet a lot of requirements – in line with the expectations that are reflected in the results of the study. This also implies that they – at least with regard to basic knowledge – have to be very broadly educated or further trained. However, this is often missing. It doesn't seem absolutely necessary that sports leaders come directly from sports themselves, but at least they need experience from similar areas such as the NPO area in general. This seems quite necessary in order to understand sport organisations with their unique features.

A particular field of tension seems to be the cooperation of full-time employees and volunteers. Especially in view of the fact that in organised sport the full-time employees (who, in professional sports, might even be in the focus of media and fans) are often controlled by volunteers, challenges arise. However, with regard to the non-profit status of most sport clubs and associations, this will remain the case in the long term and must therefore be accepted and dealt with as a challenge. Here, too, it is absolutely necessary to provide systematic HR development for both full-time employees and volunteers.

The results for middle management were also in general confirmed by the experts. This role did not provide broader discussion beyond already mentioned aspects for senior management. One reason might be that transition from middle to senior management is rather fluid in many sports organisation (e. g. due to their size), that is, there is no sharp differentiation between the two occupational roles.

However, further discussion arose in view to the skill "Ability to work in compliance with standards and codes of practice / ethics" (not only regarding this occupational role). It seems that this issue has to be focused more and sometimes already is more prominent in practice than the results reflect. Although compliance is part of the statutes of many sports associations and although there are ethics committees, this could be further emphasised at the level of competences. After all, clubs and associations in organised sport are socially relevant and therefore have to act as role models in particular. In addition, sports is particularly connected to emotions and the temptations are often correspondingly large. Of course, not everyone is confronted with these temptations, which might be the reason why this skill is not so much rated as critical – but still it remains important. Also, in connection to this skill the ability to communicate well and with integrity seems to be important to make the basic values and the reasons for actions clear.

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## Skills of Sport Officials

As with most other job descriptions, the rather critical ratings of teamworking skills are noticeable for sport officials, too. On the one hand, this was not surprising for the experts because sport officials often work alone or in very small teams with clear hierarchies. On the other hand, especially because teamworking is always so much emphasised in sports, the results are quite still interesting. However, this emphasise on teamworking might be exactly the reason for this result because it influences expectations towards jobs in sport in general. In addition, as with all skills, deeper questions have to ask, what people mean exactly when they say “teamworking”. This might also differ depending on occupational role.

### Key issues: Work experience vs. qualifications

It was also discussed in more detail to what extent competences instead of work experience are taken into account when recruiting staff. The results from the study were confirmed – especially with regard to the almost equal distribution of agreement and disagreement. On the one hand, both competences and work experience can compensate each other to a certain extent. E. g. someone with a lot of knowledge from the work experience might have a lot to offer even though some specific qualification requirements are not met. On the other hand, it can also be very enriching if someone brings in very good competences – and not just experiences. Some employees from other sectors – who have at least some basic skills – are quite successful in practice. However, it is also true that exactly this recruiting behaviour with a focus on experience is not always effective and it can also lead to problems when someone with a club career is preferred to a well-trained person. This focus is not least common because well-educated people might have to be paid higher wages and are sometimes rejected due to costs.

### Key issues: Change of required skills

In regard to changes in required skills clear agreement was expressed. It was emphasised that trends and changes do not stop at sports, even though organised sports is often perceived as rather slowly reacting on change. This need to adapt not only applies to specialist skills, but also to other competencies, such as social competence, leadership skills or methodological competence. In addition, in practice, changes are often still very much due to a generation change. Instead, it should be more due to the development of people and organisations.

At this point, the arguments connected well with the beginning of the discussion when it was mentioned that the course of the statistics in regard to the amount of number of employees is not only connected to external trends but also to internal decisions. This highlights that responsible persons in the sports sector also have to be open to developments and have to be able to manage changes to keep up with the development of the sector.





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9

**NATIONAL  
CONCLUSIONS**



## 9. NATIONAL CONCLUSIONS

The ESSA Sport project showed that the sector for sport and physical activity is developing. It gave detailed insights in some important changes and facts. It was already known that the sports itself as well as sports organisations change: new kinds of sports emerge, new providers are established and different facets are being added while traditional sports and traditional sport organisation are not disappearing and remain import. As a result, sport increasingly assumes functions for other areas of life, such as Health, for example, and is therefore likely to increase in importance. What was rather new within the ESSA Sport project was the focus on employees and their skills. The project showed for several perspectives how the changing sector is reflected in the sector's workforce. The demands towards the workforce are becoming more diverse and dynamic. A further development of the skills is required which applies to both basic skills as well as specific skills and to both sports specific skills as well as key competences like soft skills. It also seems necessary to better link education with practice. Also, since skills themselves are developing in line with new challenges the topic of lifelong learning but also the topic of a constant development of qualification and degree programmes appear more and more on the agenda.

The project also showed that the sector is growing in terms of employees but it also included assumptions that the sector is not the one with the best paid jobs and the most attractive employment conditions. To develop the workforce in the sector not only claims regarding the skills of the employees have to be focused but also what they receive in return from the employers. It has to be asked how adequate wages and contract conditions can be can be ensured.

With its approach to view the workforce in the sector it is now possible to compare different workforce aspects within the EU. However, at the same time it became clear that this broad approach has to leave a lot of questions open which should be focused in more detail in the future. For instance, for Germany specific questions arose regarding the distribution of gender: while men and women are represented as employees in sports organisations and sports occupations to the same degree it was suspected that this differs if one focuses on different jobs. Also, the very high amount of part-time jobs was remarkable and it had to remain open if this is a sign for the growing and professionalization of the sector or if it just reflects bad conditions for employees. Remarkable was also – just to name a third of many possible examples – the high qualification levels for employees in the sector in Germany. However, it cannot be said if this is due to the existence of a lot of high demand jobs or due to overqualified people in lower demand jobs.

Last but not least the project highlighted – despite growing professionalization in the sector – the importance of volunteers. It became clear that all that was said about skill development of paid employees also applies to volunteers: the sector needs them and should also focus on systematic HR development and adequate support for volunteers.





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Improving the Supply of Skills to the Sector

**10**

**NATIONAL ACTION PLAN  
AND  
RECOMMENDATIONS**

## 10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

### a) Structure of the section and preliminary remarks

In the following, the research and discussion process is summarised by expressing recommendations in view of the German sport and physical activity sector. Three field of action are identified and presented in the following. First, it seems necessary to improve the knowledge base about employment and employees in the sector – not only for Germany but also across Europe. Second, it is recommended to improve, develop and/or specify learning programmes and activities to diminish the gap between existent and required skills in the sports and physical activity sector. Third, the organisational development should focus more on support employees in the sports and physical activity sector.

Before the three fields of action are elaborated, it has to be mentioned that the recommendations target different stakeholders and all players follow their own logic. This report itself can only be a first step to translate necessary action into the logic of the stakeholders (for instance, an employer will not change because someone finds it important – unless it is helpful for reaching his own goals). The report does that by making clear why these actions are important for them. However, further actions have to follow to actually make the stakeholders act. So, the overall recommendation has to be that the European Union has to act as facilitator to further support the translation of the recommendations into the organisation's and/or individual's logic.

### b) Recommendations

#### 1) Development of the knowledge base for employment and employees in the sport and physical activity sector

From the above mentioned conclusion (chapter 9) it becomes clear that the knowledge base for employment and employees in the sport and physical activity sector is incomplete. While some statistical data exist they are not always easy accessible or available in a way that makes them easy understandable for decision-makers in the sports sector. Especially an EU-wide view was lacking so far. Furthermore, statistical data only give a broad overview but details are missing. For instance, in Germany, data within the NACE Rev. 2 classification system are only reported up to three digits (a fact that does not only apply to the sports sector) which inhibits more detailed analyses and comparisons to other countries in the EU with a more detailed reporting. Also, employment statistics only provide a rough frame – they do not allow to say anything in detail about the conditions under which people work or the requirements they are confronted with. However, this is important to further develop the sector which seems necessary given its growing importance and the contribution to society (e. g. in terms of health prevention) which is more and more ascribed to it. Thus, the following recommendations are given in terms of the development of the knowledge base regarding employment and employees in the sports and physical activity sector.

**Table 10.1) Field of action 1**

Field of action 1: Development of the knowledge base for employment and employees in the sport and physical activity sector				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Improve reporting about labour market statistics in the sports and physical activity sector	Regularly provide clear and understandable German labour market reports for decision makers	<ul style="list-style-type: none"> <li>• DESTATIS</li> </ul>	Starting with first report in 2021	<ul style="list-style-type: none"> <li>• Provision of reports</li> <li>• Dissemination of reports to relevant stakeholders</li> </ul>
	Regularly provide clear and understandable European labour market reports for decision makers	<ul style="list-style-type: none"> <li>• EUROSTAT</li> </ul>	Starting with first report in 2021	<ul style="list-style-type: none"> <li>• Provision of reports</li> <li>• Dissemination of reports to relevant stakeholders</li> </ul>
	Use the full labour market classification system for the reporting of in depth data	<ul style="list-style-type: none"> <li>• EUROSTAT</li> <li>• DESTATIS</li> </ul>	Starting in 2021	<ul style="list-style-type: none"> <li>• Collection and reporting of detailed data</li> </ul>
Support detailed research on employees in the sports and physical activity sector	Support detailed research in the field of job roles and employee's skills in Germany	<ul style="list-style-type: none"> <li>• German state with the responsible ministries (esp. for research, employment and sports-related fields, e. g. health)</li> </ul>	Starting in 2021	<ul style="list-style-type: none"> <li>• Existence of calls for projects</li> <li>• Number of funded projects</li> </ul>
	Support detailed research regarding payment and working conditions in Germany	<ul style="list-style-type: none"> <li>• German state with the responsible ministries (esp. for research, employment and sports-related fields, e. g. health)</li> </ul>	Starting in 2021	<ul style="list-style-type: none"> <li>• Existence of calls for projects</li> <li>• Number of funded projects</li> </ul>
	Support detailed research in the field of job roles and employee's skills in the EU	<ul style="list-style-type: none"> <li>• European Union with the responsible bodies for research and education</li> </ul>	Starting in 2021	<ul style="list-style-type: none"> <li>• Existence of calls for projects</li> <li>• Number of funded projects</li> </ul>
	Support detailed research regarding payment and working conditions in the EU	<ul style="list-style-type: none"> <li>• European Union with the responsible bodies for research and education</li> </ul>		<ul style="list-style-type: none"> <li>• Existence of calls for projects</li> <li>• Number of funded projects</li> </ul>



## 2) Further development of learning programmes and activities to diminish the gap between existent and required skills in the sports and physical activity sector

Furthermore, even though a better knowledgebase regarding employees in the sports and physical activity sector is yet to be developed the project points out that there seems to be a gap between existent and necessary skills. One important reason seems to be that the sector becomes more and more diverse but also that it develops due to manifold demands and challenges from within and from outside the sector. This leads to diverse and specific jobs roles and responsibilities which change over time. Formal, non-formal and informal learning should reflect this. Thus, the second field of recommendations lies in the area of learning programmes and activities.

**Table 10.2) Field of action 2**

Field of action 2: Further development of learning programmes and activities to diminish the gap between existent and required skills in the sports and physical activity sector				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Adjust qualification programmes in the sports and physical activity sector in line with research findings	Adjust education within the organised sports qualification system (sports licenses) in line with research findings to the demands	<ul style="list-style-type: none"> <li>All education providers from the organised sports</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Systematic assessments of content and structure changes in curricula</li> <li>Research results on skills needed and existent</li> </ul>
	Adjust academic education in line with research findings to the demand (including topics of change management, see thematic 3)	<ul style="list-style-type: none"> <li>All providers of academic education</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Systematic assessments of content and structure changes in curricula</li> <li>Research results on skills needed and existent</li> </ul>
	Adjust vocational education programmes in line with research findings to the demands	<ul style="list-style-type: none"> <li>All providers of vocational education</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Systematic assessments of content and structure changes in curricula</li> <li>Research results on skills needed and existent</li> </ul>
	Improve and further develop activities and programmes specific for lifelong learning	<ul style="list-style-type: none"> <li>All education providers</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Systematic assessments of number and content of provided activities and programmes for lifelong learning</li> </ul>
Implement a system of continuous development of qualification programmes	Implement a system of regular monitoring of skill requirements and implement routines of adjustments	<ul style="list-style-type: none"> <li>All education providers</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Systematic assessment of the existence of monitoring and adjustment routines</li> </ul>

### 3) Support organisational development to support employees in the sports and physical activity sector

Third, it was shown that skills and performance of employees cannot be viewed separated from the employer's side. Not only is the support of the employers needed for skill development but also for converting skills into action. That is, employers in the sport and physical activity sector should also attach specific attention on the topic of skill development and employee support – in view to paid staff as well as volunteers – and might have to change in order to reflect the developments of the workforce. For instance, a modern leadership style which contradicts the organisational structure and culture will be problematic. This neither means that all organisations have to change nor that everything should be aligned to skill development. But organisations should systematically reflect if changes are needed and how this change can be managed (while this is generally the case this project focuses on change in view to employee's skills). Thus, the following recommendations are made in the field of organisational development.

**Table 10.3) Field of action 3 (Part 1)**

Field of action 3: Support organisational development to support employees in the sports and physical activity sector				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Implement actions that aim at adequate working conditions / payment for employees in sports organisations and/or sports and physical activity occupations	Stand in for structures that focus on adequate working conditions/payment	<ul style="list-style-type: none"> <li>Sports federations/associations</li> <li>employer's associations</li> <li>employee's associations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Assessment of decisions, policy papers and statements</li> </ul>
	Set goals and implement structures that focus on adequate working conditions/payment	<ul style="list-style-type: none"> <li>All organisations from the sector as well as organisations outside the sector which include sport occupations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Existence of strategic papers including the topic</li> <li>Research findings regarding development of payment</li> <li>Research findings regarding working conditions</li> </ul>
	Put a special focus on the support of volunteers	<ul style="list-style-type: none"> <li>All organisations from the field of organised sports</li> <li>All public bodies related to volunteers in sports</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Assessment of structures to support volunteers</li> </ul>



**Table 10.3) Field of action 3 (continuation – Part 2)**

Field of action 3: Support organisational development to support employees in the sports and physical activity sector				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Implement structures to better support learning and HR development in sport/physical activity occupations or sport organisations	Support organisations to develop structures that aim at implementing better support for learning and HR development of employees	<ul style="list-style-type: none"> <li>EU bodies and German public bodies responsible for education sports and labour</li> <li>Sports federations/associations</li> <li>employer's associations</li> <li>employee's associations</li> </ul>	Starting in 2021	<ul style="list-style-type: none"> <li>Number of projects funded by EU and German public bodies</li> <li>Number and kind of qualification courses/activities offered to employees</li> <li>Number and kind of qualification courses/activities taken by employees</li> </ul>
	Implement and/or improve systematic HR development structures	<ul style="list-style-type: none"> <li>All organisations from the sector as well as organisations outside the sector which include sport occupations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Number and kind of qualification courses offered to employees</li> <li>Number and kind of qualification courses taken by employees</li> <li>Existence of responsible persons for HR development</li> </ul>
	Support formal and non-formal learning activities of employees	<ul style="list-style-type: none"> <li>All organisations from the sector as well as organisations outside the sector which include sport occupations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Number and kind of qualification courses offered to employees</li> <li>Number and kind of qualification courses taken by employees</li> </ul>
	Support and systematically develop activities that enable informal learning processes	<ul style="list-style-type: none"> <li>All organisations from the sector as well as organisations outside the sector which include sport occupations</li> </ul>	Starting in 2021	<ul style="list-style-type: none"> <li>Assessment of organisational structures in regard to possibilities for informal learning</li> </ul>
	Put a special focus on lifelong learning of employees	<ul style="list-style-type: none"> <li>All organisations from the sector as well as organisations outside the sector which include sport occupations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>Number and kind of qualification courses offered to employees in regard to lifelong learning</li> <li>Number and kind of qualification courses taken by employees in regard to lifelong learning</li> </ul>

**Table 10.3) Field of action 3 (continuation – Part 3)**

Field of action 3: Support organisational development to support employees in the sports and physical activity sector				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Implement a systematic change management to align employee's skills and organisational change	Support organisations to develop a change management that reflects requirements of employees in view to skill development and skill application	<ul style="list-style-type: none"> <li>• EU bodies and German public bodies responsible for education, sports and labour</li> <li>• Sports federations/associations</li> <li>• Employer's associations</li> <li>• Employee's associations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>• Existence of grants from EU/German public bodies or federations/associations</li> <li>• Number of funded projects by EU/German public bodies or federations/associations</li> <li>• Existence of responsible persons for the topic at the federations/associations</li> <li>• Existence of guidelines/consultation offers for the topic</li> </ul>
	Implement and/or improve systematic change management structures	<ul style="list-style-type: none"> <li>• All organisations from the sector as well as organisations outside the sector which include sport occupations</li> </ul>	Starting in 2020	<ul style="list-style-type: none"> <li>• Existence of responsible people for change management</li> <li>• Assessment of change in organisations</li> </ul>



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This project has been funded with support from the European Commission.  
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With the support of the  
Erasmus+ Programme  
of the European Union

