

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**



Portugal

September 2019

TABLE OF CONTENTS

TABLE OF CONTENTS	2
1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT	4
2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET	8
3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR.....	13
4. SPORT LABOUR MARKET STATISTICS.....	33
5. NATIONAL EDUCATION AND TRAINING SYSTEM	45
6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM	63
7. FINDINGS FROM THE EMPLOYER SURVEY	73
8. REPORT ON NATIONAL CONSULTATIONS	144
9. NATIONAL CONCLUSIONS	150
10. NATIONAL ACTION PLAN AND RECOMMENDATIONS	157
BIBLIOGRAPHY.....	164



This national report has been produced by the *Rio Maior School of Sport (ESDRM)* who are a full partner and national coordinator in the ESSA-Sport project, using the methodology and structure provided by the coordinator EOSE.





ESSA-SPORT

Improving the Supply of Skills to the Sector

1

THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

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

a) The ESSA-Sport Project

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

The 3-year project, which began in October 2016, aimed to create a knowledge base and 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.

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.

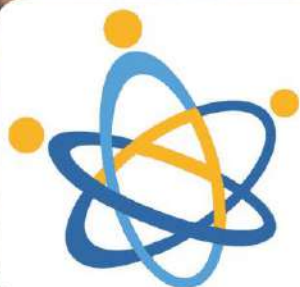
The main results and key information from the European Employer Skills Survey at the national level are presented in Section 7 of this report.

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.



ESSA-SPORT

Improving the Supply of Skills to the Sector

2

NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

a) National key facts and data

Geographical size	92 226 km²
Capital city	Lisbon
Neighbouring countries	Spain
Official EU language(s)	Portuguese
Political system –	Semi-presidential republic with a head of government - the prime minister - and a head of state - the president - who has power to appoint the prime minister and other government members. The country is administratively divided into 308 municipalities, subdivided into 3,092 civil parishes. Operationally, the only legally identifiable local administrative units are the municipality and civil parish, and the national government.
Date of independence	5 October 1143
EU member country since	1 January 1986
Seats in the European Parliament	21
Currency	Euro.
Schengen area member	Yes since 26 March 1995
Population	10 538 275

The resident population is declining since 2010 and has maintained the downward trend since this year.

Table 1) Total population per gender and categories of age.

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)				
		<i>Female</i>	<i>Male</i>	<i>0-14</i>	<i>15-24</i>	<i>25-54</i>	<i>55-64</i>	<i>65+</i>
2016	10309573	53%	47%	14%	11%	41%	14%	21%
2015	10341330	53%	47%	14%	11%	41%	13%	21%
2014	10374822	53%	47%	14%	11%	42%	13%	20%
2013	10427301	52%	48%	15%	11%	42%	13%	20%
2012	10487289	52%	48%	15%	11%	42%	13%	19%
2011	10542398	52%	48%	15%	11%	43%	12%	19%
2010	10572721	52%	48%	15%	11%	43%	12%	19%

Source: INE (2017). Resident population by place of residence (NUTS - 2013), sex and age group; Annual - Statistics Portugal, Annual estimates of resident population. Retrieved Sept. 15, 2017, from

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0008273&contexto=bd&selTab=tab2&xlang=en

Population density	112,5 Individuals km2 (2015)
Gross domestic product (GDP in Euros)	€ 184.931 billion (2016)
The inflation rate	1,2% (2018)
The unemployment rate	7% in 2018 and 8,9% in 2017, having decreased by 1.9

The unemployed population, 365,9 thousand people, decreased by 20.9% (96,9 thousand) in relation to the previous year, while the employed population, 4 866,7 thousand people, increased by 2,3% (110,1 thousand)

1) Unemployment trends

Since 2012, where the unemployment rate was highest (16,8%), there was a progressive reduction until 2018 (6,7%). When we compare the unemployment rate between men and women, 2011 and 2018, the unemployment rate was always higher in women.

Table 2) Unemployment rate by sex, age group and with highest completed level of education.

	TOTAL (%)	BY GENDER (%)	
		Female	Male
2018	6,7	7,3	6,0
2017	8,1	8,4	7,7
2016	10,5	10,6	10,4
2015	12,2	12,4	12,0
2014	13,5	13,8	13,1
2013	15,3	15,9	14,8
2012	16,8	16,9	16,7
2011	13,9	14,00	13,7

Source: INE (2019). Unemployment rate (Series 2011 - %) by sex, age group and highest completed level of education; quarterly.

Retrieved Jul. 15, 2019, from

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contexto=pi&indOcorrCod=0005599&selTab=tab0&xlang=en

Trade and economy - **The most important sectors of Portugal's economy** in 2016 were wholesale and retail trade, transport, accommodation and food services (24.9 %) and public administration, defence, education, human health and social work activities (19.7 %) and industry (18.5 %).

Intra-EU trade accounts for 75% of Portugal's exports (Spain 26%, France 13% and Germany 12%), while outside the 5% go to the United States and 3% to Angola.

In terms of imports, 78% come from EU Member States (Spain 33%, Germany 14% and France 7%), while outside the EU 3% come from China and 2% from Russia.

b) Characteristics of the overall labour market

1) Employed people

The total active population has been in decline since 2010. The number of unemployed people in 2016 was lower than in 2010. The year with the largest number of people employed was in 2010, decreased until 2013 and from here began to increase until 2016, but not yet reach the values of 2010. Compared by gender, from 2015 onwards, the number of women employed increased in percentage.

Table 3) Total active population and data on unemployment and employment.

	TOTAL ACTIVE POPULATION	TOTAL UNEMPLOYE D PERSONS	NUMBER OF PERSONS IN EMPLOYMENT						
			TOTAL EMPLOYED PERSONS	BY GENDER (%)		BY AGE (%)			
				<i>Female</i>	<i>Male</i>	<i>15-24</i>	<i>25-54</i>	<i>55-64</i>	<i>65+</i>
2016	5178300	573000	4605200	49%	51%	6%	74%	15%	5%
2015	5195200	646500	4548700	49%	51%	6%	74%	15%	5%
2014	5225600	726000	4499500	48%	52%	5%	75%	14%	5%
2013	5284600	855200	4429400	48%	52%	5%	74%	14%	6%
2012	5382600	835700	4546900	48%	52%	6%	74%	14%	6%
2011	5428300	688200	4740100	48%	52%	6%	74%	13%	6%
2010	5489700	591200	4898400	48%	52%	7%	74%	13%	7%

Source: INE (2017). Active population (Série 2011 – N.º) by place of residence (NUTS - 2013), sex, age group and highest completed level of education; Annual - Statistics Portugal, Labour force survey. Retrieved April 28, 2017, from https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006136&contexto=pti&selTab=tab10&xlang=en
 INE (2017). Employed population (Series 2011 - N.º) by place of residence (NUTS - 2013), sex, age group and Highest completed level of education ; Annual - Statistics Portugal, Labour force survey. Retrieved April 28, 2017, from https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006137&contexto=bd&selTab=tab2&xlang=en

The total number of employed persons per economic sectors (NACE Rev.2 Codes), table 4, globally presented two distinct behaviours in the period 2011 to 2017. A strong reduction between 2011 and 2013 and a growth from 2014 to 2017.

The economic activities with the greatest growth of employed persons were: Agriculture, forestry and fishing; Electricity, gas, steam and air conditioning supply; Information and communication; Real estate activities; Arts, entertainment and recreation.

The sectors with the greatest reduction in the number of employees were: Construction; Mining and quarrying; Education; Wholesale and retail trade and repair motor vehicles/motorcycles.

Table 4) Total number of employed persons per economic sectors (NACE Rev.2 Codes).

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS						
	2011	2012	2013	2014	2015	2016	2017
A - Agriculture, forestry and fishing	108249	106015	160959	185038	192467	194121	198767
B - Mining and quarrying	11352	10297	9628	9355	9221	9133	9459
C - Manufacturing	679182	647947	637427	650628	670116	686651	711684
D - Electricity, gas, steam and air conditioning supply	9371	9264	8913	8703	9589	12343	12709
E - Water supply; sewerage, waste management, remediation activities	30917	30483	29945	29896	29881	31782	32411
F - Construction	403575	340913	307907	294458	297344	301862	312914
G - Wholesale and retail trade; repair motor vehicles/motorcycles	794138	747594	723488	719005	735834	749170	768712
H - Transportation and storage	157972	150267	147757	150874	154438	159888	166449
I - Accommodation and food service activities	290128	272957	265694	273338	293478	317808	346486
J - Information and communication	81229	81346	82744	85508	90993	94132	102124
K - Financial and insurance activities	...	...	...	...	...	...	...
L - Real estate activities	51190	46985	45299	46701	50973	56778	64118
M - Professional, scientific and technical activities	224948	224668	215466	215111	224948	240536	254009
N - Administrative and support service activities	402051	397549	375670	375555	402051	447481	489403
O - Public administration and defence; compulsory social security	...	...	...	...	...	...	...
P - Education	101920	92068	91749	94941	101920	92490	94575
Q - Human health and social work activities	150617	154415	150020	149303	150617	170461	180291
R - Arts, entertainment and recreation	45272	44762	43586	43387	45272	52529	57784
S - Other service activities	89636	82462	81346	82904	89636	87575	90323
T - Activities of households as employers	...	...	...	...	...	...	...
U - Activities of extraterritorial organisations and bodies	....	....	....	....	....	....	...

source: INE (2018). Persons employed in enterprises by economic activity (Class - CAE Rev. 3) and legal form; Annual - Statistics Portugal, Integrated business accounts system. Retrieved Jul 11, 2019, from https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006570&contexto=bd&selTab=tab2&xlang=en



ESSA-SPORT

Improving the Supply of Skills to the Sector

3

THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) The configuration of the national sector and the national sport policy

The national sport policy is primarily under the responsibility of the Minister of Education, which is responsible for formulating, conducting, implementing and evaluating the policy for the education system, from preschool through secondary education, as well as the national policy for vocational training and for youth and sport. The Minister is assisted by the Secretary of State for Education and the Secretary of State for Youth and Sport.

Dependent on Secretary of State for Youth and Sport the Portuguese Institute of Sport and Youth (Instituto Português do Desporto e Juventude, I.P.) has as its mission to execute and evaluate the public policy of sport, promoting the generalization of sport, as well as support for regular and high-performance sports, by providing technical, human and financial resources. The Sport Institute has regional delegations across the country that establish direct relationships with municipalities, local communities, clubs, gyms and other sports promoters. At regional level, the sport is promoted by the regional governments of the islands of Madeira and the Azores. At local level are the municipalities that have the responsibility of promoting sport in their populations.

b) The four main national priorities in sport policy are:



1) Promote sport as a mean of personal fulfilment and to achieve healthy life

The Government, between 2015-2019, proposes a new agenda for sport, to boost the development of sport and increase its practice. Using a strategy for the development of sport based on a perspective of quality of life, that promotes the generalization of the sport practice. The strategy is focused in the proximity and guarantees a real accessibility for the citizens to the practice of sport and physical activity, using more efficiently the existing infrastructures and equipment's.

The organizations responsible for implementing the national strategy for sport are: the Portuguese Institute of Sport and Youth, I.P. (Secretary of State of Youth and Sport, Ministry of Education); the Directorate-General of Health (Ministry of Health); the Tourism Institute of Portugal (Ministry of Economy); and the Institute for Mobility and Transport (Ministry of Planning and Infrastructure).

This model aims to promote more and better the sport for more citizens, starting in the school education, municipalities partnerships and the policies for health, education, environment, tourism and the development and planning of the territory. Is also intended to guarantee equal access to sport activities without social, physical or gender discrimination. This new agenda for national sport is framed in four essential factors: the resources available, a longer guarantee of sustainability, a new contract of trust and autonomy between the state and sports agents and the ambition to achieve more and better sport.






For this, the following measures have been taken:

-  Support and spread projects and initiatives promoting the generalization of physical activity and sport, encompassing the diversity of the Portuguese population, aiming to create lifelong habits that have repercussions on direct benefits to the quality of life and health. The measure will be carried out in cooperation and partnership with local authorities, sports associations, higher education and private partners;
-  Articulate the sports policy with schools, reinforcing physical education and sport activity in schools and higher education institutions, making sport compatible with the school and academic path and valuing and supporting the recovery of a framework of sports competitions in schools;

-  Promote the qualification of instructors and agents involved in sport. Increase the technical qualification of the instructors, and update the diagnostic tools of sports condition, in cooperation and partnership with the education system and professional training;
-  Support athletes and high-performance coaches, Olympic and Paralympic projects and high-performance sports participation;
-  Implement talent detection program, promote the Portuguese sport internationally, and strengthen cooperation with CPLP (Community of Portuguese Language Countries), Iberian-American and EU countries;
-  Simplify the contractual relationship of the State in the sport support, modernize and reform the services of the Public Administration of Sport, and value the intervention of sports agents and institutions in the National Sports Council;
-  Implement the sports ethics program and assume public responsibility for the management of sports legacy;
-  Develop a program that makes it possible to take full advantage of all public or publicly financed public spaces in the country with the potential to practice sports activities, allowing any citizen to make an online reservation of any of these spaces for sports;
-  Rehabilitate and modernize sports infrastructures, improve the management of the National Sports Centre of Jamor, high-performance centres and public sports infrastructures, invest in the construction of basic and nearby sports equipment and infrastructures;
-  Define a new framework for the commitment and the relationship with the entities of the sports system, which will improve the allocation of resources from the state budget, social games, online gambling, taxation, patronage and European funds, and increase the investment of private enterprises through corporate social responsibility;
-  Improve the value of sport associative movement and local-based communities in the promotion of sport for all.



2) The national program for the promotion of physical activity is considered a priority for the health program

This program, with its implementation for 2016-2019, will respond to the guidelines established in the National Strategy for the Promotion of Physical Activity, Health and Welfare aligned with the National Health Plan and with several international guidelines on this subject, mainly from the World Health Organization. The National Program for the Promotion of Physical Activity aims to:

-  Promote a broad adoption by the Portuguese population of physically active and low-sedentary lifestyles, in accordance with the recommendations for age, and in a manner compatible with health, vitality, fruition and well-being;
-  Support and stimulate the study and the monitoring of physical activity and sedentary behaviour in Portugal, its determinants and its impact on health and well-being, throughout all the life cycle;
-  Encourage the population's knowledge for the recommendations and benefits of physical activity, the opportunities to be more active and less sedentary, and the necessary physical fitness and possible risks involved in the practice of physical exercise;
-  To promote the training and qualification of Doctors, nurses, nutritionists, psychologists, teachers and other professionals to promote a behavioural change, counselling and referral of users in the field of physical activity;
-  Develop the recognition, support and dissemination of projects and initiatives of merit or high potential, in different contexts, formats and for different target groups, in the context of promoting physical activity and reduction of sedentary lifestyle.

3) Sport and tourism



In the field of tourism, sport has a development role in four areas of the National Strategic Tourism Plan:

-  Increasing the sports events - Organisation of mega events assumes accumulative importance, due to their resulting media coverage and notoriety. In this context, events with major media exposure - whether sports or other events - are particularly important, not only in terms of the quantity of tourists that they bring to the destination, but also due to the publicity that they generate. Events of the scale of Euro 2004 or Expo 98 provoke a "multiplier effect" in terms of notoriety, leading to an increased number of tourists not only in the year in which the event is held but also in subsequent years (PENT, 2006, p. 42);
-  Develop nature tourism - Network of mountain biking and cycling centres. The European Nature Tourism market has achieved sustained growth. In 2004, 22 million trips were made, having this product as main motivation, corresponding to 9% of all trips made by Europeans. In 2015 this product is expected to rise to 43,3 million trips, equivalent to 7% annual growth. The main outbound markets are Germany and the Netherlands that stand for 25% and 21% of the market respectively.

According to data for 2006, Nature Tourism represented 6% of the primary motivations for tourists visiting Portugal. The regions where this product is most important are the Azores (36%) and Madeira (20%). Tourists consider that the countries which are most like to Portugal in this product are Spain (33%), Italy (10%) and Switzerland (8%). In terms of tourists' perception of Portugal in comparison with Spain, its strengths lie in the friendliness of the local people and entertainment, although with lower quality of hotel infrastructures and available activities related to Nature Tourism.

Even though 21% of the national territory is considered to be a protected area, Nature Tourism in Portugal presents clear gaps in terms of infrastructures, services, experience and know-how, as well as lack of competitive capacity of the companies operating in this field.

The main challenge facing Portugal consists in developing an offer that respects the environment. The objective is to make it possible to sell the product to tourists, while preserving protected areas, mountain biking and cycling centres must be stimulated (PENT, 2006 p. 67), priority areas:

-  Nautical Tourism - Surfing and nautical recreation. Nautical Tourism represents 2,8 million trips / year in Europe and is expected to rise to 6,6 million trips in 2015, equivalent to annual growth of 9%. The main outbound markets for Nautical Tourism are Germany (24%), Scandinavia (15%) and the United Kingdom (9%). In Portugal, Nautical Tourism stands for 1.2% of tourists' motivations. The regions where this product is most important are the Azores (6.2%), Madeira (5.8%) and the Algarve (3.1%). This product may be divided into three segments: cruises, yachts and nautical sports (PENT, 2006 p. 68).
-  Golf – A strategic product for tourism development. Portugal should consolidate its strong international visibility as a Golf destination, establishing itself as the leading destination at European level. The European Golf market is estimated to be equivalent to one million trips per year (primary motivation). This value is expected to double by 2015. The main outbound markets are the United Kingdom and Germany that represent 25% and 23% of all trips respectively. The Golf product has enjoyed major expansion in Portugal, not only in terms of quantity but also notoriety. This product represents 6.3% of the motivations of international tourists in Portugal according to data collected in the summer of 2006 (PENT, 2006 p. 68).

4) Implement new mobility concepts

Encourage the construction of cycling infrastructures, taking in account three user profiles and three distinct functions: sports practice, leisure and tourism, and urban mobility. In soft mode, the national panorama is not very encouraging. In 2010, walking had a weight of 17.7%, higher than the European average (12.6%). While cycling, increasing from 1 to 1.6% between 2007 and 2010, remained far from the average European performance (7.4%). Cycle travel was higher in Hungary (19.1%), Denmark (19%), Sweden (17.1%), Belgium (13.4%), Germany (13.1%), In Finland (12.5%), Slovakia (9.5%), Poland (9.3%), Austria (8%) and Latvia (7.5%). Health Improvement - attenuation of sedentary lifestyles throughout the life cycle (fourth largest risk factor for overall mortality), through: promotion of healthy lifestyles; Reduction of respiratory problems through the reduction of atmospheric pollution; Reducing the risk of cardiovascular diseases, oncological and osteoarticular diseases, with obvious benefits in improving physical and mental health and positive impact in reducing disability and increasing well-being are the main aims of this project.

c) The role of stakeholders that represent the full breadth of the sport sector

The main sport stakeholders are established in the National Law of Physical Activity and Sport (Article 6, Law n.º 5/2007, of January 16th). It also defines that it is the responsibility of the State, the Autonomous Regions and public local authorities to promote and generalize physical activity. At the same time it indicates that private national organizations have a specific role in the development of national sport.

In the next tables we have identified 33 different types of national organizations that representing different interests in sport by subsectors.

In table 5, the main national stakeholders with direct administration from the State, role and function.

Table 5) Main stakeholders with direct administration from the State.

Main national stakeholders	Role and function
National Sport Council (Conselho Nacional do Desporto)	Structure made up of the representatives of the main national sports organizations and the public administration related to sport, operate under the presidency of the Secretary of State for Youth and Sport
Portuguese Institute of Sport and Youth (Instituto Português do Desporto e Juventude, I.P. –IPDJ)	Have as its mission the implementation of an integrated and decentralized policy for the areas of sport and youth, in close collaboration with public and private bodies, in particular sports bodies, youth associations and local authorities. Under the hierarchical dependence of the Secretary of State for Youth and Sport. Go to http://www.idesporto.pt/
Unit of Sport at School (Desporto Escolar)	Aims to stimulate the practice of physical activity and sports training as a means of promoting student success, healthy lifestyles, values and principles associated with active citizenship. Under the hierarchical dependence of the Secretary of State of Education. Go to http://www.desportoescolar.dge.mec.pt/
Sports Court (Tribunal Arbitral do Desporto)	With specific competence to administer justice in relation to disputes that are part of the sporting legal system or related to the practice of sport. Go to https://www.tribunalarbitraldesporto.pt/
Anti-Doping Authority of Portugal	Within the central administration of the State, with functions in the control and combat of doping in sport. http://www.adop.pt/
Authority for the Prevention and Combat of Violence in Sport (Autoridade para a Prevenção e o Combate à Violência no Desporto)	The Authority's mission is to prevent and monitor compliance with the legal framework for combating violence, racism, xenophobia and intolerance in sporting events, in order to enable them to be carried out safely. Under the hierarchical dependence of the Secretary of State for Youth and Sport.
National Institute of Rehabilitation (INR I.P.)	Is a public institute supervised by the Ministry of Labour, Solidarity and Social Security, aimed at ensuring equal opportunities, combating discrimination and enhancing the rights of persons with disabilities, with a view to promoting their fundamental rights. Go to http://www.inr.pt/inicio
Sport Foundation	The purpose of the Sport Foundation is to support the promotion and development of portuguese sport, particularly in the field of high level. This commitment involves the sponsorship of athletes, national and international events, the holding of seminars and conferences, among other promotion and dissemination actions. In this sense, it is essential to raise financing supplementary to the one granted by the State. In addition, coordinate and manage the International Network of High-Level Centers and also assumes an international promotion of sport. The Portuguese State have a participatin in SF through the Portuguese Institute of Sport and Youth, I.P.. Go to http://fundacaodesporto.pt/
Food and Economic Safety Authority (ASAE)	ASAE, as a national authority, is responsible for the discipline of the economic activities in the food and non-food sectors, by monitoring and preventing the enforcement of regulation legislation. ASAE inspection activity covers all places where there should be any industrial activity, particularly of finished products and or intermediate, tourist, commercial, agricultural, livestock, slaughtering, fishing, including recreational fishing, tourism enterprises, local accommodation, travel agencies, tourism companies, camps, play areas and recreation, infrastructure, equipment and sports facilities and health clubs. Go to http://www.asae.gov.pt/asae-topics-other-languages.aspx

As evidenced the Portuguese sports system is characterized by having many and diverse stakeholders that establish a good relationship of cooperation with the state. In many cases these stakeholders receive public funding to support their activities.

Table 6) Main national sport stakeholders recognize by the State, with public utility.

Main national stakeholders	Role and function
Olympic Committee of Portugal	Have specific competencies to establish and organize the Portuguese delegation participating in the Olympic Games and other sports competitions held under the aegis of the International Olympic Committee. Has especial role in support the preparation of athletes and encouraging the practice of sports activities under the values of Olympic Movement. Go to http://comiteolimpicoportugal.pt/
Paralympic Committee of Portugal	Have as its mission the implementation of an integrated and decentralized policy for the areas of sport and youth, in close collaboration with public and private bodies, in particular sports bodies, youth associations and local authorities. Under the hierarchical dependence of the Secretary of State for Youth and Sport. Go to https://paralimpicos.pt/en_US/home
Portuguese Sports Confederation	Non-governmental and non-profit organization representative of sports federations towards the State, the European Union and similar bodies in other countries. Providing support to the associated sports federations and working towards concerting their collective interests. Go to https://www.cdp.pt/
National sports federations	Non-profit association that includes sporting societies, associations of territorial scope, professional leagues, clubs and representation of athletes, coaches, referees/ judges and the other agents that promote, practice or contribute to the development of the respective sport modality. Portugal has recognized by the sport public administration 56 national sports federations. Go to https://www.cdp.pt/
Regional Sport Associations	At a regional level are non-profit association that includes clubs and representation of athletes, coaches, referees/ judges and the other agents that promote, practice or contribute to the development a specific sport. Are members of National Sport Federations.
Clubs	Constituted as non-profit association or as a company the purpose is the promotion and practice of sports.
Professional leagues	The professional leagues are football, basketball and handball. But as professional organizations, season 2018/2019, considered by the government, there are only two professional competitions in the football: the first league and second league, which together integrate 36 teams of professional football. Go to https://ligaportugal.pt/pt/homepage/ ; www.fpb.pt/ ; https://portal.fpa.pt/
Confederation of Culture, Recreation and Sports Collectivities (CPCCRD)	CPCCRD carries out its activity in the recognition and appreciation of the popular associative movement, namely through the training, presentation and discussion of legal diplomas for the cultural, recreational and sports communities and some specific projects in the areas of physical activity and sports and leisure, traditional games and new technologies Go to https://www.cpccrd.pt/
National Association of Portuguese Municipalities (ANMP)	Association of municipalities, whose general purpose is the promotion, defense, dignification and representation of municipalities, including aspects related to the promotion of sport for the populations. Go to https://www.anmp.pt/index.php

As these associations are representative at national level, there are also other organizations that representing the same subsectors or regional sports agents at regional level.

Table 7) Main private national sport stakeholders recognize by the State, as representatives of the sport subsectors.





Main national stakeholders	Role and function
Association of Gyms and Fitness Clubs of Portugal (AGAP)	Association of companies of health and fitness clubs of Portugal, aims to defend the interests of companies and protect the health and fitness industry in Portugal. Go to https://www.portugalactivo.pt/
Portuguese Association of Companies of Congresses, Tourist Animation and Events (APECATE)	Association that congregates and represents the congresses, tourism animation and events companies of Portugal. APECATE is also the voice of the Portuguese companies in several European institutions such as EC-OE (European Confederation of Outdoor Employers), of which it is a founding member, and EFAPCO (European Federation of Associations of Professional Congress Organisers) which is chairing in this three-year period, though the associated company MundiConvenius. Go to http://apecate.pt/en/
Portuguese Association of Sport Management (APOGESD)	Association of the sport management and of the professionals that manage sports organizations aims to contribute and collaborate in the creation of a culture of efficiency, quality and responsibility in the management of the sporting organizations. Go to https://www.apogesd.pt/
Portugal Coaches - Portuguese Confederation of Coach Associations (CPAT)	The Coaches of Portugal is a confederation that brings together 22 associations of coaches of various modalities and deals with all matters related to the coach's career and training. Being its spokesman with the national and international tutelage in organizations such as: the Portuguese Institute of Sport and Youth (IPDJ), the Secretariat of State for Youth and Sport (SEJD), the National Council of Sport (CND), the International Council for Coaching Excellence (ICCE), UNI Europe and European Union. Go to https://www.treinadores.pt/en/
Portuguese Players' Union (SJPF)	The Union of Professional Football Players (SJPF) defend the individual and collective interests of football players in particular their rights and working conditions. Other subjects highlighted by SJPF are: violence in sport and the integrity of competitions; the use of young players; the competitive format and match calendar; the training and qualification of sports agents. Go to http://sjogadores.pt/
Portuguese Association of Football Referees (APAF)	Is a class association of all football referees under FIFA jurisdiction and is intended to represent the interests of members and football referees in general with all authorities. Go to https://www.apaf.pt/
National Association of Football Agents (ANAF)	ANAF's general goal is to promote and defend the interests of players agents licensed by the Portuguese Football Federation (FPF). Go to https://anaf.pt/
Association of Golf Managers of Portugal (AGGP)	AGGP aims to promote, directly and indirectly, information and training, professional, technical, academic and business, in the various disciplines related to the golf industry. Go to http://www.gestoresdegolf.pt/
Association of Journalists of Sport (CNID)	CNID is an association of class, interlocutor of the public powers, namely in the media and sport, and private that have responsibilities in the organization of the sport in Portugal. Go to https://www.cnid.pt/




As described in the following table there are organizations of a scientific and technical nature that represent occupations and socio-professional areas.

Table 8) Main private national sport stakeholders recognize by the State, as national technical-scientific associations.

Main national stakeholders	Role and function
Network of Schools with Sports Education Programmes at Higher Public Polytechnic System (REDESPP)	The REDESPP's mission is to develop global strategies for sport at higher education institutions, to coordinate efforts for training and research in the field of sport, to influence the vocational training sector in the education and certification of sport occupations and to influence public policies and national and international organizations on higher education in sport. Go to http://redopolitecnicosdesporto.com/
National Council of Associations of Physical Education and Sports Professionals (CNAPEF)	CNAPEF is a national body that associates and energizes the associations of physical education teachers. Its objective is the cultural, scientific, technical and pedagogical promotion of its members in all areas of physical and sports education. Go to https://cnapef.wordpress.com/
Portuguese Society of Physical Education (SPEF)	SPEF's mission is the study and dissemination of physical activity, the promotion of a scientific attitude in the consideration of problems and intervention in body activities. In international level, SPEF is a member of the Federation International de Education Physique (FIEP), the European Federation of Physical Education Recreation (FETEF), the European Council for Physical Education Recreation (ICHPER) and a founding member of the European Physical Education Association (EUPEA). Go to http://www.spef.pt/home
Portuguese Society of Sports Psychology (SPPD)	The SPPD is a non-profit scientific association to develop and encourage the psychology of sport, exercise and performance, understood as intervention models aimed at promoting sports performance and the psychological and psychosocial well-being of social systems and humans where physical and sports activities take place. Go to http://sppd.com.pt/
Portuguese Association of Sports Law (APDD)	The APDD is a non-profit organization, whose purpose is the promotion and dissemination of sports law, including through the design and development of training courses, organization of conferences, debates and other forms of congregation of lawyers who are dedicated to the study and development of sports law. Go to https://direitodesportivo.pt/english/
Scientific Society of Pedagogy of Sport (SCPD)	SCPD has as main objective to promote the study and research in the pedagogy of sport, having a contribution to the development of Sport Pedagogy; produce publications of interest to the Association; Conduct and participate in meetings, congresses, seminars and further training and updating courses. Go to www.ipg.pt/scpd/

Sources:

-  Decree-Law 251-A/2015 of December 17th - Approves the organization and functioning of the XXI Constitutional Government, adopting the adequate structure to fulfil the priorities set forth in its Program: <http://data.dre.pt/eli/dec-lei/251-a/2015/12/17/p/dre/pt/html>
-  XXI Constitutional Government: <https://www.portugal.gov.pt/pt/gc21/governo/composicao>
-  Lei nº 5/2007, 16 de janeiro - Lei de Bases da Atividade Física e do Desporto (LBAFD).
-  Lei n.º 7-B/2016, de 31 de março, Aprova as Grandes Opções do Plano para 2016 -2019, p. 39. Retrieved April 30, 2017, from https://dre.pt/home/-/dre/74008473/details/maximized?p_auth=B2qdAA6W

-  Despacho nº 6401/2016, available in Diário da República n.º 94/2016, Série II de 2016-05-16. Retrieved April 30, 2017, from <https://www.dgs.pt/pns-e-programas/programas-de-saude-prioritarios/atividade-fisica.aspx>
-  Lei n.º 7-B/2016, de 31 de março, Aprova as Grandes Opções do Plano para 2016 -2019, p. 55. Retrieved April 30, 2017, from https://dre.pt/home/-/dre/74008473/details/maximized?p_auth=B2qdAA6W
-  PENT (2006). The National Strategic Plan for Tourism. Minister for Economy and Innovation. Portugal National Tourism Authority. Retrieved April 30, 2017, from <http://www.turismodeportugal.pt/Portugu%C3%AAs/AreasAtividade/ApoioaoInvestimento/Anexos/PENT%20OVER%20INGLES.pdf>

d) The levels of sport and physical activity participation

According to the Eurobarometer (2017), considering resident population aged 15 or more years, the percentage of regularly active people – regularly and with some regularity - was 28% (2013) and 26% (2017), less 2% than in 2013 (Eurobarometer, 2017, p. 10). The percentage of those who are never active was 64% (man 66% and woman 76%) in 2013 and 68% (man 68% and woman 78%) in 2017, less 4% than in 2013 (Eurobarometer, 2017, p. 10).

The main reasons / motivators why people engage in sport and other physical activity are: “To improve the health” (51%, less 16% than in 2013); “To relax” (38% more 6% than in 2013) and “To improve fitness” (36%, more 22% than in 2013) (Eurobarometer, 2017, p. 55).

The main Barriers to practising sport more regularly are: “do not have the time” (43% more 10% than in 2013); “lack motivation or are not interested” (33% more 7% than in 2013) and “it is too expensive” (13% less 6% than in 2013) (Eurobarometer, 2017, p. 62).



The most sport or physical activity takes place in informal settings, in parks and outdoors (43%),



“at a health or fitness centre” 27%, increase 10% when compare 2013 with 2017, “at home” 17% (3% more than in 2013), “at a sport club” 7% (remains the same value) and “at work 12%” (7% more than in 2013) (Eurobarometer, 2017, p. 41).

e) Most popular sports in terms of participation

Federated athletes (affiliated with a sports federation, 2015) – The total number of registered athletes / players in 69 national federations is 566.366. The most popular sports, in terms of participation, are: Football (28% - 161167); Handball (9% - 50244); Volleyball (8% - 43120); Swimming (8% - 43083); Basketball (6% - 36688); Camping and Mountaineering (5% - 28491), Tennis (3% - 16159), Athletics (3% - 15284) and Cycling (3% - 14637). Regarding football, the number include professionals athletes registered in the Portuguese League for Professional Football.

Sources:

-  IPDJ. (2017). Estatísticas do desporto. Instituto Português do Desporto e Juventude, I.P. Retrieved April 20, 2017, from <http://www.idesporto.pt/conteudo.aspx?id=103>
-  Commission, E. (2014). Special Eurobarometer 412/Wave 80.2: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. DOI 10.2766/73002.

-  Commision, E. (2010). Special Eurobarometer 334/Wave 72.3: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. Retrieved April 20, 2017 http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_334_en.pdf
-  INE. (2015). INE -Statistical yearbook of Portugal 2015. Lisbon: Instituto Nacional de Estatística, IP. ISBN 978-989-25-0373-8




f) Sport clubs

The total number of sport clubs, affiliated in sports federations, is 10.586. The clubs form the foundation of sport organise and competitive in Portugal. They offer everyone the possibility of engaging in sport locally, is the premier venue for the experience, learning and development of a sport from the grassroots to the highest competitive level. They promoting the idea of “sport for all” and developing new generations of sportsmen/ women. The sports practitioners have a unpaid participation or pay lower fees for club membership. Lower participation rates among those with financial difficulties, who may struggle to afford membership of formal sport facilities.

These clubs are in most cases run by volunteers and coaches receive reimbursements for their intervention, co-existing volunteers and part-time professionals. Only 4% of the population has a sport club membership (Eurobarometer , 2017, p. 47). Portugal exhibits the largest proportion of respondents in Europe that are not members of any sport club (83%) (Eurobarometer, 2017, p. 48). In Europe three in ten respondents (30%) say that they are members of a club where they participate in sport or recreational physical activity, but only 12% of respondents are members of a sport club (Eurobarometer, 2017, p. 47).

The clubs are mainly managed by volunteers, people that have activity for which they do not receive any payment, except to cover expenses, but in Portugal only 1% of population have participation as volunteer. In EU 6% of citizens engage in volunteering to support sporting activities (Eurobarometer, 2017, p. 77).

Sources:

-  IPDJ. (2017. Estatísticas do desporto. Instituto Português do Desporto e Juventude, I.P. Retrieved April 20, 2017, from <http://www.idesporto.pt/conteudo.aspx?id=103>
-  Commision, E. (2014). Special Eurobarometer 412/Wave 80.2: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. DOI 10.2766/73002.
-  Commision, E. (2017). Special Eurobarometer 472/ Wave EB88.4: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. DOI:10.2766/483047.



g) Professional sports

Professional athletes/players, sport people who have a full-time or part-time professional or semi-professional contract with a sport clubs/federations or sport organisation, or has a recognised status and is supported by a sport organisation or by the state as an elite athlete, are dispersed by different sports, mainly in football, basketball, handball, roller hockey, cycling, tennis and surf, but there is no official record on the number of professionals and type of employment contract.

Professional athletes who have a recognized status that is supported by a sports organization or by the state as elite athletes (e.g. through public grants) – were, in 2018, 117 athletes in Olympic preparation program Tokyo 2020, in 18 sports, the main in individual sports as: Athletics, Judo, Cycling and Canoeing;

In Paralympic preparation program Tokyo 2020, there were 56 para-athletes in 9 sports, the main in individual sports as: Athletics, Boccia and Swimming. In 2018 there were no athletes of collective sports supported in the programme Olympic and Paralympic Tokyo 2020.

Sources:

-  Olympic Committee of Portugal (2018) Report of Activities and Accounts 2016. Lisbon: Portuguese Olympic Committee, (pp. 43).
-  Paralympic Committee of Portugal (2018). Report on Activities and Accounts 2016. Loures: Paralympic Committee of Portugal, (pp. 27).


h) Fitness clubs

According to data from the Integrated Business Accounts System, there were 1497 active fitness clubs in 2017 (INE, 2019). From 2011 onward, this number has increased steadily. In fact, between the years 2011 (886) and 2017 (1497) there was a 69% increase in the number of gyms in the country.

Table 9) Number of fitness clubs between 2011 and 2017.

Fitness facilities 9313	2011	2012	2013	2014	2015	2016	2017
Total	886	894	947	1013	1117	1260	1497


Source:

-  INE (2019). Enterprises (N.º) by geographic localization (NUTS - 2013) and Economic activity (Subclass - CAE Rev. 3). Annual - Statistics Portugal, Integrated business accounts system. Retrieved April 28, 2019, from https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0008466&&contexto=bd&selTab=tab2&xlang=en

1) Outdoor sports and active tourism

There are 2102 registered tourist animation companies, engaged in offering activities of nature and adventure tourism and sea tourism activities. Activities as surfing, windsurfing, sailing, paragliding with kite surfing, bike rides over hill, rock climbing, rafting, canyoning and canoeing on Portugal's rivers and nautical tourism are marketed by these companies

Source:

-  National tourism entertainment agents registration (RNAAT) (2019). Turismo de Portugal. <https://rnt.turismodeportugal.pt/RNT/ConsultaAoRegisto.aspx>

i) Sport facilities

The SNID - National Sports Information System - (www.snid.pt) has been in development since 2015, with a partnership between the Portuguese Institute of Sports and Youth and the Institute of Territory (a private entity). It is intended that the platform gather data on sports facilities, with information of technical infrastructures and also data related to events and other sports activities. Anyway, the sports public administration published in 1997 the last national registry of artificial sports facilities, entitled "National Sports Charter" integrated, according to the National Law of the Sports System, in the "National Sports Atlas".

After this registry, the Portuguese government created the XXI Century Sport Commission which aim was to present a proposal for a sports facilities program that would allow the Portuguese population to have a sports practice with the standard of modern societies. This commission updated the previous registration and the national situation for the year 1998 is represented in the following table.




Table 10) Number of fitness clubs between 2011 and 2017.

	Facility Type	Sport fields	Athletics tracks	Outdoor multisport grounds	Tennis courts	Indoor sport halls	Indoor sports grounds	Indoor pools	Outdoor pools	TOTAL
Nacional	N.º	3294	29	3736	1152	1937	927	329	375	11779
Total	m²	16816556	234500	3036590	748305	399899	863786	67801	120269	22277706

The previous table shows a quantitative distribution of artificial sports facilities in the continental territory, Madeira and Azores islands are not included. The distribution is expressed in number (N.º) and square meters of useful sports area (m²) per type of sport facility. The criteria defined for the typology of facilities is that adopted by UNESCO (1978).

After the previous national registry, the situation regarding sports facilities have been updated, mainly by local (municipalities) and regional (in the specific case of the regional governments of Madeira and the Azores) studies and reports. At the moment there is no aggregated or consolidated database or studies of the national sport facilities situation.

Sources:

-  Secretaria de Estado do Desporto (1997). Carta Nacional de Instalações Desportivas 1997. Lisboa: Secretaria de Estado do Desporto.
-  Secretaria de Estado do Desporto (1998). Política Nacional de Desenvolvimento Desportivo – Desporto Século XXI. Lisboa: Secretaria de Estado do Desporto.
-  Secretaria de Estado do Desporto e da Juventude (2017). Instituto Português do Desporto e da Juventude. Retrieved May 26, 2017, from <http://www.idesporto.pt/noticia.aspx?id=564>.

j) Sport at local government, regional and municipal levels




Portugal has a two-tier system of local government, consisting of two overseas autonomous regions (Azores and Madeira) and 308 municipalities. The two autonomous regions have specific status and legislative power, also recognised as outermost regions at European Union level. Municipalities are divided into 3 091 sub-municipalities (parish/ freguesias), a number resulting from a 2012-13 reform which reduced their number (from 4 259). Freguesias have elected executive and deliberative bodies.

Portugal is also divided into five mainland regions for administrative purposes. Until 2011 the country was also divided into 18 administrative districts.

All levels have specific competences in promoting sport, at primary schools, supporting grassroots clubs, building sports facilities, organizing sporting events and conducting programmes normally oriented for older and younger populations. Some municipalities have municipal companies focused on the management of sports facilities.

In recent years, the development of programs aimed at leisure, well-being and health of the population has been the main trend. The use of nature for active tourism activities and the use of public space for the promotion of physical activity has also been a goal of local sports policies.

Sources:




-  Law n.º 50/2018, of August 16th, The transfer of competences to local and inter-municipal authorities.
-  Law nº 130/99, of August 21st, Political and Administrative Statute of the Autonomous Region of Madeira (first revision)
-  Lei n.º 2/2009, of January 12th, Political and Administrative Statute of the Autonomous Region of Azores (third revision)

k) The economic impact of sport

The Portuguese Sport Satellite Account (SSA) incorporates a set of fundamental economic variables, specifically; Gross Added Value (GAV), employment, remuneration, final consumption, investment, imports and exports.

The results of SSA for the 2010-2012 triennial take into consideration the sports universe based upon the Vilnius definition with only some adaptations to the Portuguese reality. This definition distinguishes between three layers for observing sports activities: 1) statistical – focused on sport activities, (2) restrictive – statistical definition and the activities necessary to do sport such as the manufacturing of sports kits and footwear and (3) broad – definition that adds those activities depending on sport, such as sports newspapers or television channels and making available a list of relevant products within the scope of facilitating the design and (harmonised) operationalisation of statistics for sports in the different European countries.

Based upon the broad definition of sport, in the 2010-2012 triennial, this accounted for 1.2% of GAV and 1.4% of employment in the Portuguese economy in accordance with the following composition/division:

-  Sport, in the statistical sense, represented 0.3% of GAV (€499.2106) and 0.3% of total employment (13,448 Full Time Equivalent- FTE);
-  In the restrictive sense, sport represented 0.9% of GAV (€1,418.5106) and 1.2% of employment (54,785 FTE) (therefore, the activities necessary to do sport contributed 0.6% of GAV and 0.9% of employment); and
-  In the broad sense, sport accounted for 1.2% of GAV (€1,794.2106) and 1.4% of employment (62,814 FTE) (thus, the activities depending on sports themselves contribute 0.3% of GAV and 0.2% of employment in the SSA).

The National Statistics Office and the Portuguese Institute of Sports and Youth designed a specific typology for this type of entity spanning five categories: sports regulatory entities, sports producing entities, sport agent entities and sports related entities for more detailed analysis of these results.

Sports producing companies take on greater importance in terms of the number of units even while this numerical preponderance does not translate into economic weighting in which sports related entities prevail (both upstream and downstream) with 50.3% of GAV and 60.0% of employment. Furthermore, sports producing entities were responsible for 25.1% of GAV and 19.1% of employment.

The main branches of activity, in terms of GAV, were Sport and Leisure (29.6%) and Education, Security and Healthcare (24.0%). Regarding employment, the two major sectors are Sports and Leisure (23.0%), which contain sports clubs and sports member clubs, and Industry (22.4%).

The period under analysis corresponds to a general contraction in the economic activities ongoing in Portugal, with significant declines in both Gross Domestic Product (GDP) and employment. The economic activities related to sport registered worse than average performances within this unfavourable context, which reflects on the trends in the main indicators. In effect, these activities were impacted by how demand tends to be particularly sensitive to fluctuations in household income and, in more general terms, to the financial outlook for the economy. In annual average terms, the GAV and employment stemming from the sports sector slid in this period by 6.7% and 4.9% (sharper falls than those otherwise observed for the national economy, 3.6% and 3.9%, respectively). Average SSA remuneration stood at around 5% higher than that observed for the economy in the triennial under study. However, this result was determined by SADs – publicly traded sport companies – without which the average level of SSA would be 6% lower than the national economic average for the triennial.

We would also note that in 2011 the average remuneration of sport activities rose (3.9%), contrary to the 1.2% contraction in the economy as a whole. This divergence entirely came about due to the impact of SAD activities (22.2%).

Imports of sport products shrank by 13.7% in the 2010-2012 triennial while representing 0.8% of total imports in 2010 and 2011 before registering a slight fall to 0.7% in 2012. Heading in the opposite direction, exports rose 7.7% in the same period, corresponding to 0.7% of total exports in this period. The decline in the sports imports and growth in exports resulted in a reduction in the sports sector balance of trade deficit over the period between 2010 and 2012.

The final consumer of sport products by families (private consumers) also registered falls over the period under analysis (-3.9% in 2011 and -2.8% in 2012) while nevertheless retaining its relative position over the triennial (1.7%). In this period, family expenditure on sport products above all went to sport services, entertainment and recreation (38.9%), on leather and similar products (25.2%) and on articles of clothing (8.9%).

The final sport products consumption of all government entities (public consumption) also dropped over the period under analysis (-8.2% in 2011 and -15.4% in 2012) and more sharply than in the national economy (-6.1% in 2011 and -10.9% in 2012). Hence, the relative importance of sport product consumption by the government fell back from 1.4% in 2010 to 1.3% in 2012.

In this triennial, the public consumption of sport products primarily involved (72.8%) education services (physical education and school sports).

In summary:

Sports producing entities accounted for 74.5% of the approximately 25,000 units selected, with sports and members clubs representing an average of 49.7% of the total of SSA units.

Analysing the GAV of SSA by type of entity for the 2010-2012 triennial, we may report that sports related entities were responsible for 50.3%, followed by sports producing entities with 25.7% (with sports and

members clubs contributing almost 6% and the SAD anonymous companies around 9%) and with government administrative entities on 24.0%.

Between 2010 and 2012, with the exception of the sports regulatory entities, all other categories registered falls in their GAV levels. However, taking a closer perspectives, we may observe that sports producing entities reported fairly heterogeneous performances with the GAV of SADs turning in an increase of close to 12% over the three-year period in contrast to gymnasiums that experienced a fall of in excess of 50% in the same period.

In terms of remunerated employment, we may observe a distinctive hierarchy to that observed for GAV. In effect, in the 2010-2012 triennials, 58.3% of SSA employment was concentrated in sports related entities, followed by state and government entities (21.3%) and then by sports producing entities (18.9%), inverting the relative positioning of these two entity types as regards the distribution returned for GAV.

In terms of the remunerations paid in SSA, we once again encounter the significant weighting of the sports related entities (40.8%).

Between 2010 and 2012, remunerations rose at sports regulating and producing entities while experiencing declining incomes in all other types of entity and in particular highlighting, in keeping with its relative importance, the negative variation observed in the government sector (around -20%).

Remuneration per capita reports a significant dispersion by type of entity, with sports producing entities registering the highest levels of remuneration per capita (+58.2% above the national average). At the opposite end stand the sports related entities with remuneration per capita below the national average (around 26% for the triennial under analysis). However, we would also note that were we to exclude the case of the SADs, remuneration per capita in sport would drop below the national average (-6.0%) for the period between 2010 and 2012 and with the per capita remuneration of sports producing entities standing almost exactly in line with the national average (-0.5%) for the same period.

From the comparison of sport with some branches of activity of National Accounts it can be concluded that the dimension is similar to that of the metal products manufacturing sector (1.2%), surpassing others such as consultancy and computer programming (1.0%), the clothing industry (0.9%), or architectural, engineering and related technical activities (0.8%).

In terms of employment, sport has a similar dimension of that of the wood, paper and board industry (1.4%), outstripping branches such as IT consultancy and programming (0.9%), real estate activities (0.7%) and telecommunications (0.3%).



In addition to Portugal, other European countries (Austria, Cyprus, Germany, United Kingdom, Poland, the Netherlands, Lithuania and Switzerland) developed and disseminated SSA. Comparisons with the results of these countries should be carried out with some caution. In any case, from a qualitative perspective, the known results point to a relatively modest ranking of the country.

Indeed, among the nine European countries, Portugal appears to be one of the countries with a lower relative weight of sport in the national GVA. However, the relative importance of the GVA of sport in Portugal was higher than in countries such as Lithuania and the Netherlands.

The relative importance of national employment in 2012 was the same as in the Netherlands (1.4%) and lower than in other European countries.

The relative importance of private consumption (of households) of sports products in the total of private consumption (1,7% in 2012) surpasses the record reached by Poland (1.2% in 2006), but is still lower than the other countries with information available.

Source:

-  INE (2016). Conta Satélite do Desporto 2010-2012, Contas Nacionais. Retrieved April 20, 2017, from
-  https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_destaques&DESTAQUESdest_boui=256837725&DESTAQUESmodo=2

I) The impact or link of sport to other agendas such as health strategy or social policy

In 2016 the Government establishes the cross-sectorial National Strategy for the Promotion of Physical Activity, Health and Well-being (ENPAF 2016-2025), promoted by Directorate-General of Health (DGH), and has the document guiding the National Strategy for the Promotion of Physical Activity, Health and Wellness (ENPAF). This plan links with strategic plans for the promotion of physical activity and sports from the national agencies, namely the Ministry of Education and the Portuguese Institute of Sports and Youth. It works in harmony with the National Health Plan and with the main international guidelines in the area, including the World Health Organization. This strategy was elaborated taking into account (DGH, 2016, pp. 7-9):

- 1) The 9 voluntary global targets set out in the WHO Global Action Plan for the Prevention and Control of Noncommunicable Diseases 2013-2020 (2013);
- 2) The Vienna Declaration on Nutrition and Noncommunicable Diseases in the Context of Health 2020, adopted by Portugal in 2013. It is the first time that the declaration mentions the importance of the elaboration of National Strategies for the Promotion of Physical Activity within the scope of its health and well-being policies;
- 3) The European Strategy for the Prevention and Control of Noncommunicable Diseases, of the WHO European Region (2012);
- 4) Recommendations from the European Union Council on promoting Health and physical activity (2008);
- 5) The Global Strategy for Food, Physical Activity and Health (WHA57.17) (2004);
- 6) WHO Global Recommendations on Physical Activity and Health. This last document is also associated to other reference documents in sectors related to health promotion, such as the Parma Declaration on Environment and Health (EUR/55934/5.1 Rev.2) and the European Food and Nutrition Action Plan from WHO 2015-2020. It builds on WHO's ongoing work on the promotion of physical activity, such as the guiding documents "Steps to Health: A European Framework to Promote Physical Activity for Health" and for Health" e "A Health City is an Active City: a physical activity planning guide";
- 7) Recent documents on physical activity elaborated by international organizations such as HEPA (European Network For The Promotion Of Health-Enhancing Physical Activity), ISPAH (International Society for Physical Activity and Health), GAPA (Global Advocacy for Physical Activity) and the Toronto Letter (2010).
- 8) National Health Plan: Revision and Extension to 2020 and the Priority Health Programs in the areas of chronic diseases and contributions of health partners and agencies.
- 9) Strategic plans for the promotion of physical activity and sports from the national agencies, namely the Ministry of Education and the Portuguese Institute of Sports and Youth.
- 10) The Physical Activity Strategy for the WHO European Region 2016-2025 (2016).

The National Strategy for the Promotion of Physical Activity, Health and Wellbeing (ENPAF) is presented taking into account the international considerations, related engagements and after the different cross-

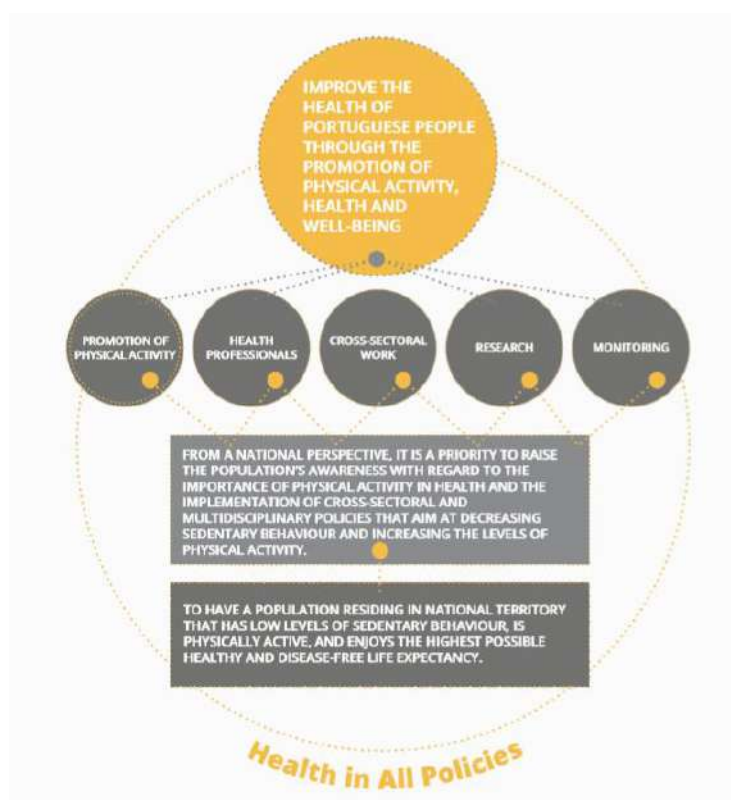
sectoral partners having been heard and the contributions of the public consultation, which was held between 15th May and 15th June 2015.

The plan's vision is "to have a population residing in national territory that has low levels of sedentary behaviour, is physically active, and enjoys the highest possible healthy and disease free life expectancy".

The mission is "to contribute to the creation, implementation and development of conditions for all people residing in national territory to recognize the advantages of adopting active physical behaviours with regard to their health and for all people to be granted the possibility of having an active lifestyle regardless of their health, economic, demographic or social conditions." (DGH, 2016, p. 13).

The main aim is a priority to raise the population's awareness with regard to the importance of physical activity in health and the implementation of cross sectoral and multidisciplinary policies that aim at decreasing sedentary behaviour and increasing the levels of physical activity.

Figure 1) the global image of National Strategy for the Promotion of Physical Activity, Health and Wellness.



Source: DGH, 2016, p.19.

The four strategic axes (DGH, 2016, p. 14) are:

- 1) Citizenship in Health, adopt strategies that promote the reduction of sedentary behaviour and the practice of physical activity over the life course and that motivate the participation of all people, reducing access inequities and promoting a real health in all policies;
- 2) Equity and Access to Adequate Health Care, implementation of strategies focused on reducing sedentary behaviour and barriers to the practice of physical activity and promote cross sectoral engagements and multidisciplinary interventions;
- 3) Healthy Policy, promote strategies focused on qualifying for the promotion of physical activity aimed at professionals and services that interact directly with people and specifically the agents from the health sector;

- 4) Quality in Health, use strategies based on scientific evidence that contribute to strengthen quality information production and research within this field by means of their monitoring and assessment.

There has been established five (5) objectives and priorities relating to the scope of intervention of health services and their partners and institutions that can influence the populations' health and wellbeing . The main goals are (DGH, 2016, p. 21):

- 1) Promotion of physical activity, promote physical activity and whenever possible, the opportunities to reduce sedentary behaviour and promote physical activity must be boosted by means of health promotion, communication and education: 1.1 Use the means of communication when promoting physical activity, communication is the key; 1.2 Places where there is direct interaction with people can be an appropriate place to provide information on the benefits of physical activity, recommendations for its practice, proposals of exercises and advices on public spaces to be used, namely at home, leisure spaces, commercial or work places; 1.3 The promotion of physical activity and the decrease of sedentary behaviour must be undertaken at health institutions by means of the disclosure of its benefits for different groups and people, considering in particular the age, health condition or socioeconomic context;
- 2) Health professionals, promote physical activity through the health professional. In its relationship with the patient, a health professional has a privileged position for the promotion of physical activity, given the proximity and the knowledge he/ she has of the patient in their different characteristics and health problems: 2.1 Promotion of physical activity among health professionals; 2.2 General guidelines on physical activity, one of the activities set out as priorities is the elaboration of guidelines on physical activity advices to be used by health professionals. Several easily accessible materials, such as an Internet site, which is at the reach of all health professionals, shall be made available; 2.3 Training on physical activity advice, training shall be based on the health professional-patient relationship, boosting strategies for multidisciplinary and cross-sectoral work and advice on healthy lifestyles; 2.4 Partnership work, promote the development of cooperation networks between professionals, services, structures and projects from different sectors which shall be able to meet the needs identified by health professionals.
- 3) Cross-sectoral work, promoting physical activity through partnerships with different stakeholders are important to create synergies and common projects, boosting capacities and resources which are less effective when isolated: 3.1 Education, preschool, secondary education and higher education. The Ministry of Education developed several programs to increase the number of students who practice regular physical activity/sport in the different education and teaching levels; 3.2 Ministry of Labour, Solidarity and Social Security, it is considered essential to develop actions that promote and facilitate physical activity and promote equity in the entire population and particularly among the most vulnerable groups, such as low income families, unemployed people, single-parent families, immigrants, disadvantaged children, disabled people and elderly people; 3.3 Portuguese Sports and Youth Institute, the partnership between Sports Institute and Health shall boost the creation of several synergies between these two sectors, Sports and Health. With regard to the Strategy, Sports Institute can collaborate in the elaboration of information materials and health professionals training, among other possibilities of joint work; 3.4 Municipalities, the establishment of partnerships with the Municipalities National Association, Inter-municipal Communities and Local Governments boosts the promotion of physical activity; 3.5 Partnership with Associations and Non-governmental Organizations; 3.6 Companies and their Associations and 3.7 Entities, Clubs from the Physical Activity sector and Sports;

- 4) Research, promote physical activity through the promotion of research to provide a set of significant data that shall allow the design of interventions and their monitoring, promoting the needed adaptations throughout the project implementation;
- 5) Monitoring, promoting physical activity through combined approach of implementation of this Strategy and the importance of transversal integration and multi-sectoral 'Health in All Policies', it is important to implement an assessment structure in accordance to the methodologies used in other European countries.

m) Trends and funding

Between 2010 and 2014, the results regarding physical inactivity are even more alarming in Portugal: 64% of the Portuguese people say they never exercise or practice sport (EC - Special Eurobarometer 412, 2014), in the 2009 the percentage of people with the same response was 55% (EC - Special Eurobarometer 343, 2010). This means that the percentage of physical inactivity grew by 9%.

In sport facilities and infrastructure available, increase the percentage of practitioners in parks and outdoors and health or fitness centres and physical activity at work. Stable at a sport club and at school or university. Relatively rare volunteering (1%) in sport.

The growth in sports employment will be the result of increased fitness club activity, increased marketing of services in sports clubs and facilities and the sale of sporting goods. The low percentage of sport volunteering does not appear to change over the next few years.

With regard to the practice of sports under a federation, in 2015 the number of sportsmen and women affiliated in the respective sports federations continued to increase, in general, to stand at 567,787, i.e. 23,274 more than in the previous year. In 2017 the number continued to increase, in general, to stand at 624.001, i.e. 80,423 (14%) more than in 2014.

In terms of favourite sports practiced, football accounted for 28% of members, handball around 9%, and volleyball and swimming 8%. In addition, the number of those affiliated in the swimming federation almost doubled in 2015, as a result of the implementation of specific programme to attract young swimmers. In 2017, football remains in 28% of members, the swimming federation tripled, relative to 2014, the number of affiliated athletes, handball 8% and volleyball 7,1% increased the number participants.

As regards funding from the Portuguese Institute of Sports and Youth to sports federations in 2015, the sports federation that received the highest funding was football (€2.7 million), similarly to funding granted to athletics, handball and basketball. In the year under review, the Olympic Committee of Portugal received approximately €5.3 million, i.e. €1 million more than in the previous year. The Institute's total funding to sports federations was approximately €36.7 million, with the sports development project accounting for 94% of the total. In turn, training received 1.4% of funding from the Portuguese Institute of Sports and Youth (1.8% in the previous year) (INE -Statistical yearbook, 2015).

In 2015, latest information available, local government funding to sports activities and equipment exceeded €246.3 million, of which approximately three quarters were current expenditure (72%). Around 32% of the total amount assigned to sports activities and equipment was for sports activities, followed by construction and maintenance of sports facilities (27%), and sports associations (20%).



ESSA-SPORT

Improving the Supply of Skills to the Sector

4

SPORT LABOUR MARKET STATISTICS



4. SPORT LABOUR MARKET STATISTICS

a) EUROSTAT Employment Data

The graphs that follow show employment data for Portugal and the EU as a whole collected through desk research and gathered by EOSE from the European body Eurostat. Data related to “NACE” and “ISCO” were analysed.

b) NACE

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

NACE is a four-digit classification providing the framework for collecting and presenting a large range of reliable and comparable statistical data according to economic activity.

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

93: Sports activities and amusement and recreation activities

93.1 Sports activities (3 digits)

93.11 Operation of sports facilities (4 digits)

93.12 Activities of sport clubs

93.13 Fitness facilities

93.19 Other sports activities

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

c) ISCO

ISCO is the International Standard Classification of Occupations.

The ISCO-08 divides jobs into 10 major groups with sub-groups underneath. For the ESSA-Sport project ISCO 342 is most relevant:

342 Sport and Fitness Workers (3 digits)

3421 - Athletes and Sports Players

3422 - Sports Coaches, Instructors and Officials

3423 - Fitness and Recreation Instructors and Programme Leaders

d) Graphical presentation

These graphs cover three areas of content:

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

This section contains information about the size and characteristics of the sport sector. That includes people having an occupation within the sport sector (NACE 93.1) so working in a sport facility, a sport club, a fitness centre etc. These persons can have a sport-specific occupation (e.g. a coach) but also a non-specific sport occupation (e.g. manager).

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

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

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

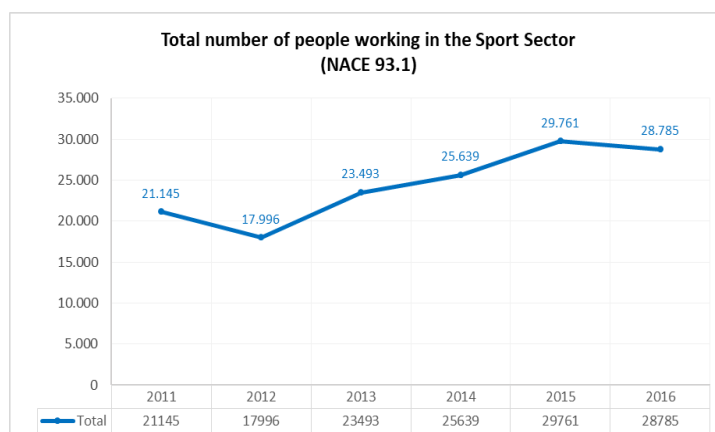
3) The third section highlights the best possible estimation of the total employment in the sport sector.

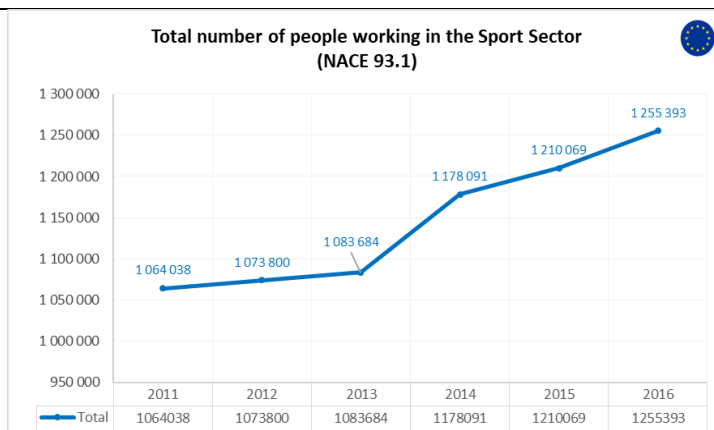
In order to obtain such data, we have been able to identify the number of people having a sport occupation (ISCO 342) within the sport sector (NACE 93.1) and those having a sport occupation outside the sport sector (Other NACE codes). This was the only condition to be able to produce a total figure for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

Finally a graph is included underlining the proportion of the total employment in the sport sector compared to the overall total employment in your country.

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

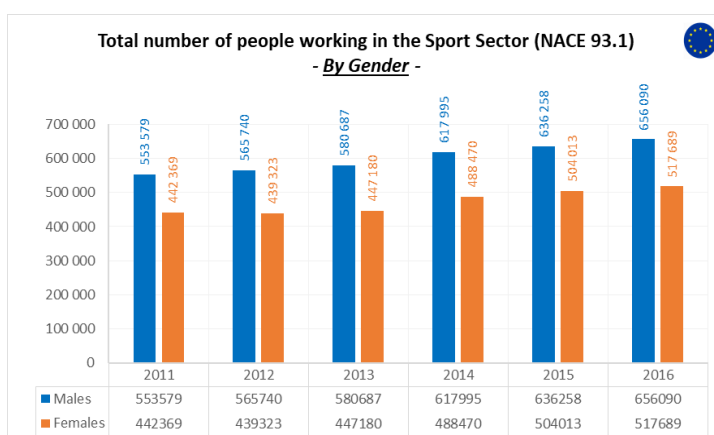
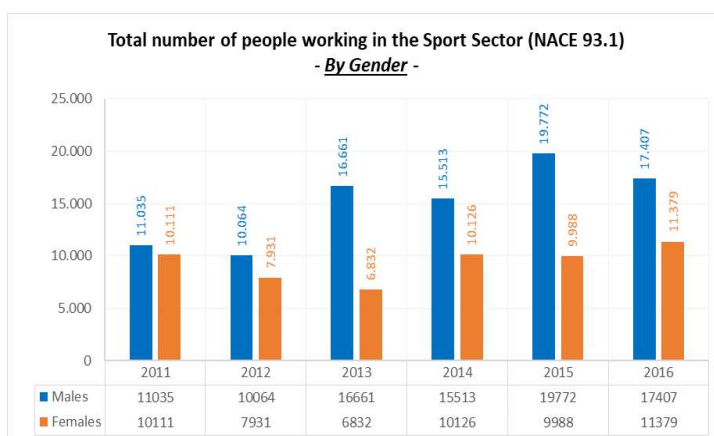
The number of people working in the Sport Sector increased in Portugal (41%) between 2012 until 2015. After a decrease between 2011 and 2012 the number dropped again after 2015. During this period, in Europe, the number of people working in the Sport Sector has been always increasing, with more expression after 2013.





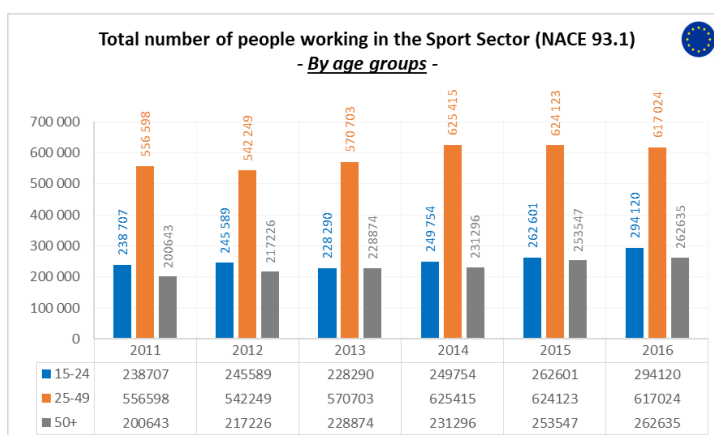
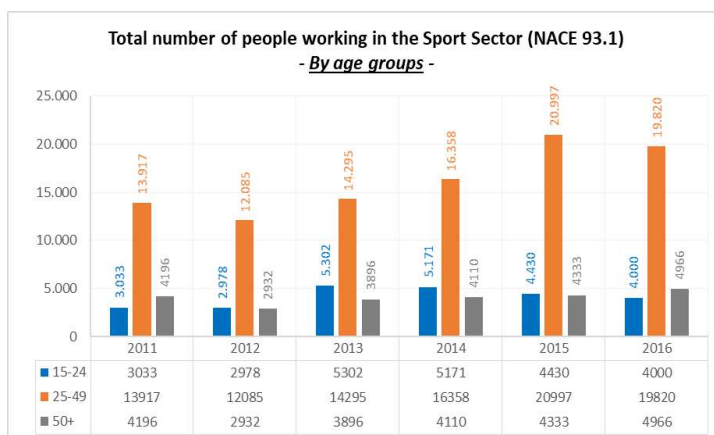
1) Total number of people working in the sport sector (NACE 93.1) - By gender

Portugal has less women working in the Sport Sector than men, a difference of gender that was particularly evident in 2013. This difference of gender is also noted in Europe.



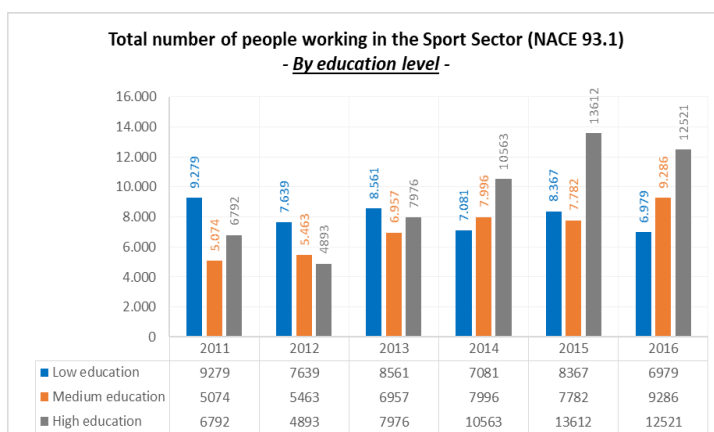
2) Total number of people working in the sport sector (NACE 93.1) - By age groups

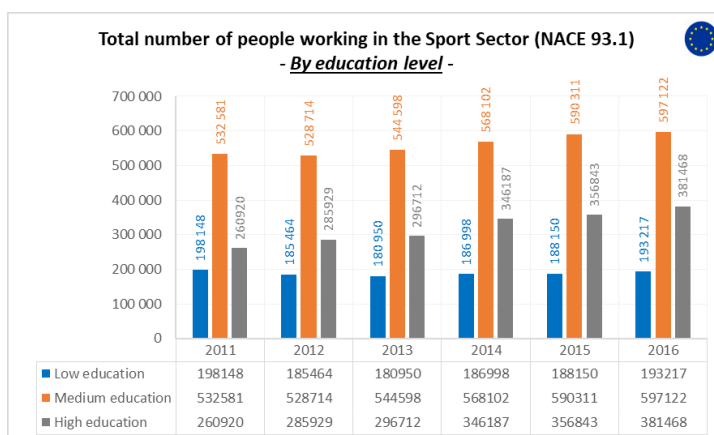
The group of 25-49 is the one that has more people working on the Sport Sector, showing Portugal the same tendency of Europe.



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

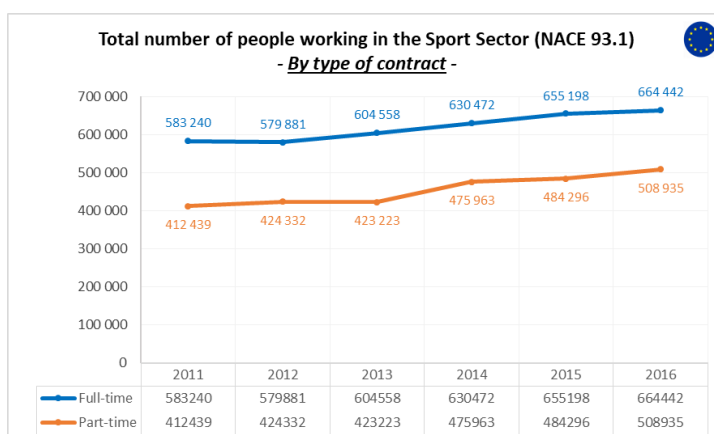
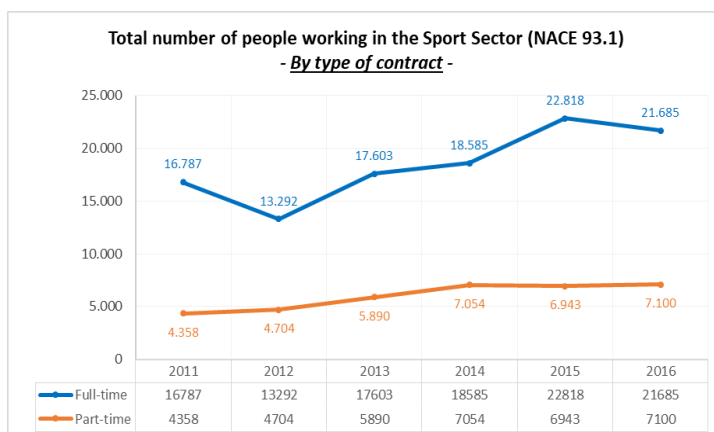
Between 2011 and 2016, the group of high education employees in the Sport Sector is being increasing in Portugal, with a significant change from 2011, when low education group was predominant, to 2014, when high education group became the one with more employees, situation that increased in 2015. In Europe, the group that prevails is the one with medium education.





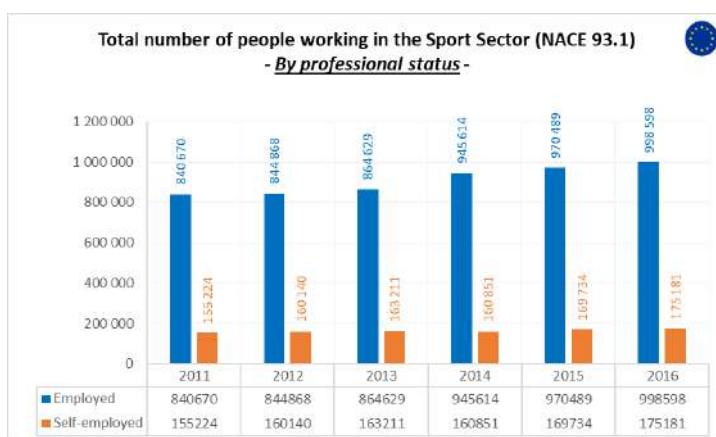
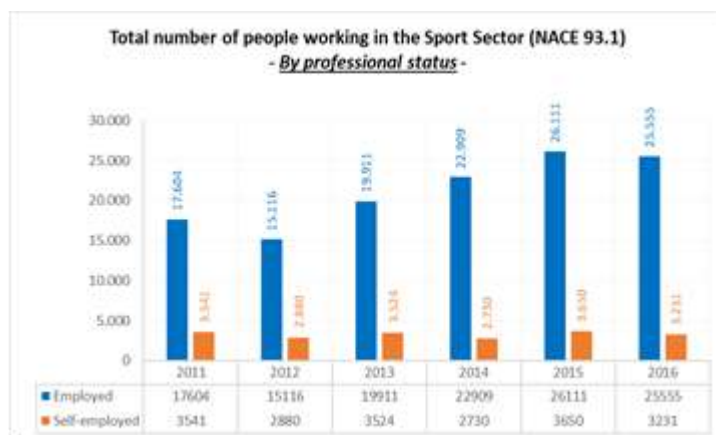
4) Total number of people working in the sport sector (NACE 93.1) – By type of contract

In the period of analyses, Portugal has more people working in the Sport Sector in a full-time contract than in part-time, like it happened in Europe. In 2012, the number of full-time employment decreased, recovering in 2013 and increasing until 2015, with a slight decrease in 2016.



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

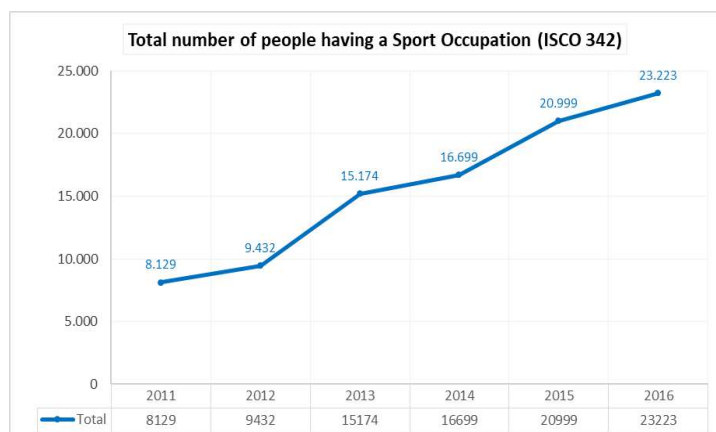
As in Europe, Portugal has more people employed in the Sport Sector than self-employed. Between 2013 and 2016 although the number of employees increased the self-employed remained at similar levels.



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

1) Overall picture, total ISCO 342

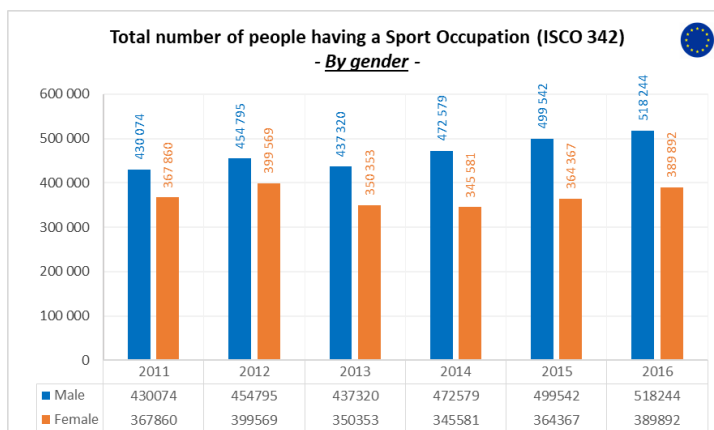
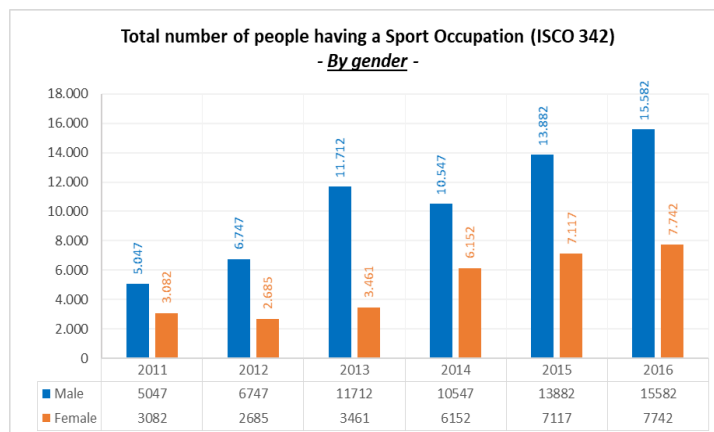
The number of people having a sport occupation has been increasing in Portugal between 2011 and 2016, while in Europe, in 2013, the number decreased to the lowest of the period and is increasing since there.





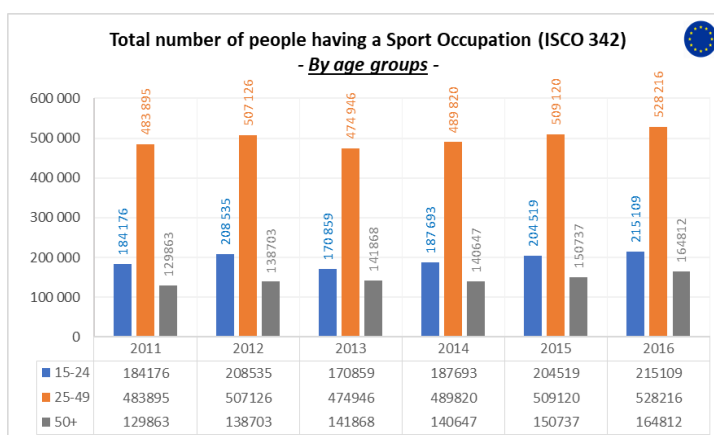
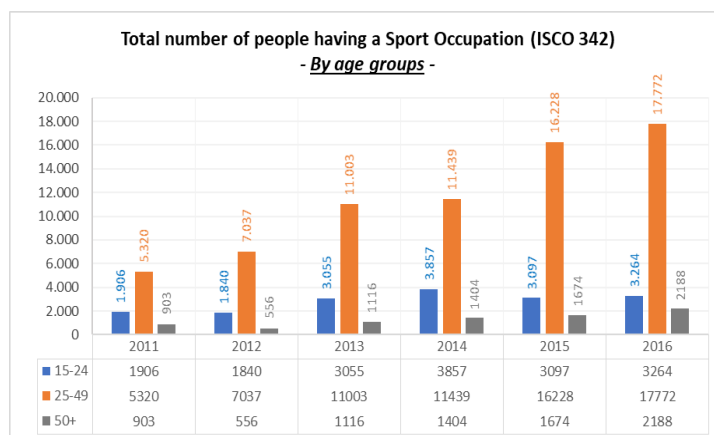
2) Total number of people having a sport specific occupation (ISCO 342) - By gender

The number of women with a sport specific occupation has increased between 2012 and 2016, but the difference with men remains more significant than in Europe. In any case, in Portugal the employment is increasing more in men than in women, the proportion was increased over the period of time.



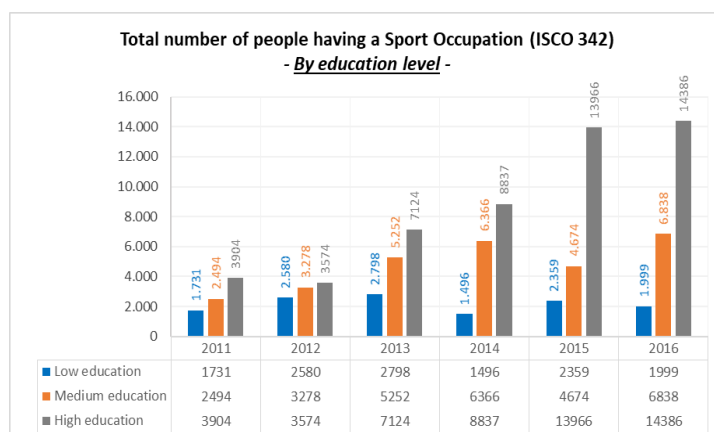
3) Total number of people having a sport specific occupation (ISCO 342) - By age groups

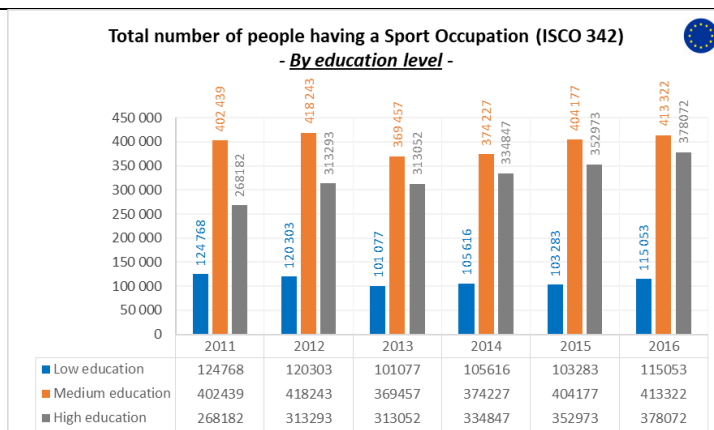
The group of 25-49 is the one with more people having a sport specific occupation, in Portugal and in Europe.



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

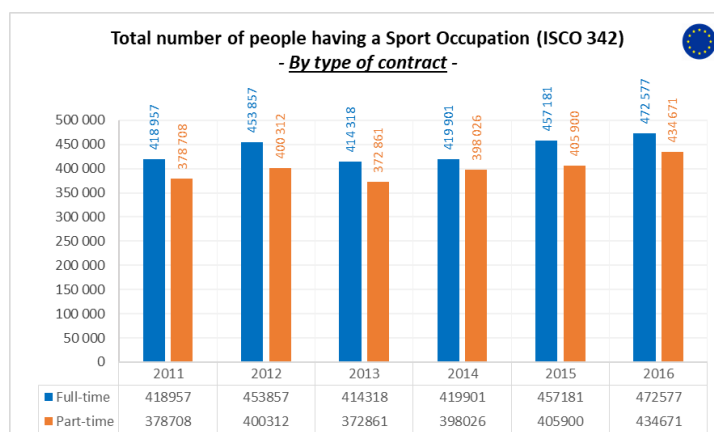
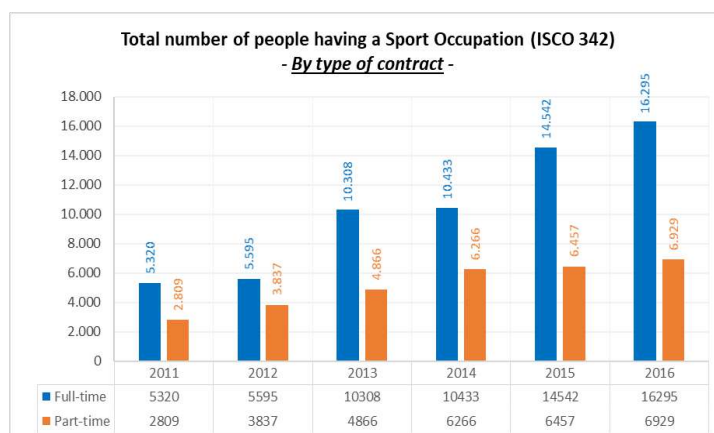
The high education group is the group with more people having a sport specific occupation in Portugal, while in Europe is the group of medium educated people.





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

In Portugal people having a full-time contract in sport is more than people with a part-time contract, in a more expressive way than in Europe. In Portugal the gap has widened between the two types of contract and in Europe the gap has remained similar.

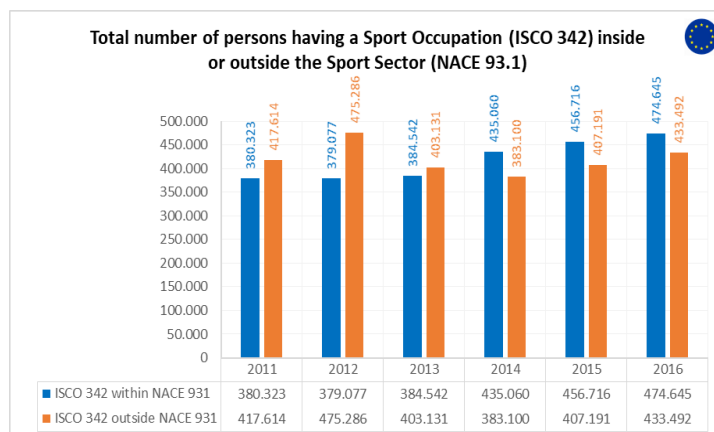
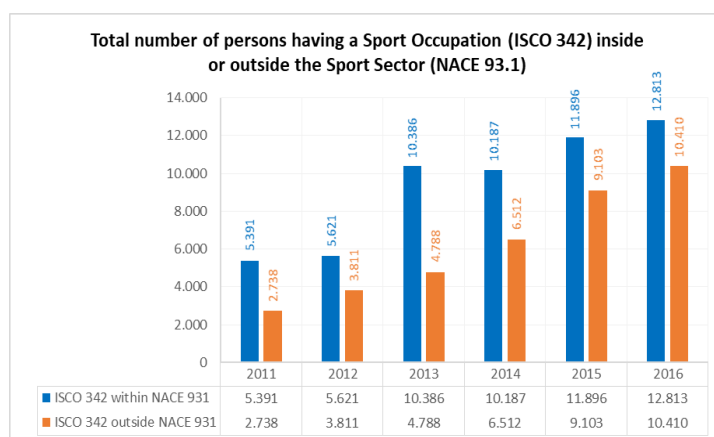


g) Total employment in the sport sector (NACE 93.1 + ISCO 342 OUTSIDE NACE 93.1)

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

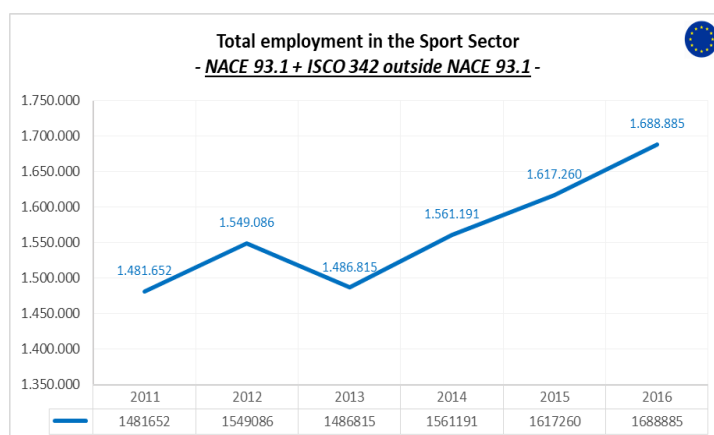
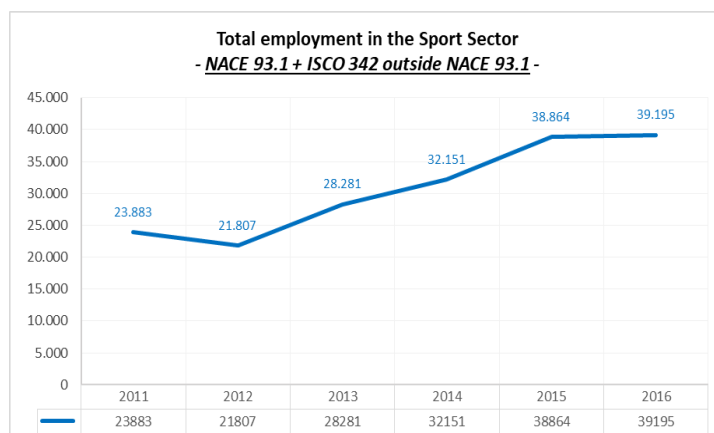
The figures below correspond to the total number of people having a sport occupation (ISCO 342) within the sport sector (NACE 93.1) and those having a sport occupation outside the sport sector (Other NACE codes). We have been able to cross-tabulate NACE versus ISCO and this was the only condition to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

In Portugal the number of persons having sport occupation, within NACE 93.1, was always higher, between 2011 and 2016, however the employment grew more outside NACE 931. By contrast, the values for Europe behaved differently, from 2014 onwards sport occupations (ISCO 342) had more employment within NACE 931 and less in outsider NACE 931. Probably services at fitness clubs and sports facilities may have grown significantly.



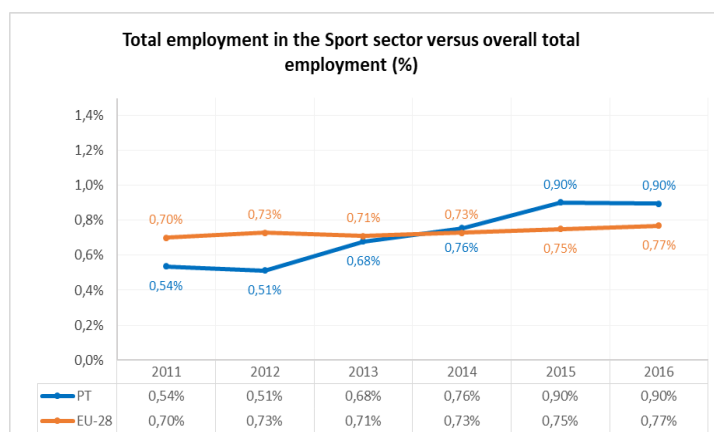
2) Total employment in the sport sector (NACE 93.1 + ISCO 342 outside NACE 93.1)

People working in the Sport Sector has being increasing since 2012 in Portugal, after a low decrease between 2011 and 2012. In Europe, it decreased in 2013, but since than is being raising.



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

In Portugal, the total employment in the sport sector versus overall total employment has being increasing, overtaking European average in 2014.



With lower percentages of the sports organizations, lower number of sports practice and average number of practitioners Portugal has a higher total employment in the sport sector versus overall total employment.

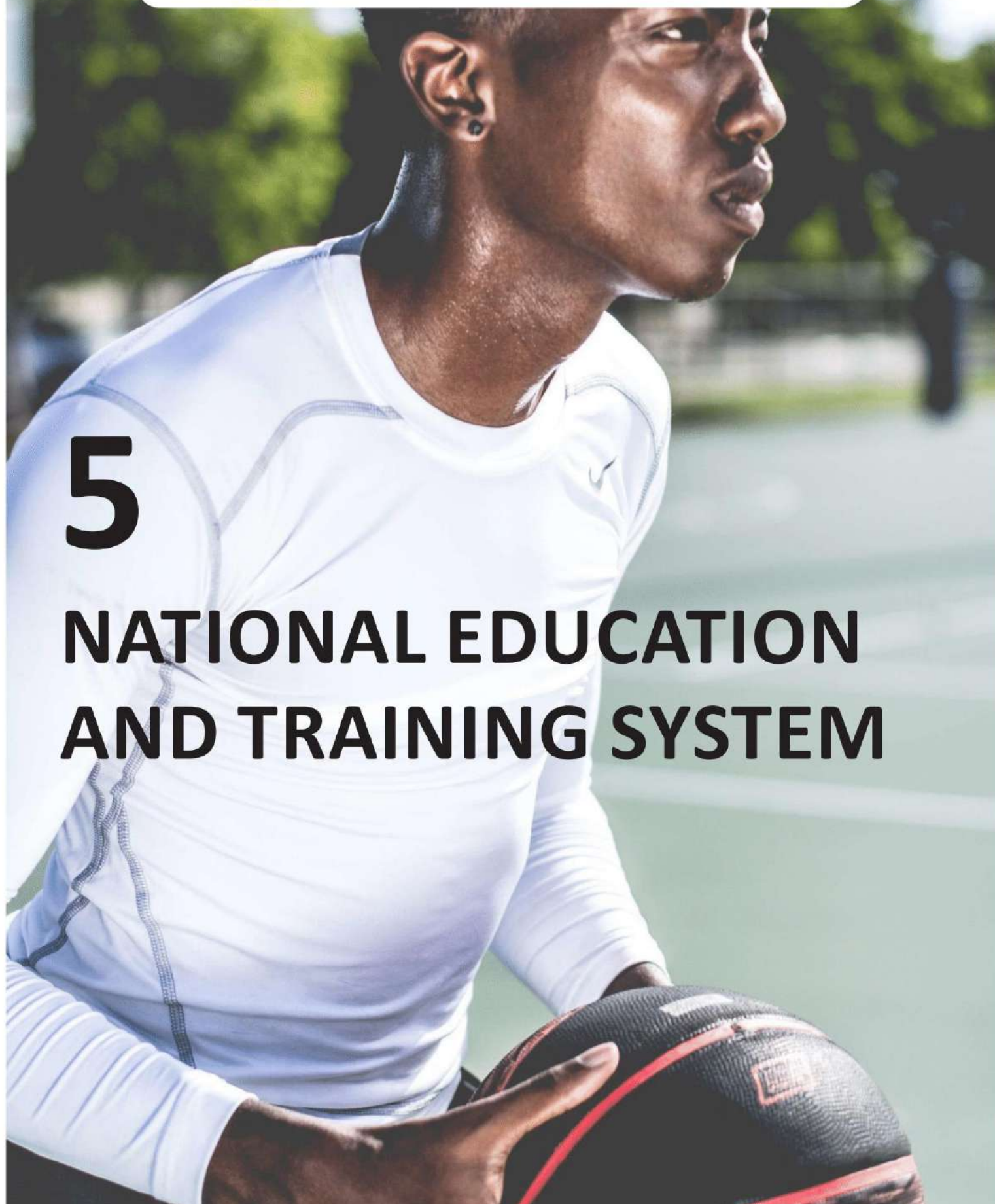


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

a) The role of the ministries responsible for education and training

Within the XXI Constitutional Government of the Portuguese Republic, the ministries responsible for education and training are the Ministry of Education (Tiago Brandão Rodrigues), the Ministry of Science, Technology and Higher Education (Manuel Heitor), and the Ministry of Labour, Solidarity and Social Security (José António Vieira da Silva).

The Ministry of Education is responsible for formulating, conducting, implementing and evaluating the national policy for the education system, within the scope of pre-school, basic and secondary education and extra-school education, and the national policy for youth and sport, as well as to orchestrate the national policy for education with the national policy for vocational training, within the scope of the national policies promoting qualification of the people,

The Minister is assisted in the exercise of its functions by the Assistant Secretary of State for Education, the Secretary of State for Education and the Secretary of State for Youth and Sport.

Amongst its duties, it should be noted that the Minister of Education is responsible for the General Directorate for Education, the General Directorate for School Administration, the General Directorate for Schools and the Institute for Educational Assessment.

The Ministry of Science, Technology and Higher Education is responsible for formulating, conducting, implementing and evaluating the national policy for science, technology and higher education, including science and technology-based innovation, guidelines for digital repositories, scientific computing, dissemination of scientific and technological culture and international scientific and technological cooperation, in particular with Portuguese-speaking countries.

The Minister is assisted in the exercise of its functions by the Secretary of State for Science, Technology and Higher Education.

Amongst its duties, it should be noted that the Minister of Science, Technology and Higher Education, is responsible for overseeing the General Directorate for Higher Education, supervising public higher education institutions and supervising the Foundation for Science and Technology (FCT), which includes the Observatory of Science, Technology and Qualifications.

The National Education Council, an independent body with consultative functions common to the Ministry of Education, the Coordinating Council of Higher Education and the National Science and Technology Council, are advisory bodies to the Ministry of Science, Technology and Higher Education.

The Ministry of Labour, Solidarity and Social Security is responsible for formulating, conducting, implementing and evaluating employment, vocational training, labour relations and working conditions, solidarity and social security policies, as well as the coordination of social support policies for the family, children and young people at risk, the elderly and the natality issue, the inclusion of people with disabilities, the fight against poverty and the promotion of social inclusion.

The Ministry is assisted in the exercise of its functions by the Secretary of State for Employment, the Secretary of State for Social Security and the Secretary of State for the Inclusion of Persons with Disabilities.

Amongst its duties, it should be noted that the Minister for Labour, Solidarity and Social Security exercises the direction of the General Directorate for Employment and Labour Relations and supervises the Institute for Employment and Vocational Training, in coordination with the Ministry of Economy.

These three ministers jointly exercise, with regard to their areas of competence, a set of powers of oversight and tutelage, namely:

- The Minister of Education and the Minister of Science, Technology and Higher Education jointly hold the direction of the General Secretariat of Education and Science, the General Inspection of Education and Science and the General Directorate for Education and Science Statistics.
- The Minister of Education, together with the Minister of Science, Technology and Higher Education, exercises oversight and tutelage over the Institute for Financial Management of Education, I.P.
- The Minister of Science, Technology and Higher Education exercises the legally stipulated competences on the National Agency for the Management of Erasmus+ Program – Education and Training, in coordination with the Minister of Education and the Minister of Labour, Solidarity and Social Security.

The Minister of Education, together with the Minister of Labour, Solidarity and Social Security, exercises oversight and tutelage over the National Agency for Qualification and Vocational Education, I.P., in coordination with the Minister of Economy.

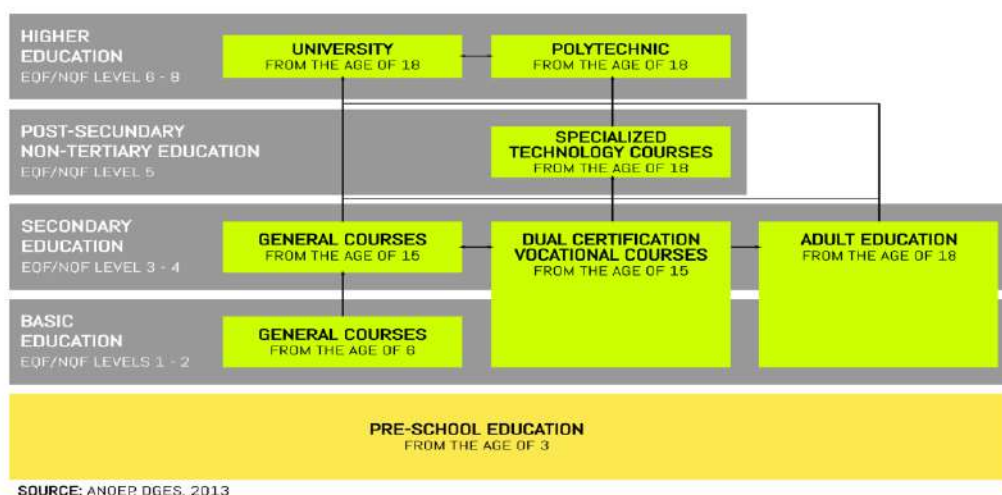
Sources:

- Decree-Law 251-A/2015 of December 17th - Approves the organization and functioning of the XXI Constitutional Government, adopting the adequate structure to fulfil the priorities set forth in its Program: <http://data.dre.pt/eli/dec-lei/251-a/2015/12/17/p/dre/pt/html>
- XXI Constitutional Government: <https://www.portugal.gov.pt/pt/gc21/governo/composicao>

b) Significant characteristics of the school system in Portugal

The education system comprises pre-school education, school education and out-of-school education. Pre-school education, in its formative aspect, is complementary and / or supplementary to the educational action of the family, with which it establishes close cooperation. School education comprises basic, secondary and higher education, integrates special modalities and includes leisure activities. Out-of-school education encompasses literacy and basic education activities, cultural and scientific improvement and upgrading, and initiation, retraining and professional development, and takes place within an open framework of multiple formal and non-formal initiatives.

Figure 2)



Pre-school education is intended for children between the ages of 3 and the age of entry into primary education, ensuring the universality of pre-school education for all children from the year they reach 4 years of age. It is incumbent upon the State to ensure the existence of a pre-school education network. The pre-school education network is made up of its own institutions, at the initiative of the central, regional or local authorities and other entities, whether collective or individual, such as parents and 'residents' associations, civic and religious organizations, trade unions and institutions of social solidarity.

The Law establishes compulsory schooling for children and young people between the ages of 6 and 18. Compulsory schooling ceases with the award of the diploma of a secondary level course of education or at the time when the 18 years of age are reached.

Basic education is universal and free and lasts for nine years. Children entering the 6 years of age up to 15 September enter primary school. Basic education comprises three sequential cycles, the first of four years, the second of two years and the third of three years, organized in the following terms: a) In the 1st cycle, education is globalizing, which is the responsibility of a single teacher, who can be assisted in specialized areas; b) In the 2nd cycle, the teaching is organized by interdisciplinary areas of basic training and is developed predominantly under a teacher by area; c) In the 3rd cycle, teaching is organized according to a unified curricular plan, integrating diversified vocational areas, and developed under a teacher by discipline or group of disciplines. The successful completion of basic education confers the right to the award of a diploma, and it must also be certified the completion of any year or cycle, when requested.

Secondary education is organized according to different forms, taking into account the existence of courses predominantly oriented to active life or to the pursuit of further studies, all of which contain training components with a technical, technological and vocational sense and of Portuguese language and culture appropriate to the nature of the various courses. Secondary education courses last for three years. Any course of secondary education is available to those who successfully complete basic education. The successful completion of secondary education confers the right to the award of a diploma, which certifies the training acquired and, in the case of courses predominantly oriented to active life, the qualification obtained for the purpose of carrying out certain professional activities.

Higher education comprises university education and polytechnic education. University education, guided by a constant perspective of promoting research and the creation of knowledge, aims to ensure a sound scientific and cultural preparation and to provide technical training that enables the exercise of professional and cultural activities and fosters the development of design, innovation and critical analysis capacities. Polytechnic education, guided by a constant perspective of applied research and development, aimed at understanding and solving concrete problems, aims at providing a solid cultural and technical training at a higher level, developing the capacity for innovation and critical analysis and providing scientific knowledge of theoretical and practical nature and their applications for the purpose of carrying out professional activities.

Special forms of school education are: a) Special education; (b) Vocational training; c) Recurrent adult education; d) Distance learning; e) Portuguese education abroad. Each of these forms is an integral part of school education, but is governed by special provisions.

Special education aims at the recovery and social-educational integration of individuals with specific educational needs due to physical and mental disabilities. Special education is preferably organized according to different models of integration in regular educational establishments, taking into account the needs of specific care, and with the support of specialized educators. Special education shall also be carried out in specific institutions where it is proven to be required by the type and degree of the pupil's








disability. Forms of special education are also organized for the professional integration of the handicapped person.

Vocational training, in addition to complementing the preparation for active life in basic education, aims at a dynamic integration in the world of work by the acquisition of knowledge and professional skills in order to respond to national development needs and technological developments. Professional training is structured in order to develop actions of: a) Professional initiation; b) Professional qualification; c) Further training; d) Vocational retraining. The courses and modules can be run according to different institutional forms, namely: a) Use of primary and secondary schools; b) Protocols with companies and local authorities; c) Support for state and non-state institutions and initiatives; d) Streamlining community actions and community service; e) Creation of specific institutions.

Recurrent education is intended for individuals who are no longer in the normal age for attending primary and secondary schools and individuals who had no opportunity to fit in the education system at the normal age of training, with particular attention to eliminating illiteracy.

The State promotes the dissemination and study of the Portuguese language and culture abroad through a variety of actions and means aimed at its inclusion in curricula in other countries and the creation and maintenance of Portuguese language teachers, under the guidance of Portuguese teachers at universities in foreign universities.

Sources:

-  Law 49/2005, of August 30th - Second amendment to the Basic Law of the Educational System and first amendment to the Basic Law on Financing of Higher Education: <https://dre.pt/pesquisa/-/search/245336/details>
-  Law 85/2009, of August 27th - Establishes compulsory schooling for children and young people who are of school age and establishes the universality of pre-school education for children from the age of 4 (Amended by Law 65/2015, of July 3rd): <https://dre.pt/pesquisa/-/search/488826/details>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2015). **Organograma do Sistema de Educação e Formação**. Retrieved from <http://www.dgeec.mec.pt/np4/324/>
-  European Commission. (2017). Education and Training Monitor. Retrieved from http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Estatísticas da Educação 2015/2016**. Retrieved from <http://w3.dgeec.mec.pt/dse/eef/2016/inicio.asp>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Indicadores Gerais da Educação**. Retrieved from <http://w3.dgeec.mec.pt/dse/eef/indicadores/>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Perfil do Aluno 2015-2016**. Retrieved from <http://www.dgeec.mec.pt/np4/estatglobal>

c) Significant characteristics of the higher education (HE) system

Portuguese higher education is organized in a binary system that integrates university education and polytechnic education and is taught in public and private institutions. Private higher education establishments obtain prior recognition from the Ministry with the tutelage of Higher Education.

University education includes universities, university colleges and other higher education establishments. Polytechnic education comprises polytechnic institutes and other polytechnic teaching establishments.

The university education is guided by a perspective of promoting research and knowledge creation and aims to ensure a sound scientific and cultural preparation and provide technical training that enables the exercise of professional and cultural activities and fosters the development of the capacities of design, innovation and critical analysis.

Polytechnic education is guided by a perspective of applied research and development aimed at understanding and solving concrete problems and aims at providing a solid cultural and technical training at a higher level, developing the capacity for innovation and critical analysis and providing scientific knowledge of theoretical and practical nature and their applications for the exercise of professional activities.

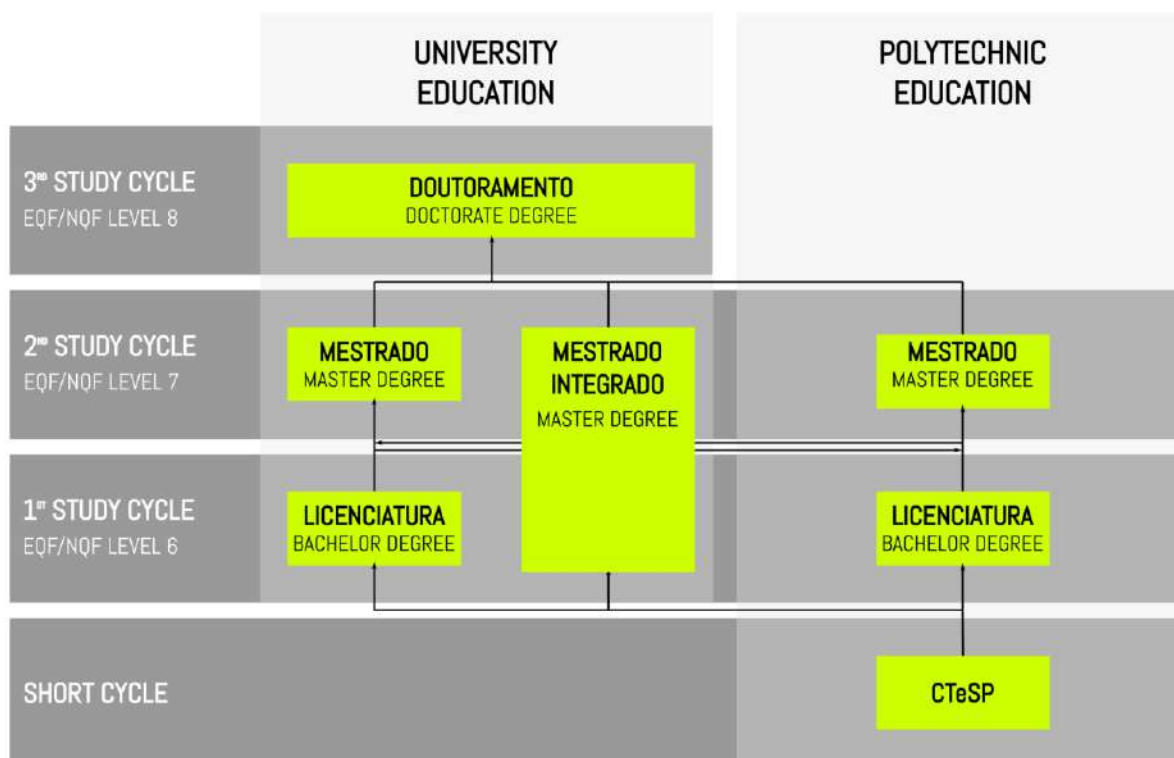
In 2005 a process of reform of the Basic Law of the Educational System was started in order to implement the Bologna Process, with the introduction of the European Credit Transfer System (ECTS) in study cycles, mobility mechanisms, diploma supplement, among others.

Higher education began to have a new structure of three cycles of studies, leading to the academic degrees of licenciado, mestre and doutor (bachelor, master and doctor/ PhD). This structure was introduced in 2006 and fully implemented in Portugal from the 2009/2010 school year.

Generic qualification descriptors were established for each cycle of studies, based on the acquired competences, as well as the definition of ECTS intervals for the first and second cycle of studies.

In 2014, a non-academic higher education cycle was created, called a professional higher technical course (TeSP), which corresponds to the short cycle of studies linked to the 1st cycle provided for in the Qualifications Framework of the European Higher Education Area. This cycle aims to promote links between higher education and the business sector, they have a strong technical and vocational component, including on-the-job training.

Figure 4)



SOURCE: DGES, 2017

The Agency for the Evaluation and Accreditation of Higher Education is the competent authority to evaluate and accredit higher education institutions and their study cycles. This Agency is an independent body vis-à-vis the State and higher education institutions and aims to promote and ensure quality in higher education.

The evaluation and accreditation criteria are those laid down in the legal systems of degrees and diplomas of higher education and evaluation of higher education.

In addition to the previous accreditation of study cycles to be created, that Agency also carries out regular accreditation of the study cycles that are in operation.

The legal framework of higher education is defined by the following structuring documents: Basic Law of the Educational System (Law 46/86, of October 14th, later changed by the following: Law 115/97, of September 19th, Law 49/2005, of August 30th, and Law 85/2009, of August 27th); Legal Regime of Higher Education Institutions (Law 62/2007, of September 10th); Legal Regime of Academic Degrees and Diplomas of Higher Education (Decree-Law 74/2006, of March 24th, later changed by the following: Decree-Law 107/2008, of June 25th, Decree-Law 230/2009, of September 14th, Decree-Law 115/2013, of August 7th, Decree-Law 63/2016, of September 13th); Principles Regulating Instruments for the Creation of the European Higher Education Area - ECTS (Decree-Law 42/2005, of February 22nd, amended by Decree-Law 107/2008, of June 25th); Creation of the Agency for Evaluation and Accreditation of Higher Education (Decree-Law 369/2007, of November 5th); Legal Regime of the Evaluation of the Quality of Higher Education (Law 38/2007, of August 16th).

The professional higher technical course (TeSP) is a cycle of higher studies that does not confer an academic degree, with 120 ECTS credits and a duration of two years, whose successful completion leads to the award of the diploma of professional superior technician. In public higher education, the amount of tuition is fixed by the higher education institution, and, in the academic year 2016/2017, cannot be higher than 1.068,47€. The entry into operation of a professional higher technical course requires prior registration in the General Directorate for Higher Education.

In polytechnic education, the licenciatura (bachelor) has 180 ECTS credits and a normal duration of 6 semesters, or, exceptionally, up to 240 ECTS credits and 7 or 8 semesters. In university education, it has 180 or 240 ECTS credits and a normal duration between 6 and 8 semesters, a similar duration to those of reference institutions in the same areas should be adopted. This degree corresponds to level 6 of the NQF and the EQF.

The mestrado (master) has 90 to 120 ECTS credits and a normal duration of 3 to 4 semesters, or, in exceptional cases, 2 semesters and 60 ECTS credits. In university education, it must ensure the acquisition of a specialization of academic nature, with the use of research, innovation or deepening professional skills. In polytechnic education, it should predominantly ensure the acquisition of a professional specialization. This degree corresponds to level 7 of the NQF and the EQF.

The mestrado integrado (master) is a cycle of studies of initial training taught only in university education, which has 300 to 360 ECTS credits and a normal duration between 10 and 12 semesters, in cases in which this duration for access to the exercise of a given activity is established by European Union legal standards or results from a stable and consolidated practice in the European Union. This degree corresponds to level 7 of the NQF and the EQF.

In public higher education, the amount of the tuition is set by the institution of higher education and has a minimum value corresponding to 1.3 of the national minimum wage and a maximum value, in the academic year 2016/2017, of 1.068,47€. In private higher education, it is incumbent upon the institution

of the educational institution to fix the amount of tuition and other charges owed by the students for the frequency of the study cycles taught to them.

The doutoramento (doctorate degree) is a cycle of studies of initial training taught only in university education without a pre-establish ECTS number. The most frequent is that it has a duration of 6 to 8 semesters and 180 to 240 ECTS credits. This degree corresponds to level 8 of the NQF and the EQF. The amount of the tuition is fixed by the competent bodies of the higher education institutions or establishments.

The creation of cycles of studies aimed at conferring academic degrees is the responsibility of higher education institutions, but their entry into operation requires accreditation by the Higher Education Evaluation and Accreditation Agency and registration with the General Directorate for Higher Education.

Sources:

-  Direção-Geral do Ensino Superior. (2017). **Sistema de Ensino Superior Português**. Retrieved from <https://www.dges.gov.pt/pt/pagina/sistema-de-ensino-superior-portugues?plid=371>
-  Cedefop. (2017). **Portugal - European inventory on NQF 2016**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>
-  Direção-Geral do Ensino Superior. (2017). **Concurso Nacional de Acesso ao Ensino Superior 2016 em Números**. Retrieved from <http://www.dges.mctes.pt/estatisticasacesso/2016/>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Estatísticas do Ensino Superior**. Retrieved from <http://www.dgeec.mec.pt/np4/18>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **RAIDES 16: Principais resultados - Inscritos 2016/2017**. Retrieved from <http://www.dgeec.mec.pt/np4/850.html>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Estatísticas da Educação 2015/16. Principais resultados relativos ao Ensino Superior**. Retrieved from <http://www.dgeec.mec.pt/np4/estatglobal/>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Perfil do Aluno 2015-2016**. Retrieved from <http://www.dgeec.mec.pt/np4/estatglobal/>

d) The system of vocational education and training (VET)

The Portuguese education and training system has undergone a number of major reforms, starting in 2007 with the Agenda for the reform of Vocational Training. This led to the development of a national qualifications system, whose main aim was to promote widespread attainment of secondary education as a minimum level of qualification. Enrolment in vocational education and training has increased, while the early school leaving rate and tertiary education attainment have improved, although they have not yet reached the EU average.

Development of the national qualifications system has been underpinned by several instruments aiming to help achieve its objectives: a new institutional model, centers for qualification and vocational education – Qualifica Centers (with a role in coordinating adult education and training), the national qualifications catalogue (a strategic management instrument for non-higher national qualifications), and the national qualifications framework (NQF).

The comprehensive Portuguese qualifications framework (Quadro Nacional de Qualificações – QNQ) is a single reference for classifying all qualifications awarded in the Portuguese education and training system. Established by Decree Law No 396/2007, the framework was published in 2009 and came into force in October 2010. It includes eight levels, with level descriptors defined in terms of learning outcomes. Higher education qualifications were included in the more detailed framework for higher education qualifications

(FHEQ-Portugal), which is part of the comprehensive national qualifications framework. The NQF was linked to the European qualifications framework (EQF) in 2011 and has been gradually implemented.

The NQF is currently under the responsibility of three ministries – the Ministry of Education, the Ministry of Labour, Solidarity and Social Security, and the Ministry of Science, Technology and Higher Education.


NQF coordination is now shared between the National Agency for Qualifications and VET (ANQEP, previously ANQ), and the General Directorate for Higher Education (DGES), involved in qualifications at levels 5 to 8. ANQEP has been nominated to host the national coordination point for the European qualifications framework (EQF NCP), the leading structure for NQF implementation. Depending on the issue, the EQF NCP collaborates horizontally with other relevant bodies (such as the Institute for Employment and Vocational Training (IEFP) and the General Directorate for Employment and Labour Relations (DGERT)), working flexibly and through consultation. The body consulted on the general education qualifications is the General Directorate for Education (DGE).

The current governance structure does not foresee any human resources dedicated exclusively to the EQF NCP, and the staff working on the NQF are also involved in other technical departments and services of ANQEP and DGES. This arrangement allows for flexibility and for synergies to develop, though the disadvantage is that it may lead to less commitment from the relevant parties (16).

ANQEP is also supported by 16 sector qualifications councils involved in defining qualifications and competences, as well as in including new qualifications in the national qualifications catalogue and updating existing ones. The councils are composed of social partners, training providers from the national qualifications system, entities responsible for regulating professions; public structures that oversee business sectors; technology and innovation centres, and companies.

The authorities currently responsible for quality assurance of qualifications are ANQEP, the General Directorate for Higher Education (DGES), the General Directorate for Education (DGE), the General Directorate for Employment and Labour Relations (DGERT), and the Agency for the Accreditation and Assessment of Higher Education (A3ES).

Sources:

-  Cedefop. (2017). Portugal - European inventory on NQF 2016. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>

e) The role of quality assurance and accreditation bodies for education and training

Quality assurance in vocational education and training is a transversal issue that has gathering a higher relevance nowadays, not only to achieve important changes (like guaranty the efficacy of VET systems, make easy the access into VET and reinforce the relation between VET and labour) but also to enhance the process of monitoring the results obtained (by reference to the objectives proposed).

Facing the complexity of the VET system different entities are involved in the quality assurance process, either in the dependence of the Ministry of Labour, Solidarity and Social Security (MTSSS) or in the dependence of the Ministry of Education (ME). There are also entities regulated by both Ministries.

The General Directorate for Employment and Labour Relations (DGERT) is a central service, directly administrated by the state whose mission is to support the conception of the policies related to employment, training and professional certification and certification of training entities by one hand and to professional relations, job environment and health in workplace by the other hand.

The Institute for Employment and Vocational Training (IEFP) is the public service of national employment whose mission is to promote the creation and quality of work, fighting unemployment with active employment policies and vocational training.

The Office for Strategy and Planning (GEP) has the mission of guaranteeing the technical support to the formulation of policies and to sustain the operational planning. It is also responsible for the monitoring and evaluations the execution level of the policies, planning instruments and results of the management systems in articulation with other services of the MTSSS.

The General Inspection of Education and Science (IGEC) has the mission of monitoring, controlling, auditing and evaluating, in the technical-pedagogical and administrative-financial aspects, the activities of pre-school, school and out-of-school education, schools and establishments of education and teaching of the public, private, solidarity and cooperative networks, as well as of the establishments and courses that offer the teaching of Portuguese abroad. It is also incumbent upon IGEC to inspect and audit higher education institutions.

The General Directorate for Education and Science Statistics (DGEEC) is a central service of direct State administration, endowed with administrative autonomy, whose mission is to ensure the production and analysis statistical data of education and science, technically supporting policy formulation and strategic and operational planning, to create and ensure the smooth operation of the integrated information system of the Ministry of Education, to observe and evaluate the results obtained by the educational and scientific and technological systems.

The General Directorate for Education (DGE) is a central service of the direct administration of the State endowed with administrative autonomy whose mission is to ensure the implementation of the policies related to the pedagogical and didactic component of pre-school education, primary and secondary education and out-of-school education, providing technical support to its formulation and monitoring and evaluating their implementation, as well as coordinating the planning of the various tests and exams.

The National Agency for Qualification and Vocational Education (ANQEP) is a public institute integrated in the indirect administration of state, whose mission is coordinating the implementation of youth and adult education and vocational training policies and ensuring the development and management of the competency recognition, validation and certification system.

All these organizations have a main part in the VET quality assuring. The following table shows their contributions to some quality indicators.

Regarding quality assurance in higher education, the Agency for Assessment and Accreditation of Higher Education (A3ES) is responsible for promoting quality provision in higher education, assessing and accrediting higher education institutions and their degree programmes, and promoting the integration of Portugal in the European system of quality assurance of higher education. A3ES is the sole Agency with the authority to accredit higher education institutions and study programmes in Portugal.




Current processes include compulsory ex-ante accreditation and ex-post assessment and accreditation of all degree awarding study programmes (1st, 2nd and 3rd cycles), as well as a voluntary institutional audit programme aiming to certify internal quality assurance systems within higher education institutions.

A3ES was created by Decree-Law 369/2007, of November 5th, as a private law foundation, established for an indeterminate period of time, with legal status and recognised as being of public utility. It is independent in its decisions, subject to the general requisites fixed by the State. The Management Board has full capacity to make final decisions on the definition and approval of guidelines for assessment of

institutions and programmes, the nomination of review panels and the decisions on individual accreditation processes.

A3ES is not State-financed, apart from an initial endowment. Its income is generated through services provided to institutions.

Sources:

-  European Quality Assurance in Vocational Education and Training. (2017). Description of the VET System in Portugal. Retrieved from <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/portugal.aspx>
-  European Association for Quality Assurance in Higher Education. (2017). Members (information about Portugal). Retrieved from <http://www.enqa.eu/index.php/enqa-agencies/members/full-members>
-  Agência de Avaliação e Acreditação do Ensino Superior – A3ES (Agency for Assessment and Accreditation of Higher Education: <http://www.a3es.pt/en>

f) National Qualifications Framework (NQF)

A comprehensive Portuguese Qualifications Framework (Quadro Nacional de Qualificações) (QNQ) has been in place since October 2010 as a single reference for classifying all qualifications awarded by the Portuguese education and training system. Established by Decree Law 396/2007, the framework (including eight levels and level descriptors of learning outcomes) was published in July 2009 (Portaria N.º 782/2009). Higher education qualifications were included in the more detailed framework for higher education qualifications (FHEQ-Portugal), which is part of the comprehensive national qualifications framework (NQF).

Three main steps were taken to put the national qualifications system and framework into practice.

First, a new institutional model was developed to support setting up the national qualifications system and framework. The ANQ, now the National Agency for Qualifications and VET (ANQEP), under the Ministry of Labour, Social Security and Solidarity and the Ministry of Education, was established in 2007 to coordinate implementation of education and training policies for young people and to develop the system for recognition, validation and certification of competences. The National Council for Vocational Training was set up as a tripartite body responsible for approving profiles and the referential system for training. In higher education, the Agency for Assessment and Accreditation of Higher Education (A3ES) was set up in 2007. These two entities have important quality assurance functions.

Second, a national qualifications catalogue was created in 2007 as a strategic management tool for non-higher national qualifications and a central reference tool for VET provision. For each qualification it defines an occupational profile, a training standard (that awards a double certification) and a recognition, validation and certification of competences standard. The catalogue is continuously updated by ANQEP, in a process supported by 16 sector qualifications councils.

Third, the system for recognizing non-formal and informal learning (RVCC) was further integrated into the NQF. The RVCC refers to the qualification standards in the national qualifications catalogue, both to 'school-based competences' (four, six, nine or twelve years of school) and 'professional competences'. The key competences standards for adult education and training for basic and secondary level are structured into key competence areas, covering different contents of subjects at these specific educational levels.

ANQEP is the main public body in charge of implementing the NQF. The agency's main responsibilities are the education and double certified vocational training offer for adults and for young people, the national qualifications catalogue (with help from sector qualifications councils), and the system for recognition, validation and certification of competences. The agency also acts as national coordination point and played a key role in referencing national qualifications to the EQF. Another important role is to articulate and communicate with the General Directorate for Higher Education regarding levels 5 to 8 of the NQF.

The NQF has now reached an operational stage, and is already considered a permanent feature of the national qualifications system. The legal framework is in place, qualifications have been assigned to levels, and quality assurance arrangements have been implemented. All VET is already organised around the NQF: databases are organised considering the NQF structure and access to financial support also takes the framework into consideration. Education and training stakeholders are involved in implementing the NQF. The framework is becoming increasingly visible to learners, parents, employers and employees, training providers and guidance experts, but visibility could be further improved. Information on the NQF is provided through education providers and awarding bodies, the relevant ministries, the Qualifica Centres (the former centres for qualification and vocational education), as well as the EQF NCP.

In general education, diploma and certificate templates follow an identical layout for primary, lower and upper secondary education, and NQF/EQF levels are expected to be indicated in certificates and diplomas once this is approved by the Ministry of Education. In VET, and for qualifications acquired through validation of non-formal and informal learning, the NQF level is indicated in the national catalogue of qualifications and in all certificates and diplomas. EQF levels are indicated only on some qualifications, but this could be extended once the existing ANQEP proposal is approved. The NQF is less visible in higher education, where institutions can autonomously approve models for their diplomas. Some may indicate the qualification level, but that is not usually the case: it is mandatory to indicate the qualification level only in the diploma supplement.

There is still a need to discuss and raise awareness of key new concepts, such as learning outcomes, among different stakeholders, and to disseminate information to a wide spectrum of stakeholders, especially in the labour market, where the NQF is not well-known. The inclusion of NQF/EQF levels on all certificates and diplomas at all levels of education and training could increase awareness of the framework among end-users.

Sources:

-  Cedefop; UNESCO-HQ; European Training Foundation; UNESCO Institute for Lifelong Learning. (2015). Global inventory of regional and national qualifications frameworks - Volume II: national and regional cases. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/2213-0>
-  Cedefop. (2017). Portugal - European inventory on NQF 2016. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>

g) 5.7 National Qualifications Framework (NQF) referenced to the European Qualifications Framework (EQF)

Portugal referenced its national qualifications levels to the EQF and self-certified to the qualifications frameworks in the European Higher Education Area in June 2011.

An eight-level reference structure was adopted to cover all the qualifications awarded in the Portuguese system. National qualifications levels and level descriptors are the same as in the EQF in terms of categories and principles.

NQF levels	Qualifications	EQF levels
8	Doctoral degree (<i>Doutoramento</i>)	8
7	Master degree (<i>Mestrado</i>)	7
6	Bachelor degree (<i>Licenciatura</i>)	6
5	Diploma in technological specialisation (<i>Diploma de Especialização Tecnológica</i>)	5
4	Secondary education and professional certification (<i>Ensino secundário obtido por percursos de dupla certificação</i>)	4
4	Secondary education and professional internship; minimum six months (<i>Ensino secundário vocacionado para prosseguimento de estudos de nível superior acrescido de estágio profissional — mínimo de seis meses</i>)	4
3	Secondary education (<i>Ensino secundário vocacionado para prosseguimento de estudos de nível superior</i>)	3
2	Third cycle of basic education (<i>3º ciclo do ensino básico obtido no ensino regular</i>)	2
2	Third cycle of basic education and professional certification (<i>3º ciclo do ensino básico obtido por percursos de dupla certificação</i>)	2
1	Second cycle of basic education (<i>2º ciclo do ensino básico</i>)	1

Source: ANQ, 2016.

The National Agency for Qualification and Vocational Education, I.P. (ANQEP), is the National Coordination Point (NCP) for the implementation of the EQF, in articulation with the Directorate General of Higher Education (DGES) with regard to levels 5 to 8 of the structure of the NQF.

The responsibilities of the EQF NCP include: referencing the national qualification levels to the EQF and ensuring transparency of methodology used; providing access to information and guidance on how national qualifications are referenced to the EQF; encouraging participation of all interested entities (higher education and vocational training and education establishments, social partners, sectors and experts).

The qualifications of the NQF and the EQF obtained in Higher Education also correspond to the qualifications of the Qualifications Framework of the European Higher Education Area (QF-EHEA), since, as

a participant of that Area, Portugal has committed itself to making the necessary alignment.



Thus, the implementation of the QF-EHEA had begun in 2005, with the launching of the bases for the implementation of the Bologna Process, accompanied by a set of general legal reforms of the Portuguese higher education system, until its final implementation in the 2009-2010 school year.

A generic qualifications framework was then established, organized into three cycles of study, and a short cycle linked to or within the 1st cycle, as well as generic qualification descriptors for each cycle, based on acquired competences, as well as the structure of the 1st and 2nd cycles of studies in terms of ECTS credit intervals.

The referencing process of the NQF for Higher Education in Portugal to the QF-EHEA was completed in 2011, following a report which was certified by the Secretary of State for Science, Technology and Higher Education.

The referencing process of all levels of the Portuguese NQF to the EQF levels was also completed in 2011, after submission and approval of the referencing report by the EQF Advisory Group.

Thus, the referencing report consists of two documents:

-  One establishing the referencing of levels 1 to 5 of the NQF to the EQF;
-  Another one that refers to the qualifications promoted in Higher Education - levels 5 to 8 of the NQF, to the EQF, and which correspond to the referencing to the QF-EHEA.

The referencing of the national qualification levels to the EQF levels will allow all certificates and diplomas issued to include an explicit EQF level reference, which should be ensured in higher education by the Diploma Supplement.

Important work has been done by developing the NQF users' guide, a support for NQF users aimed to make it easier to evaluate the match between national qualifications and the NQF levels and to guide the inclusion of new qualifications in the NQF. An ebook NQF: interpretation guide was also published by ANQEP. This aims to: support design of qualifications based on learning outcomes, guide inclusion of new qualifications in the NQF; contribute to more effective appropriation of the NQF by users; and encourage participation of VET actors for systematic and proactive use of descriptors of the NQF in their planning and design of provision.


Further work on qualifications standards, based on explicit learning outcomes, will support coherence and fine-tune the relationship between qualifications and qualification levels. This work is still in progress but gained momentum with the creation of a new methodology for designing and describing VET qualifications based on learning outcomes; the methodology is in the implementation phase. The learning outcomes approach could be further strengthened by providing adequate training to teachers and trainers to assist them in designing curricula and assessment methods based on learning outcomes, and by developing a common understanding of learning outcomes among different education and training subsystems and stakeholders.

There is a need to disseminate outcomes of the referencing and self-certification process to a wide spectrum of stakeholders, especially improving acceptance and use of the NQF by the labour market. In this context, the relationship between the higher education framework and other parts of the NQF (levels 1 to 5) needs to be made explicit, especially for level 5 programmes where different ministries are involved. Managing the coexistence of two types of training leading to level 5 qualifications (one corresponding to higher education studies – TeSP, and the other corresponding to post-secondary non-tertiary studies – CET) has been a challenge. One of the issues tackled in the near future may be review of

the NQF concerning level 5.

A strategy is being prepared, in articulation with the General Directorate for Education (DGE), for including explicit reference to the EQF level in national certificates, diplomas and Europass documents. Proposals are currently awaiting approval from the relevant ministries.

Sources:

-  Cedefop; UNESCO-HQ; European Training Foundation; UNESCO Institute for Lifelong Learning. (2015). **Global inventory of regional and national qualifications frameworks - Volume II: national and regional cases**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/2213-0>
-  DGES. (2017). **Relatório de referência do Quadro Nacional de Qualificações ao Quadro Europeu de Qualificações**. Retrieved from <https://www.dges.gov.pt/pt/content/relatorio-de-referenciacao-do-quadro-nacional-de-qualificacoes-ao-quadro-europeu-de>
-  Cedefop. (2017). **Portugal - European inventory on NQF 2016**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>
-  DGES. (2017). **National Qualifications Framework/European Qualifications Framework**. Retrieved from <https://www.dges.gov.pt/en/pagina/national-qualifications-frameworkeuropean-qualifications-framework>

h) 5.8 The national system of apprenticeships in the country

Courses provided under the apprenticeship system – initial alternance training – are intended for young people aged between 15 and 25 and are run by the Institute for Employment and Vocational Training (IEFP). Their purpose is to prepare and qualify students for their first job and ease their entry into working life by offering training profiles that cover three areas: improving academic, personal, social and relational skills; providing knowledge and know-how in the field of science and technology; and offering practical work experience.

Apprenticeships cover 14 fields of employment: management/administration, secretarial and administrative work; commerce; fisheries; ceramics; finance, banking and insurance; textiles, clothing and footwear; electronics and automation; electricity and energy; woodwork and furniture making; construction and repair of motor vehicles; metallurgy and metalworking; craft industry; agriculture; and civil construction.

An apprenticeship contract is drawn up between the trainee and the training body (see Glossary), stipulating the rights and obligations of each party.

Apprenticeship courses vary in length, depending on their nature, and include the following components: socio-cultural training, scientific and technological training, and practical training (which takes place in a working environment and accounts for at least 30 % of total course hours). Training in the workplace is monitored by a tutor appointed by the body responsible for this training component.

On successful completion of the training process, trainees receive a Level 2 vocational qualification and a certificate of completion of Cycle 3 of basic education, or a Level 3 vocational qualification and a certificate of completion of secondary education, depending on the trainee's profile on entry. Apprenticeship courses also enable trainees to pursue their studies at a higher level.

Within the framework of the Council Declaration on the European Alliance for Apprenticeship of 15 October 2013, Portugal has committed to 11 specific measures regarding the next steps to increase the quantity, quality and supply of apprenticeships:

1. Setting-up of the Network of Excellence Partners for Apprenticeship aimed at rewarding and disseminating examples of good practices amongst companies and other employers to who the excellence of training in a work environment is important, as well as the integration of young people into the labour market and who also make the commitment to collaborate with Apprenticeship in the provision of resources and attribution of benefits to trainees.
2. Development of new qualifications and updating of existing ones, taking into account the needs of the labour market and the principle of diversification of the training offer, in terms of professional careers and levels of qualification.
3. Training of trainers and tutors underlining that the quality of the trainers and tutors is a key element in the improvement of the quality of training provided, and allowing the tutors to develop their own abilities as a facilitator of the learning in work environment.
4. Differentiation of the pedagogical methods and techniques used, in order to offset dropout rates and increase the motivational levels of the trainees.
5. Creation of a basis for a post-training internships, reinforcing the link between the trainees and the company and a measure to reduce the dropout of training.
6. Reinforcement of links between the trainees and the company responsible for training in the workplace by promoting the benefits given by companies to trainees.

7. Analysis and revision of apprenticeship courses structure with an increase of the level of qualification, Considering the growing recognition by the market of technological specialization and given the possibility of further studies.
8. improve the attractiveness of learning courses, in particular by increasing their dissemination.
9. Strengthening the involvement of social partners in updating qualifications, in defining training provision and in promoting apprenticeship Courses.
10. Reinforcement of counselling and career guidance to help young people to choose professional areas relevant to the labour market.
11. Promotion of transnational projects to highlight good apprenticeship practices abroad and promote mobility of trainees and trainers.

All activities of the action program will be developed in close cooperation with employers and trade unions organizations, the Ministries of Education and Labour, Solidarity and Social Security and the training entities involved in the implementation of the measures.



Sources:

-  Cedefop. (2009). **Vocational education and training in Portugal. Short Description.** Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5177>
-  **Portugal's commitment regarding the European Alliance for Apprenticeships.** (2017) Retrieved from: <http://ec.europa.eu/social/main.jsp?catId=1148&langId=en>

i) 5.9 The national situation in regard to the recognition of informal and non-formal learning

Several public policies and initiatives have been developed for validating non-formal and informal learning in Portugal. In 2001, a comprehensive national system for the recognition, validation and certification of competences (RVCC) was introduced in general and vocational education. Its main goal is to increase the levels of school education and of vocational qualification in the country, mainly among those of working age. During 2012-13, major changes were introduced into the system. In early 2014, 450 new opportunities centres, in charge of validation and recognition of competences (for people over 18), were replaced by a new network of centres for qualification and vocational training (Centros para a Qualificação e o Ensino Profissional, CQEP). These, in turn, were replaced in 2016 by Qualifica Centres: there are currently around 300 such centres carrying out RVCC, and their activity is managed by ANQEP. The new network assumes similar functions as the previous new opportunities centres, but also targets young people (age 15 or over), provides guidance, counselling and validation activities to low-skilled adults, and guides/orients young people completing nine years of basic education.


The RVCC system is incorporated in the national qualifications system and framework. It integrates two main processes:

-  education RVCC process, aimed at obtaining a school leaving qualification (levels 1, 2 and 3 of the NQF/EQF);
-  professional RVCC process, aimed at obtaining a vocational qualification (offers a school and professional certification; levels 2 and 4 of the NQF/EQF).

Learners can acquire basic or upper secondary level education certificates and vocational qualifications from levels 1 to 4 in the NQF that have the same value as those awarded in formal education and training. RVCC processes are based on national standards for education and training (such as key competences standards and training reference framework) and integrated into the national catalogue of qualifications.

At higher education level (levels 5 to 8 of the NQF/EQF), validation is generally linked to the credit system and module-based structure of courses and degrees. Students can obtain ECTS credits through validation that can be used for granting exemptions from part of a course in the first, second or third cycles of Bologna degrees. These credits are portable across higher education institutions in Portugal. The new legislation (18) sets a limit for validation processes up to one third of the total number of ECTS credits relevant for a particular course. General rules for validation apply to all higher education institutions, complemented by specific validation procedures established by each institution.

Source:

 Cedefop. (2017). Portugal - European inventory on NQF 2016. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>



ESSA-SPORT

Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING SYSTEM



6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

a) The system of sport in schools



In the first cycle of basic education (the first four years, from the age of 6), there is a compulsory curricular component: 1) Artistic and Physical-Motor Expressions and an optional component, conducted by the school teacher in minimum of 3 hours per week, intended for all students of the school; 2) Curricular enrichment activities that include physical and sporting activity conducted by a teacher outside the school, minimum of 135 minutes per week, being 3 sessions of 45 minutes. These activities are optional for the students and can be promoted by the school or by an entity outside contracted by the school. As partners for the development of these activities we have following entities: local authorities; associations of parents and private social solidarity institutions.

In the second cycle of basic education (5th to 6th year), the third cycle of basic education (7th to 9th year) and secondary education (10th to 12th year – from the age of 15), the school sports system includes two components: a) Physical Education and b) Sport at School.

Physical Education is compulsory from the beginning of the second cycle of basic education to the end of secondary education, at a minimum of 135 minutes per week, with 3 sessions of 45 minutes. It is intended for all students of the school, the curriculum have sports as football, basketball, gymnastics, athletics, rackets, combat sports, skating, swimming, expressive activities/ dance, traditional games and outdoor sports. In the last two years of secondary education (11th and 12th years), students can choose an activity in which they prefer to improve their skills.

Sport at School is optional, depending on the competitive level the students can do 3 times per week or up to 5 times per week if the team participates in federated competitions. It is intended for the students of the school who wish to participate in optional way. Sporting activities may be held only at school, recreational participation, or in regional or national competitions. There are schools by region with specific sporting modalities and the students from various schools move to them to improve their levels of practice and specialization.

Sources:

-  Decreto-Lei n.º 176/2014, de 12 de dezembro - Matriz curricular do 1.º ciclo; Despacho n.º 14460/2008 do Gabinete da Ministra, publicado no Diário da República, 2.ª série — N.º 100 — 26 de Maio de 2008; Decreto-Lei n.º 139/2012 de 5 de julho.
-  Despacho n.º 9302/2014 do Gabinete do Ministro, publicado no Diário da República, 2.ª série — N.º 136 — 17 de julho de 2014; Ministério da Educação – Organização Curricular e Programas de Educação Física; <http://www.dge.mec.pt/educacao-fisica>, <http://www.dge.mec.pt/matriz-curricular-do-2o-ciclo>; <http://desportoescolar.dge.mec.pt/>, http://desportoescolar.dge.mec.pt/sites/default/files/pde_2017_2021_dge_final.pdf

b) The sport qualifications offered in universities

Within higher education, sports qualifications are offered both at university or polytechnic higher education institutions.



At the first study cycle level (EQF/NQF level 6), there are sports qualifications available at 30 higher education institutions (18 universities and 12 polytechnic institutes). The main education fields are: physical activity and healthy lifestyles, sports science, dance, sport, sport and physical activity, sport and

wellness, sport physical condition and health, sport and leisure, nature sport and active tourism, physical education and sport, sport management, human kinetics and sports training.

At the second study cycle level (EQF/NQF level 7), there are sports qualifications available at 20 higher education institutions (11 universities and 9 polytechnic institutes). The main education fields are: sports science, physical activity and health, physical education teaching in primary and secondary education, exercise and health and sports management, among others.

At the third study cycle level (EQF/NQF level 8), there are sports qualifications available at 9 higher education institutions, all universities. The main education fields are: sports sciences, physical education and sport, human kinetics and physical activity and health.

Sources:

-  <http://www.dges.gov.pt/guias/indarea.asp?area=XI>;
-  <http://www.a3es.pt/pt/acreditacao-e-auditoria/resultados-dos-processos-de-acreditacao/acreditacao-de-ciclos-de-estudos>

c) The role of sport federations in the delivery of sport education

The general mission of sports federations is to promote, regulate and manage at a national level the practice of a specific sport or a set of related or associated sports. Sport federation have a prominent role in the education and certification of sport coaches and officials/referees, within the scope of both the national and international training and education frameworks and contribute also to sport management/administration and volunteer education. Sports federations must be affiliated in the respective European and international federations, being one of its functions to conciliate national and international standards, rules and regulations regarding the training and certification programmes for sport coaches and referees.




1) Sport coaches:



In 1999, the Training of Human Resources of Sport was included within the scope of Vocational Education and Training. This new framework led, in 2008, to the publication of Decree-Law 248-A / 2008, of 31 December, which defined the regime of access and exercise of the activity of sports coach, which, in August 28, 2012 is repealed by Law 40/2012 (in force) where some changes are introduced adapting national legislation to European legislation.

At the present, sport coaching can only be exercised by licensed sports coaches, qualified with a professional title. Access to coaching a physical or sporting activity, in any capacity, by sports federations, professional leagues, sports service providers, sporting associations or any other entities, whether public or private, is restricted to those who hold a sport coach professional title (Título Profissional de Treinador/a de Desporto - TPTD).

Coaches training can be provided by public or private entities, class associations, regional associations of clubs, professional leagues of clubs and sports federations.

Within this scope, sports federations are expected to:

-  Create and maintain training centres for coaches, which are responsible for organizing and conducting training courses for sport coaches;
-  Develop the specific manuals for coaching education programmes;
-  Match the different degrees of coaches' education with the developmental stages of the athletes;

-  Define the training contents of the specific sports component for each of the coaching degrees, as well as the requirements of each component.
-  Supervise the access to and exercise of the activity of sport coach.

The sports federations, the Portuguese Institute of Sport and Youth and other training providers of sport courses may establish cooperation protocols with employers in the private sector, agreeing on the terms by which employees are exempted from work activities to participate, as trainers or trainees, in training programmes;

The training courses for coaches, at each of four grades, combine a general component, established by the Portuguese Institute of Sport and Youth and a specific component, established by each of the sports Federations, as established in the Portuguese Institute of Sport and Youth certification manual.

1) Referees/ officiating;

It is the competence of sports federations to establish education standards and programs for the referees, to ensure the management of the referees' activity and to proceed to the technical evaluation and classification of referees.

2) Management and administration;


Some federations develop training programs for sport club leaders, administrative assistants, event security officers and volunteers for major sporting events.

3) Volunteering

There is legislation on voluntary service of sports managers, establishing rights in the following areas: training, legal support, specific work schedule, temporary work exemption, and insurance.

4) Linking national federations to European and international federations

Sources:




-  Law 407/99, of October 15th. Establishes the legal regime for sports training in the context of vocational education and training.
-  Law 20/2004, of June 5th. Statute of the Volunteer Manager in Associations.
-  Law 248-A/2008 of December 31th. Establishes the regime of access and exercise of the activity of sports coach.
-  Law 248-B/2008, of December 31th. Establishes the legal regime of sports federations and the conditions for the granting of sport utility status.
-  Ministerial Order 5061/2010, of March 22th. Establish the rules for access and obtain of Sports Coach Card (Cédula de Treinador de Desporto).
-  Law 40/2012, of August 28th - Establishes the regime of access and exercise of the activity of sports coach.
-  Ministerial Ordinance 326/2013 of November 1st. Defines aspects related to continuing sports coach training.
-  Law 93/2014, of June 23th. Establishes changes in the legal regime of sports federations and the aspects of the attribution of sport utility status.
-  National Coach Training Program. Programa Nacional de Formação de Treinadores <http://www.idesporto.pt/ficheiros/file/PNFT/PNFT%20-%20O%20LIVRO.pdf>

d) 6.4 Other vocational and professional qualifications offered in sport and physical activity

Within the scope of professional qualifications (NQF/EQF level 4) and technological specialization courses (CET) (NQF/EQF level 5), the following courses are provided: assistant sports management technician, sports coach, specialist physical exercise technician, tourist information and animation technician and specialist technician of animation in health and wellness tourism.

Within the scope of professional higher technical courses (TeSP), there is a very diverse offer, namely, the following courses are provided: adventure sports, sports, leisure and wellness, animation and nature and adventure tourism, swimming pools maintenance, sales of sports products and services, surfing in training and tourist animation, sports coaching, among others.

Sources:

-  <https://www.dges.gov.pt/pt/pagina/cursos-tecnicos-superiores-profissionais>
-  <http://www.dges.gov.pt/pt/pagina/cursos-de-especializacao-tecnologica-cet?canal=sou-futuro-estudante>
-  <http://www.anqep.gov.pt/>

e) 6.5 The extent of implementation of NQF in sport

The implementation of the National Qualifications Framework in sport is well established as demonstrated before, cross referencing national qualifications to NQF/EQF frameworks.

There is also the National Training Program for Coaches which considers the existence of 4 coach education grades, with specific profiles as required to train athletes at different levels of development. The correspondence between the National Qualifications Framework and the 4 coaching education grades is integrated in the National Qualification Catalogue, being defined in articulation between the Portuguese Institute of Sport and Youth and the National Agency for Qualification and Professional Education.

Sources:


-  <http://www.idesporto.pt/legislacao.aspx?id=9&idMenu=10>
-  <http://www.idesporto.pt/conteudo.aspx?id=94>

f) Involvement of private training providers in sport and physical activity education

The training of sports coaches and technical directors, and other occupations associated with sport, may be carried out by a variety of entities, most of them are private, as long as they are licensed training providers. The provision of training is limited to the following providers:

- 1) Sports Federations (Sport coaches);
- 2) Education institutions within the National Qualification System, includes public and private establishments; ranging from basic to higher education institutions and vocational education and training schools;
- 3) Entities in the private sector who are licensed training providers according to DGERT;

Sources:

-  Lei n.º 40/2012, de 28 de agosto, Artigo 7.º; Estabelece o regime de acesso e exercício da atividade de treinador de desporto. <https://data.dre.pt/eli/lei/40/2012/08/28/p/dre/pt/html>

g) Continuous Professional Development (CPD) in sport and physical activity



The provision of initial qualification and continuing education courses in sport and physical activity must comply with the Portuguese Institute of Sport and Youth certification manual and require previous authorization.

Every 5 hours of continuing education gives access to 1 credit/ professional development unit, required for the renewal of the professional title.

There is a continuous supply of certified training carried out by the entities identified above in education fields such as: disability sport, physical activity for health and fitness. The offer is more abundant in the specific and general components of each sport activity, including activities of gymnasium, nutrition, first aid, etc.

The sports coach professional title can be renewed at the Portuguese Institute of Sport and Youth, and it requires the accumulation of a specific amount of credits/professional development units each period of 5 years.

Sources:

-  Lei n.º 40/2012, de 28 de agosto, Artigo 7.º; Estabelece o regime de acesso e exercício da atividade de treinador de desporto. <https://data.dre.pt/eli/lei/40/2012/08/28/p/dre/pt/html>
-  Portaria n.º 326/2013 de 1 de novembro; <http://www.idesporto.pt/conteudo.aspx?id=176#AFTD>




h) Recognition of informal and non-formal education in sport

There is a system for the recognition of formal and informal education for sport. The candidates submit their curricula to the Portuguese Institute of Sport and Youth for recognition purposes, which can be obtained through:

- 1) Courses given by the sports federation;
- 2) Equivalences from recognized higher education degrees;
- 3) Qualifications obtained abroad (recognized by the Portuguese Institute of Sport and Youth);

Informal training can be recognized through vocational skills acquired and developed throughout life (informal) through recognition, validation and certification of competences (RVCC) , under the terms of Article 12 of Decree-Law 396/2007, of December 31st, and of the ensuing regulations.

Sources:



-  PORTUGAL European inventory on NQF 2016
-  Decreto- Lei n.º 396/2007, de 31 de dezembro, e da respetiva regulamentação
-  Lei n.º 40/2012, de 28 de agosto, Artigo 7.º; Estabelece o regime de acesso e exercício da atividade de treinador de desporto. Artigo 6.º Requisitos de obtenção do título profissional <https://data.dre.pt/eli/lei/40/2012/08/28/p/dre/pt/html>

i) Training for volunteers in sport

The Portuguese Institute of Sport and Youth, I.P offers a program of support: Young Volunteer Program. It is aimed at entities that intend to promote volunteering actions for the benefit of the community and that simultaneously offer training and skills to the young participants. Applicants can apply for sports and other sectors: Environment, Health, Culture, Sports, Social Solidarity Activities.

For the sports sector, there is legislation on volunteering of sports managers that assigns rights in the following areas: training, legal support center, specific time, temporary dismissal of duties, personal accident insurance.

Sources:

-  <https://juventude.gov.pt/Voluntariado/Programa-Agora-Nos-Entidades-Promotoras/Paginas/Programa-Agora-Nos-Entidades-Promotoras.aspx>;
-  Decreto-Lei n.º 267/95 de 18 de Outubro, Lei n.º 20/2004, de 5 de Junho

j) Qualifications required by law to work in sport and simultaneously required under the rules of federations

There are four regulated sport occupations:

- 1) sports coach - applies to sports federations and affiliated sports clubs;
- 2) physical exercise technician - applies to fitness clubs; It is responsible for guiding and conducting the exercise of sporting activities taking place at the facility;
- 3) technical director of fitness clubs - technical responsible for the direction and orientation of the sports activities developed in the sports facilities that provide sports services in the area of the physical condition (fitness) - applies to sports facilities that provide sports services in the area of fitness maintenance, namely gymnasiums and health clubs, regardless of the designation adopted and form of exploitation;
- 4) recreational diving area - The Diving School need a technical director, diving instructor level 2; the Diving Centers, organized or guided to qualified divers and leisure-tourism, need a level 3 diver director; Rental of diving equipment services need a level 3 diver director and Centers to filling and supply of respiratory mixtures, It requires certified training for the specific activity to be developed.


The Portuguese Institute of Sport and Youth organizes the national registrar of divers. It is the responsibility of the Diving Schools to inform the Portuguese Institute of Sport and Youth whenever there is a certification for new divers (by level of training). Entities providing recreational diving services, the Portuguese Institute of Sport and Youth organizes the licensing and authorization for the provision of recreational diving services. Lists of Licensed Entities to provide recreational diving services are available online at Portuguese Institute of Sport website.

The professional qualification certificate that allows the exercise of the activity is issued by the regulatory entity: the Portuguese Institute of Sport and Youth: 1) sports coach card; 2) professional title of physical exercise technician, and; 3) professional title of technical director;

Sport Management - The Basic Law on Physical Activity and Sport - with regard to the training of sports coaches establishes "In the cases specifically provided for by law, the practice of professions in the areas of physical activity and sport , in particular in the field of sports management, exercise and health,

physical education and sports training, as a main or secondary occupation, on a regular, seasonal or occasional basis, without adequate academic or professional training. " not yet regulated.

Sources:

-  Lei n.º 40/2012 de 28 de agosto; Lei n.º 39/2012, de 28 de Agosto; Mergulho: Lei n.º 24/2013, de 20 de março; Portaria n.º 6/2014, de 13 de janeiro; Norma Europeia n.º 14467, de fevereiro de 2003; Normas aplicadas aos prestadores de serviços: adequação da Lei às Diretivas Comunitárias n.º 2006/123/CE, relativa à prestação de serviços no mercado interno (União Europeia), e n.º 2005/36/CE, relativa ao reconhecimento de qualificações profissionais no seio da União Europeia.

k) The education and training system in the following sub-sectors

Coaching - System composed of several training entities: 1) Sports Federations; 2) Entities forming the National Qualification System (includes public and private entities: primary and secondary education establishments of the Ministry of Education; Private/ private teaching establishments; Vocational schools; 3) Entities of the private sector, with certified training structures (DGERT Certified Training Entities); They may offer initial training courses Grade/ level 1 (for training athletes/ players Under 12 years old), Grade/ level 2 (for training athletes/ players Under 18 years old), Grade/ level 3 (for training athletes/ players in the national competition) and Grade/ level 4 (for training athletes/ players in the professional competitions and international high level). The education program for each Grade/ level has three parts: general education component; specific education component in sporting modality and internship at a club.

Officiating - Own system of each sports federation, according to national and international levels. There is initial training and continuous training within the sports federation. The exercise is regulated by the sports federation.

Management and administration - Non-compulsory training. There is a supply of various entities, identified above and others. Optional participation.

Fitness - System composed of several training entities: 1) Sports Federations; 2) Entities forming the National Qualification System (includes public and private entities: Primary and secondary education establishments of the Ministry of Education; Private / private teaching establishments; Vocational schools; 3) Entities of the private sector, with certified training structures (DGERT Certified Training Entities); They offer initial training courses for 1) Physical Exercise Technician and 2) technical director, technical responsible for the direction and orientation of the sports activities developed in the sports facilities that provide sports services in the area of fitness. The card for the exercise of the activity is issued by Portuguese Institute of Sport and Youth.


Outdoors - Same situation for sports coaches in outdoor activities and recreational diving, see above.

Dual career - Promoted by the Portuguese Institute of Sport and Youth, I.P, there is the Project - "Elite Support Units at School (UAARE)" which aims at an effective articulation between secondary schools, parents, sports federations and their agents and municipalities, with the aim of conciliating, with success, the school activity with the sport of high income. In higher education establishments, in some cases special conditions of attendance are offered to their high school athletes.

The Portuguese Olympic Committee promotes the Athlete Career Program that carries out actions in three areas: a) training; b) guidance for employment and; c) qualification for life, based on the "Sports International Athletes Forum".

The Professional Football Players Union carries out actions aimed at the academic and professional qualification of the athletes simultaneously with the performance of their activity as sportsmen, with a view to stimulating the reduction of school dropout and promoting the employability of the athletes after the abandonment of the competition.

Sources:

 <http://www.idesporto.pt/conteudo.aspx?id=122&idMenu=53>; despacho conjunto n.º 9386-A/2016, de 21 de julho; Decreto-Lei n.º 272/2009, de 1 de outubro; Decreto-Lei n.º 45/2013, de 5 de abril; http://www.comissaoatletasolimpicos.com/index.php?option=com_content&view=article&id=147&Itemid=479; http://sjpf.pt/?pt=news&op=OP_SHOW_DETAIL&id=8160

l) Monitoring the number of sport qualifications and courses

There is a centralized system in the same regulatory entity, the Portuguese Institute of Sport and Youth, which proceeds A) to issue and revalidate professional titles of 1) sports coach; 2) physical exercise technician; 3) technical director, and; 4) recreational diving; and B) certification of continuing education courses and actions. The information system that manages all these processes is Prodesporto: <https://prodesporto.idesporto.pt/>




m) Numbers of people graduating with sport qualifications monitored and matched with the roles in the sport industry

There is no monitoring system. The number of qualified persons is known, the number of persons seeking employment is known, the number of employees is known, but there is no data on the needs of qualifications that are more "necessary".

n) System for tracking graduates of sport qualifications and monitoring of they take a position in the sport industry

There is no available system that provides tracking of graduates of sport qualifications. There is information on the number of sports coaches' cards and professional titles issued and the number of sports coaches, physical exercise technicians and technical directors who are in effective exercise of duties. The comparison of this information can show the position in each sport industry.

Sources:

 http://www.dges.gov.pt/sites/default/files/decreto_regulamentar_n.o_20_2012_de_7_de_fevereiro.pdf
 <http://www.a3es.pt/>
 <http://www.anqep.gov.pt/default.aspx>

o) Current trends and challenges in sport and physical activity education and training

The trend of teaching / training of sport and physical activity will be its link to other areas of knowledge, namely: health, tourism, leisure, well-being, healthy lifestyles.

From the crossroads of the sport area to health and healthy lifestyles, it will be possible to develop training that will lead to an understanding of the relationship between lifestyle, health and sport, knowledge of the diversity of physical activities and those that are more taking into account: age, physical and clinical condition, and understanding of counselling techniques for prevention and for the creation of physical activity and eating habits that will be beneficial to a healthy lifestyle;

To obtain these skills, curricula will have curricular units in the following areas of knowledge: sports, nutrition, psychology, among others.

Training in the relationship between sport, tourism and leisure is also growing, with the main focus being on sport, namely sport, nature and its relation to tourism and leisure, in view of the Portugal has in this domain in this way, curricula take into account curricular units, in the scope of: sport sciences, biological sciences and social and human sciences. It should be noted that this typology is quite specific in the field of activities such as orienteering, mountain biking, climbing, canoeing, sailing, rope and rope activities, mountaineering, holiday camps, sports activities and recreation;

Training in sport management will also be a trend of training both at the vocational education and training level and the higher education level.

It should be noted that the areas of training in sport mentioned above are and will continue to be offered at different levels of education (vocational and higher education and continuing training).

The continuous training of sports professionals will also be a reality with greater expression, being already mandatory for the exercise of some of the professions in the sport.

In general terms, the great challenge of the sport sector and also of education and training will be to increase participation in sports activities, in the different valences, so that sport combines with quality of life. In order to increase the participation of the population in sports activities, it is necessary to continue to foster a taste for practicing, in the first years of life, in a playful way and in this context, to have sports professionals in pre-school and first cycle education.

It is also pertinent to listen to the sports industry and liaise with training providers so that program content and syllabus reflects the needs of the industry and it is possible to have more competent professionals with training appropriate to the current situation of sport.



ESSA-SPORT

Improving the Supply of Skills to the Sector

7 FINDINGS FROM THE EMPLOYER SKILLS SURVEY

7. FINDINGS FROM THE EMPLOYER SURVEY

a) Objective of the survey






The ambition through the design and launch of the first ever European Employer Skills Survey for the sport and physical activity sector was to identify and analyse the growing and changing labour market, to build an up to date picture of employment, and to identify the skill needs and future priorities based on national and EU level research and consultation activities, leading to a series of national Strategic Action Plans with concrete recommendations and priorities.

b) Working methodology and structure of the survey

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

Overall, the goal of the survey was 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.

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

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

c) Target groups of the survey

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

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

In terms of targeted occupations it was decided to use the following: Professional athletes and players ; Sport coaches ; Outdoor activity leaders and animators ; Fitness instructors and personal trainers ; Sport officials (e.g. referees); Senior management staff (e.g. CEO); Middle management staff (e.g. assistant managers, sport administrators); Operational staff (e.g. lifeguards, greenkeepers, maintenance staff); Clerical and office staff (e.g. secretaries)

d) Languages and dissemination of the survey

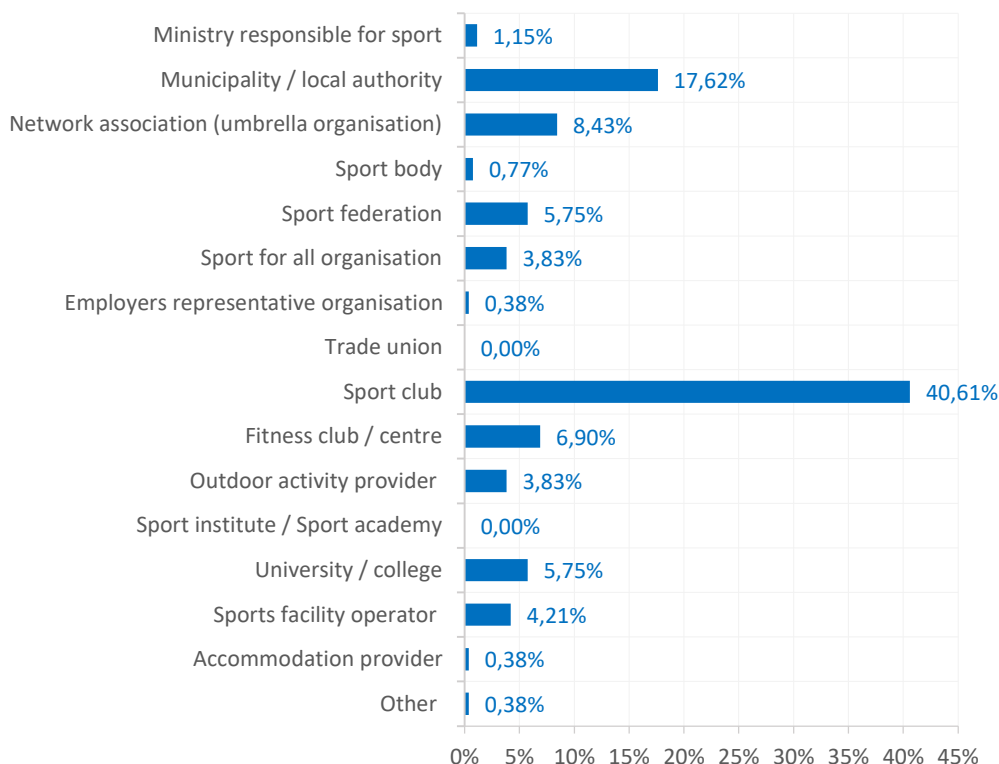
Once tested, revised and finalised in English, the questionnaire was then translated into 19 other languages including Portuguese. The questionnaire was then distributed throughout the sport and physical activity sector in Portugal.

1) About respondent organisations

The number of survey responses in Portugal was 261, the top five number of responses came from sports clubs (40,6%), municipalities (17,6%), network associations (8,4%), fitness clubs (6,9%) and sport federations (5,7%). The sports clubs and municipalities representing 58,2% of the answers.

Which of the following best describes your organisation?

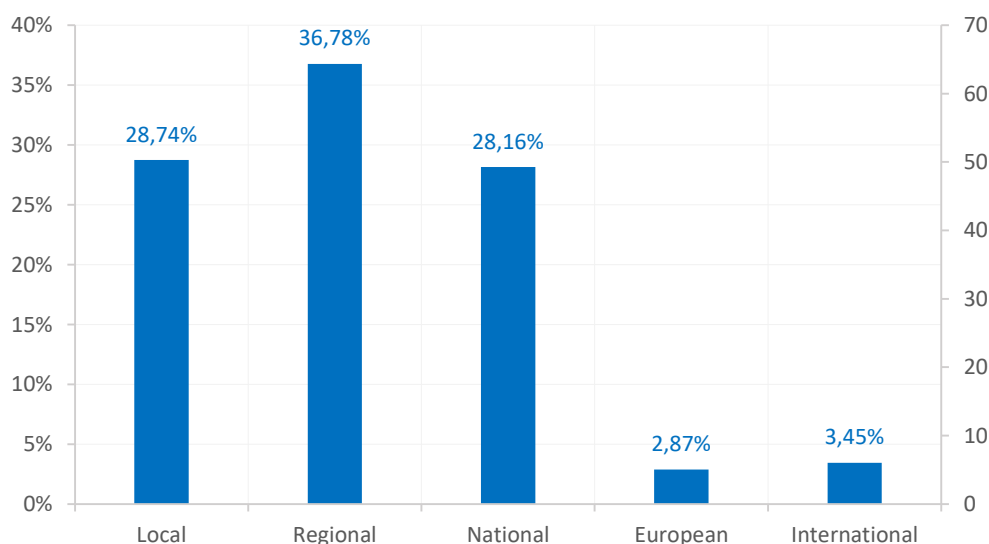
■ n=261



The main geographical scope of organization is regional (36,7%), local (28,7%) and national (28,1%). Very few described themselves as 'European' or 'International'.

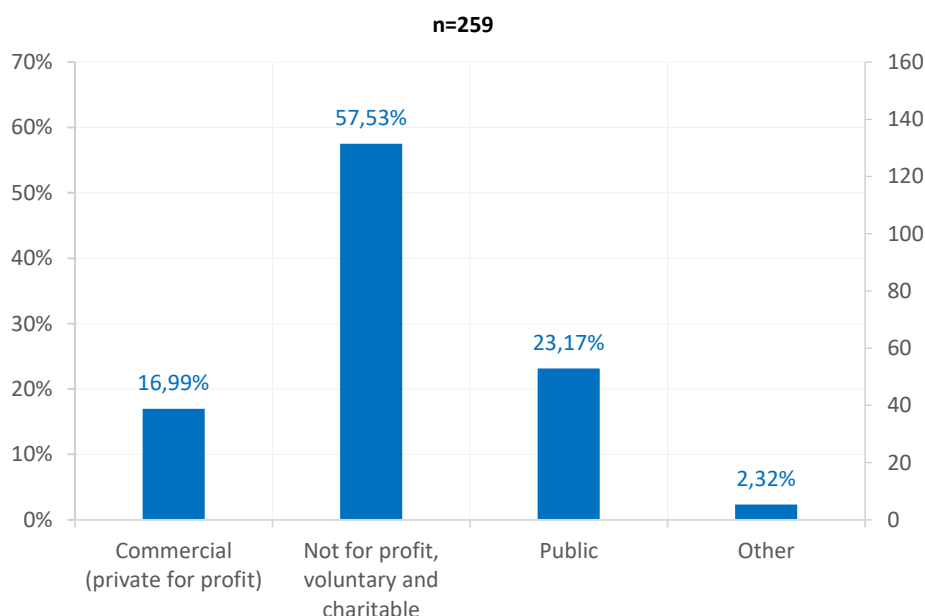
What is the main geographical scope of your organisation?

n=174



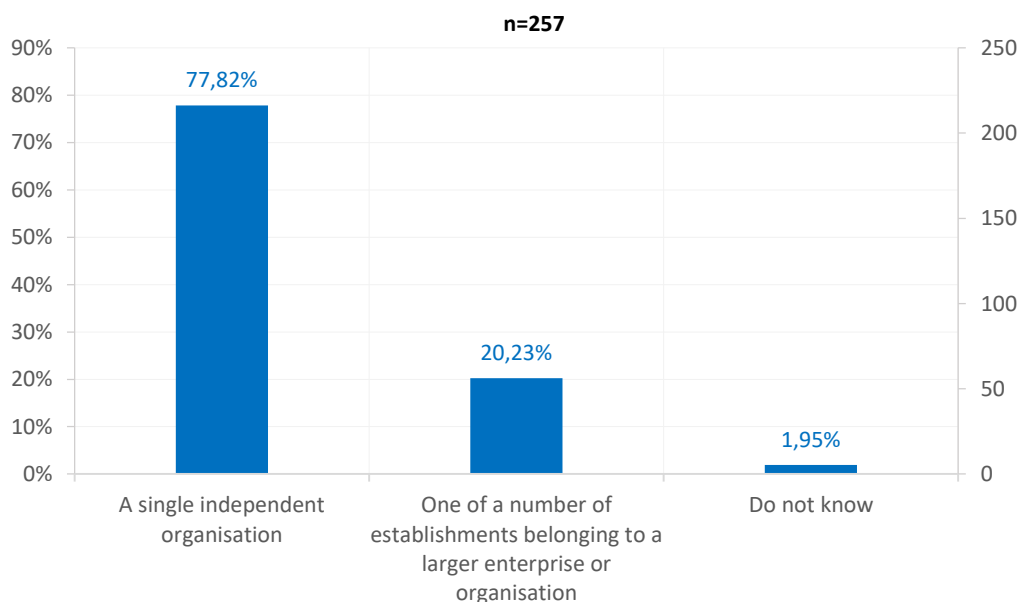
The not for profit, voluntary and charitable organizations (57,5%) and public sectors (23,1%) representing 80,7% of the answers. The commercial sector (16,9%) is above average of other countries (13%).

Which of these categories best describes your organisation?



Most of the answers come from “a single independent organisation” (77,8%). A larger enterprise or organization represents 20,2% of the sample.

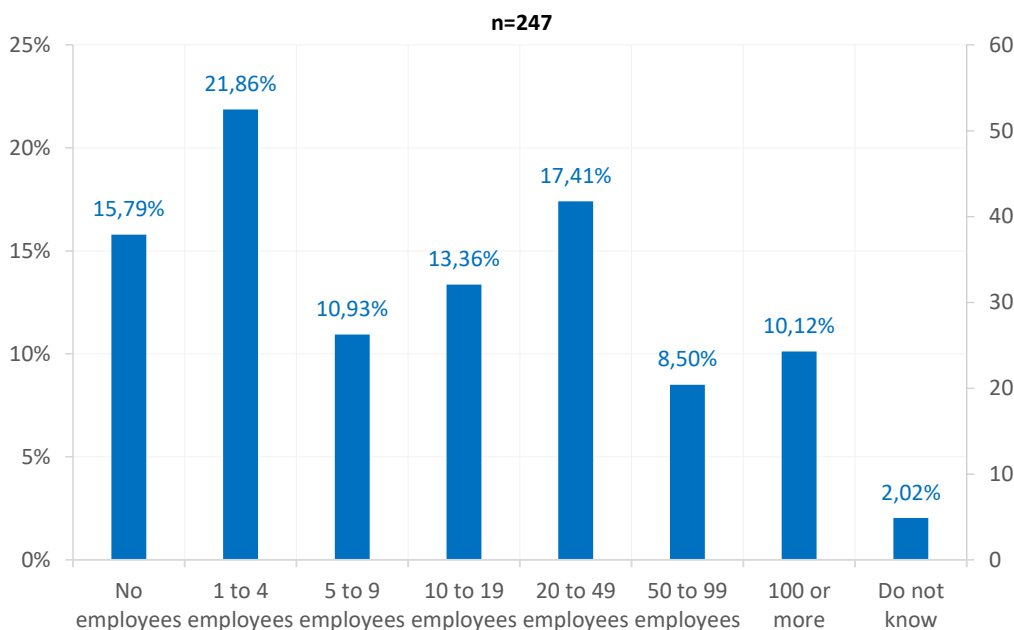
Is your organisation a single independent organisation or one of a number of establishments belonging to, or operated by, a larger enterprise or organisation?



2) Employment in respondent organisations

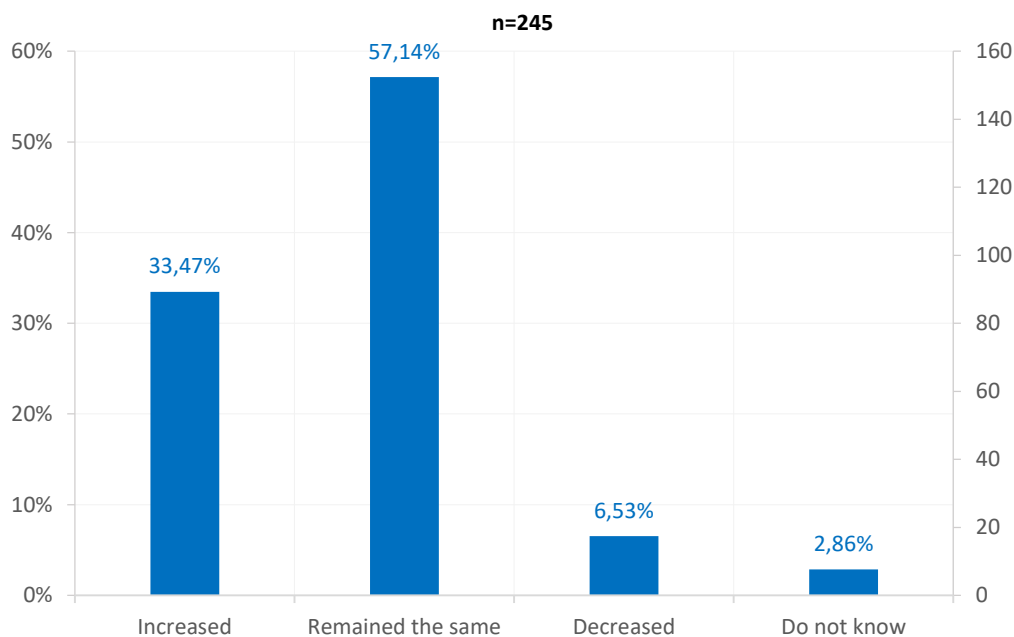
15,79% of the organisations have no paid workers at all. The largest proportion of responding organisations employed between 1-4 paid employees (21,8%). The next highest value is between 20 and 49 (17,4%) paid employees. Only 10,1% employed more than 100 paid employees.

Approximately how many paid employees work in your organisation on average in a typical year?

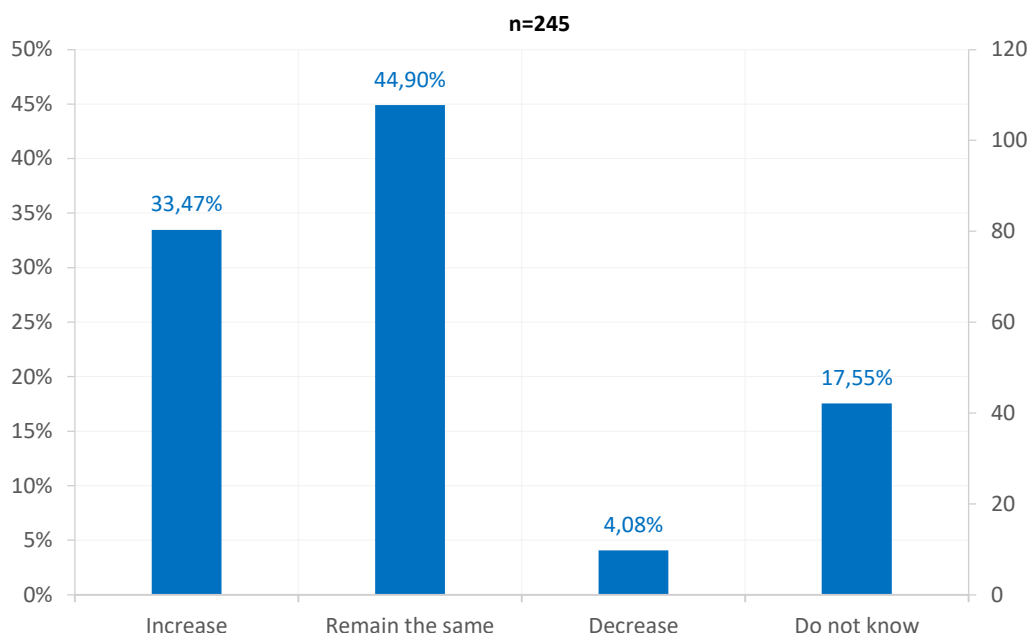


The percentage of organisations that increased the number of employees is 33,47%, and the same percentage predicts an increase over the next two years (graphs 5 and 6). The higher percentage of responses considers that the number of employees has remained stable and will continue.

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

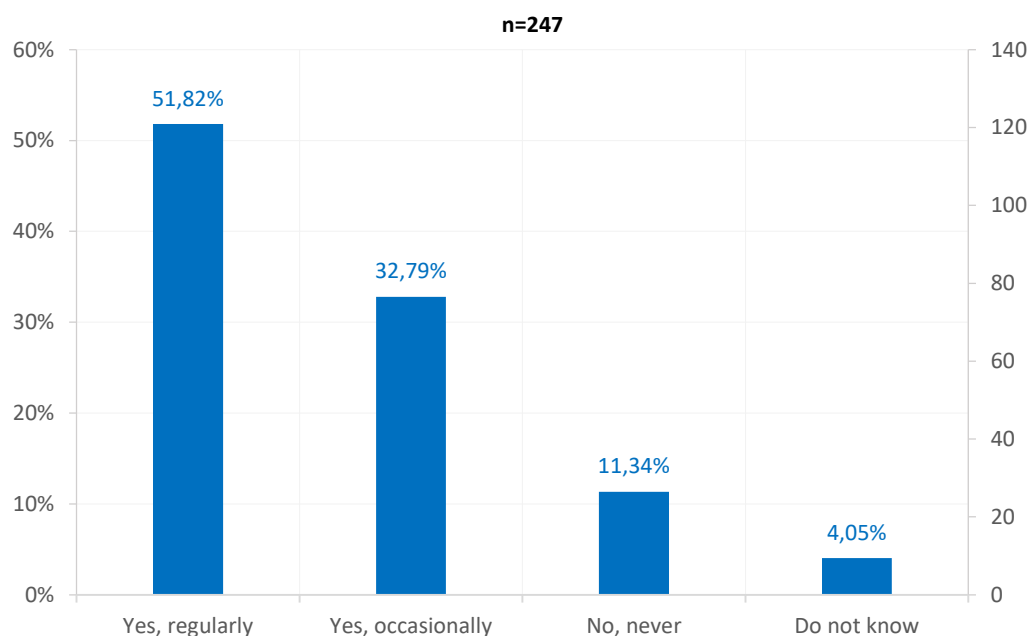


How do you think the size of the workforce in your organisation will tend to change over the next 2 years?



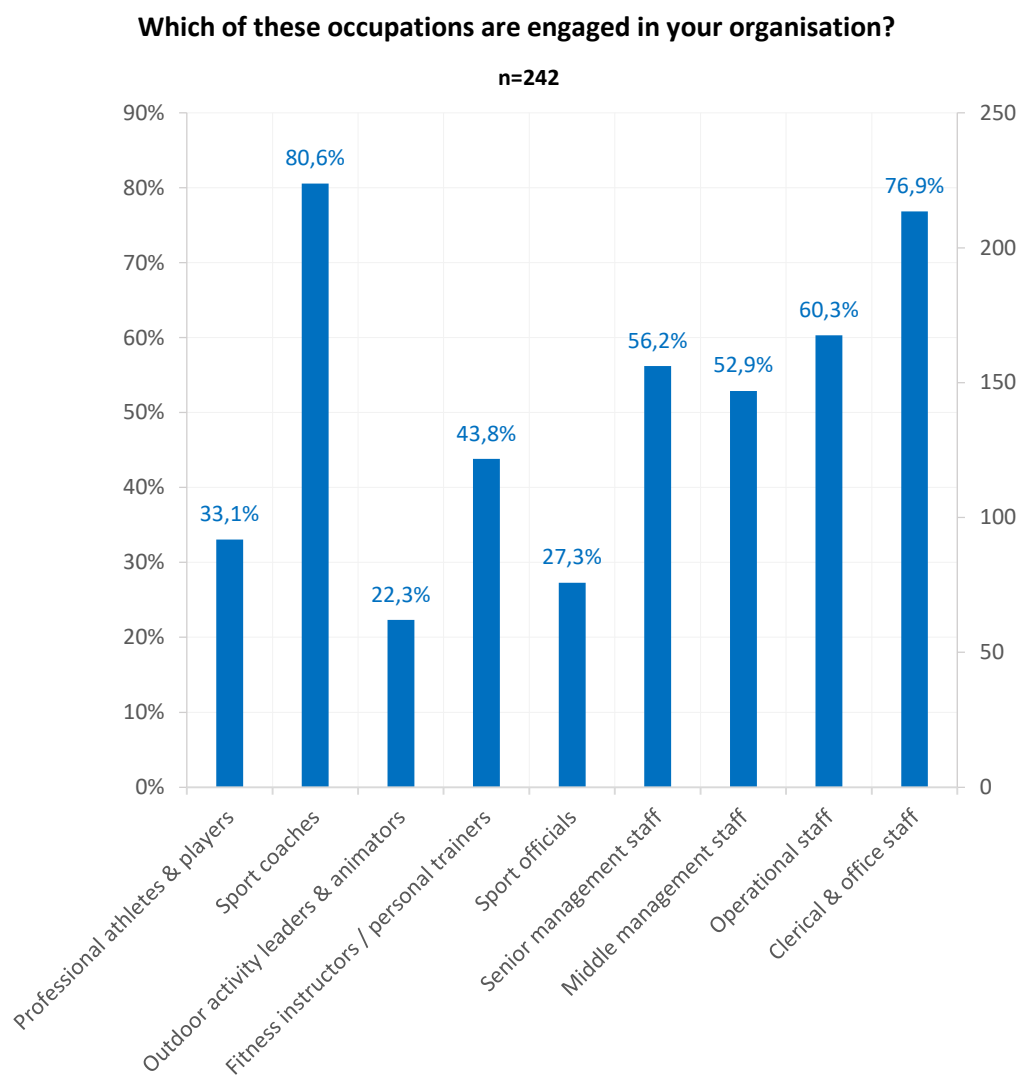
51,8% of respondents reported that they engaged the services of volunteers on a regular basis, 32,7% said they did so occasionally and only 11,3% reported that they never engaged volunteers.

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



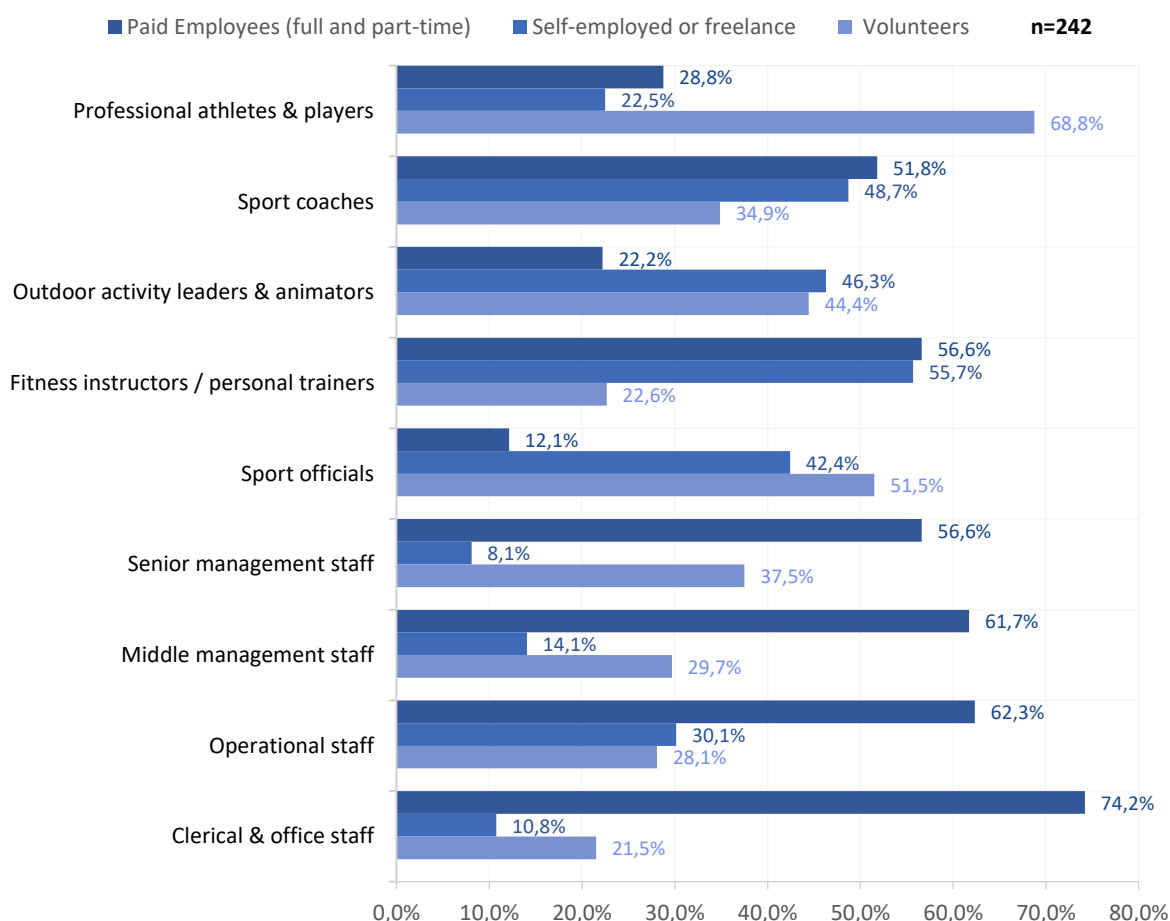
The main occupations identified by the majority of respondents are sports coaches (80,6%), clerical and office staff (76,9%), operational staff (60,3%), senior management staff (56,2%) and middle management staff (52,9%). Occupations as fitness instructors (43,8%), professional athletes (33,1%), sport officials (27,3%) or outdoor activity leaders & animators (22,3%), probably by type of organizations with higher sample weight, are less engaged in these organizations.

Graph 8) Types of occupations engaged.

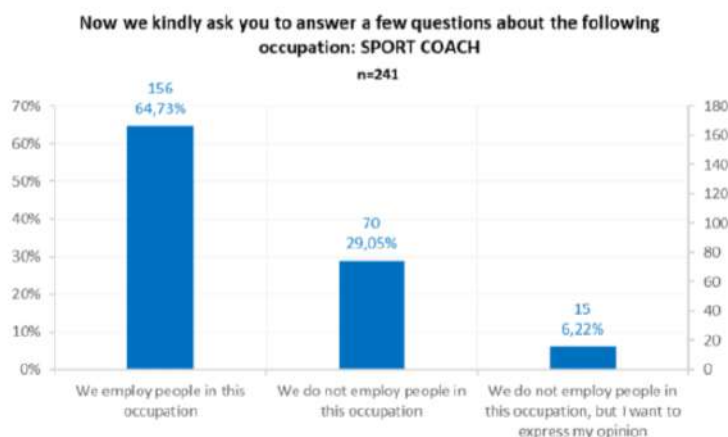


By the type of contract, there are more volunteers in athletes & players (68,8%), sport officials (51,5%) and are significant in outdoor activity leaders and animators (44,4%). There are higher percentages of paid employees in occupations as clerical office staff (74,2%), operational staff (62,3%), middle management staff (61,7%), fitness instructors (56,6%) and senior management staff (56,6%). Self-employed or freelance are the type of contracts that prevail in outdoor activity leaders (46,3%) and are significant in fitness instructors (55,7%), sport coaches (48,7%) and sport officials (42,4%).

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

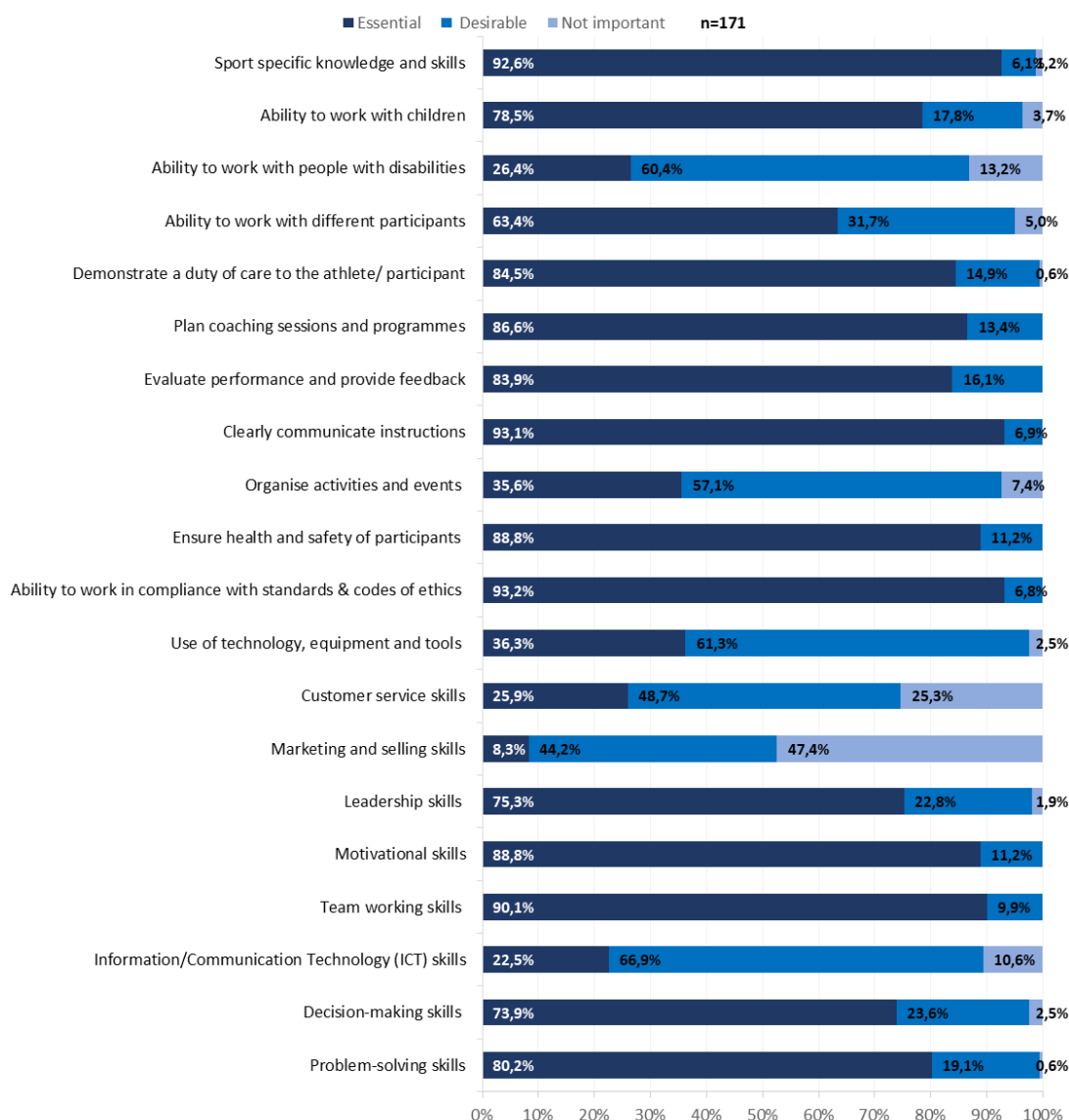


3) Employment and skills of a sport coach



In the opinion of respondents, the five skills most essential for coaches occupations are: “ability to work in compliance with standards & codes of ethics” (93,2%); “clearly communicate instructions” (93,1%); “sport specific knowledge and skills” (92,6%); “team working skills” (90,1%); “motivational skills” (88,8%) and “ensure health and safety of participants” (88,8%). The most considered “non-important” skills were: “marketing and selling skills” (47,4%) and “customer service skills” (25,3%).

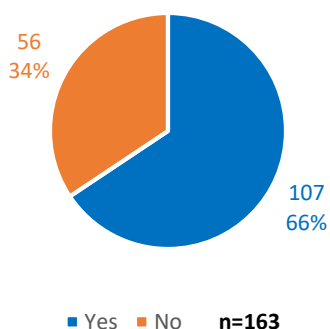
In your opinion, what are the most important skills and attributes needed for a SPORT COACH ?



About the skills considered as most “desirable” the respondents appointed: the “ability to work with people with disabilities” (60,4%), “Information/ communication technology (ICT) skills” (66,9%); “use of technology, equipment and tools” (61,3%) and “organise activities and events” (57,1%).

The expectations about volunteers and paid staff, in the coach role occupation, are the same for 66% of the respondents.

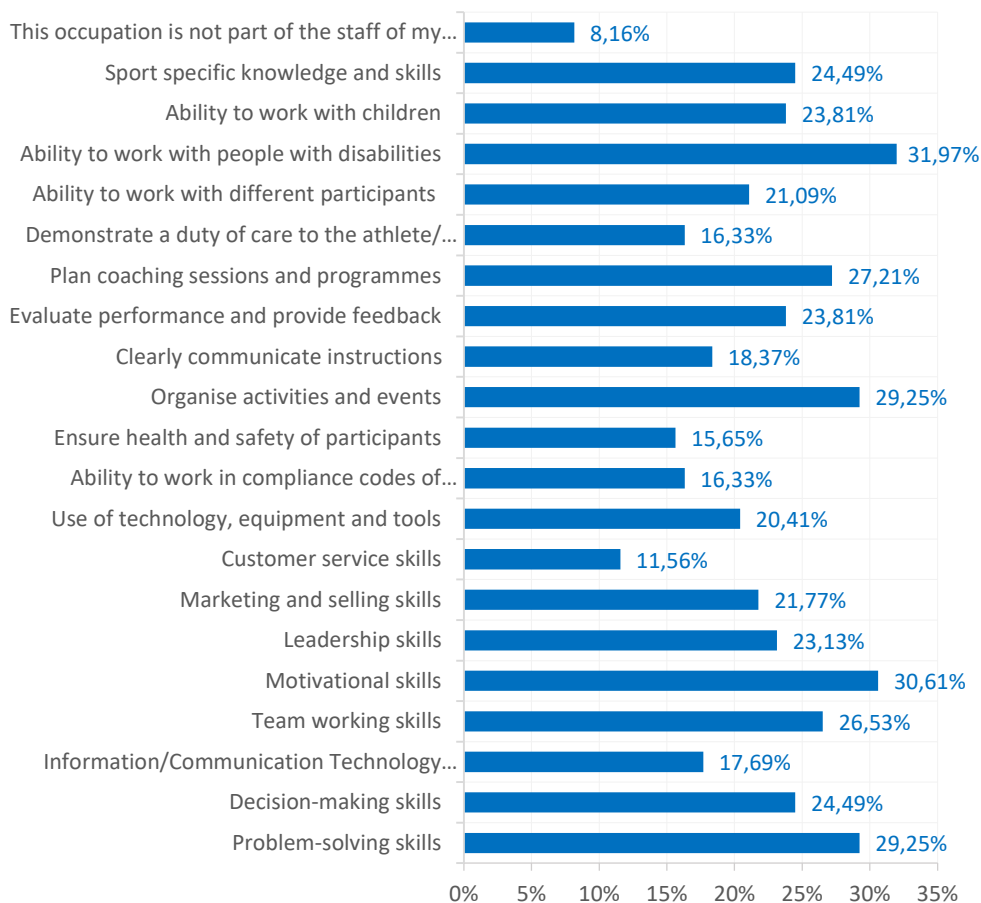
SPORT COACH: In this occupational role, do you have the same expectations of volunteers and paid staff?



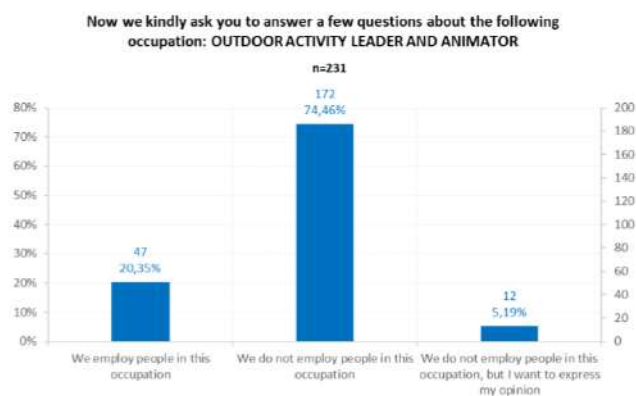
The “ability to work with people with disabilities” (32,0%), “motivational skills” (30,6%), “organise activities and events” (29,3%), “problem-solving skills” (29,3%) and “team working skills” (26,5%) are considered the weakest skills or skills that is necessary to improve in the organizations respondents.

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

n=147



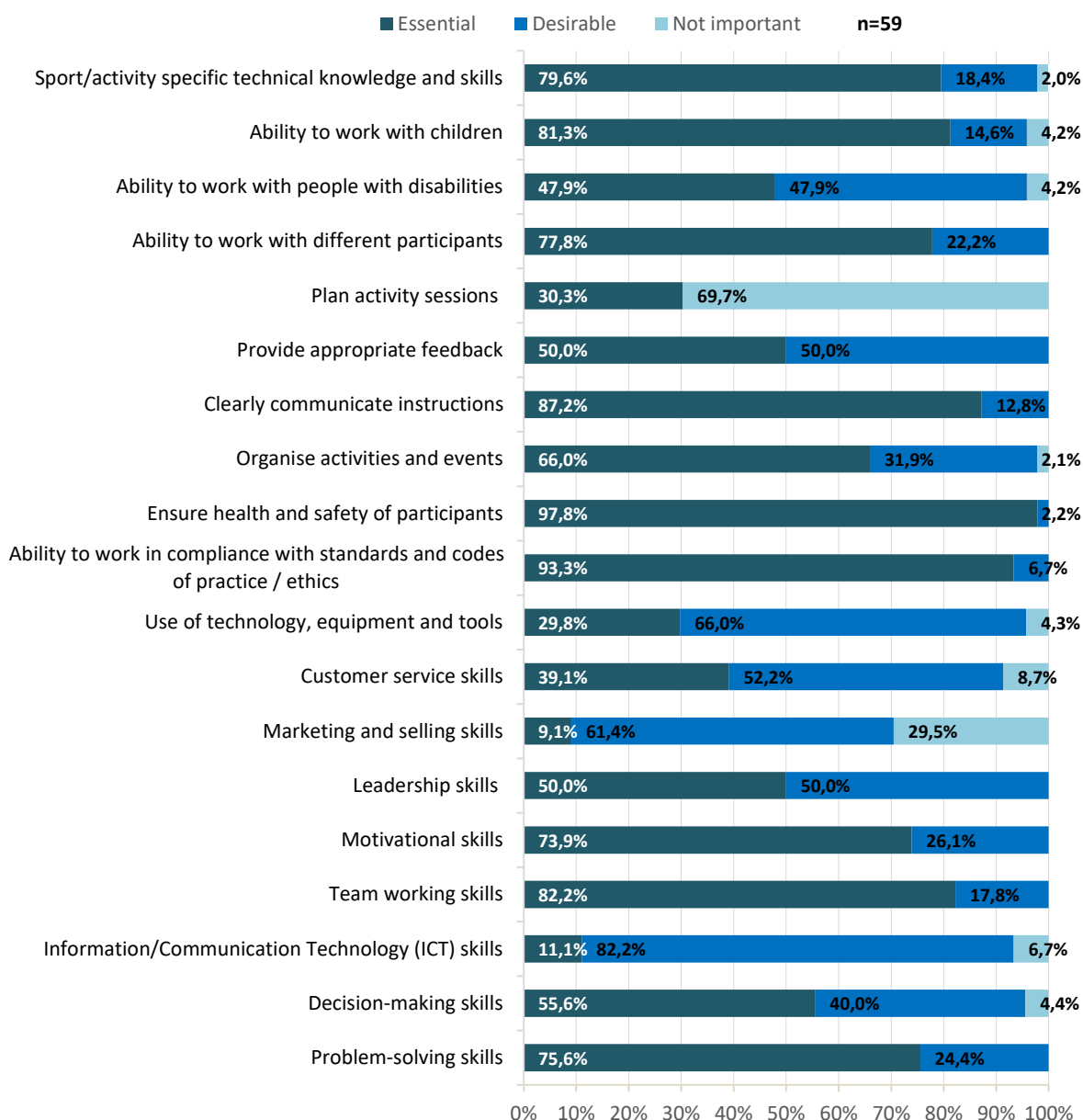
4) Employment and skills of an outdoor activity leader and animator



In outdoor activity leader and animator the most “essential” skills were considered: “ensure health and safety of participants” (97,8%); “ability to work in compliance with standards and codes of practice / ethics” (93,3%); “clearly communicate instructions” (87,2%); “team working skills” (82,2%); “ability to work with children” (81,3%).

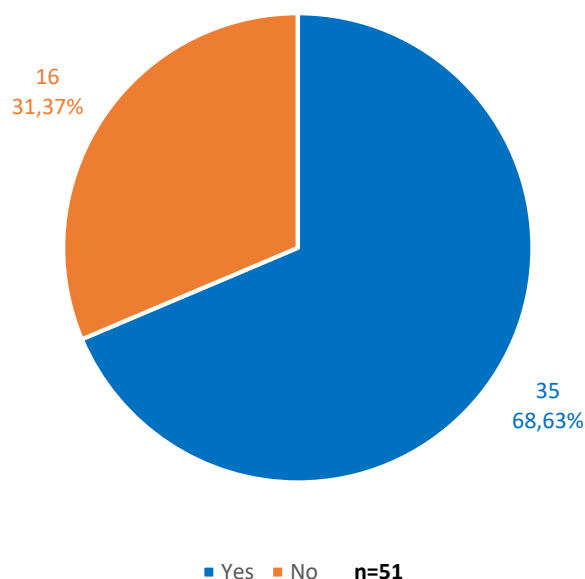
The skills assessed as “not important” were “plan activity sessions” (69,7%) and “marketing and selling skills” (29,5%), and as “desirable” skills as “Information/ communication technology (ICT) skills” (82,2%), “use of technology, equipment and tools” (66,0%), “marketing and selling skills” (61,4%) and “customer service skills” (52,2%).

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



The expectations about volunteers and paid staff, in the outdoor activity leader and animator role occupation, are the same for 68,6% of the respondents.

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



In these occupations, the weakest skills are: “plan activity sessions” (30,0%), “organize activities and events” (28,0%), “ability to work with people with disabilities” (28,0%) “ability to work with children” (26,0%); “sport/activity specific technical knowledge and skills” (24,0%), “ability to work with different participants” (22,0%) and “marketing and selling skills” (22,0%).

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

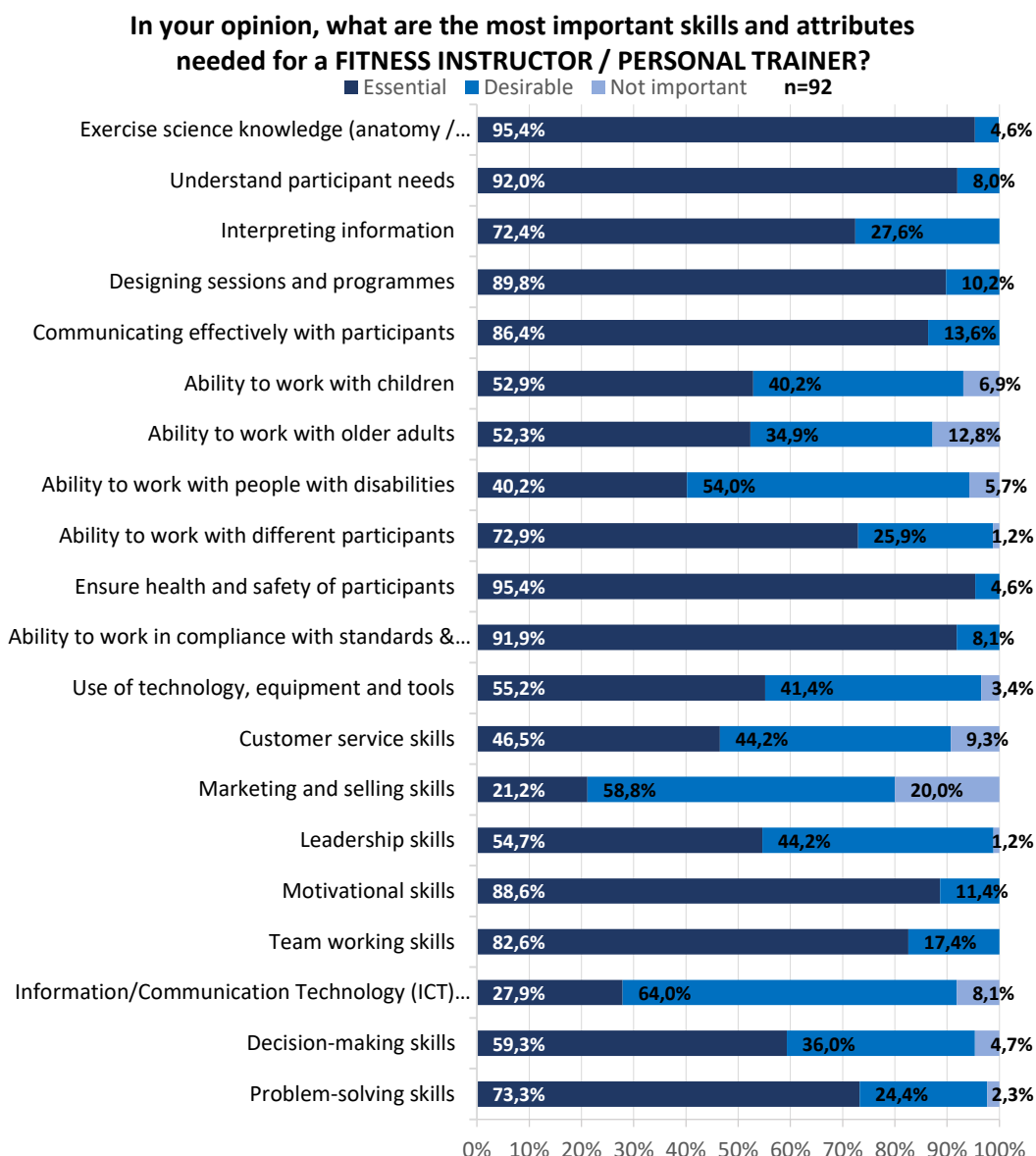
n=50



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

For the fitness instructor/ personal trainer the most essential skills appointed were: “exercise science knowledge (anatomy / physiology)” (95,4%); “ensure health and safety of participants” (95,4%); “understand participant needs” (92,0%); “ability to work in compliance with standards & codes of ethics” (91,9%); “designing sessions and programmes” (89,8%).

The skills evaluated as “not important” were “marketing and selling skills” (20,0%) and “ability to work with older adults” (12,8%) and as “desirable” the “Information/ communication technology (ICT) skills” (64,0%), “marketing and selling skills” (58,8%), “ability to work with people with disabilities” (54,0%).

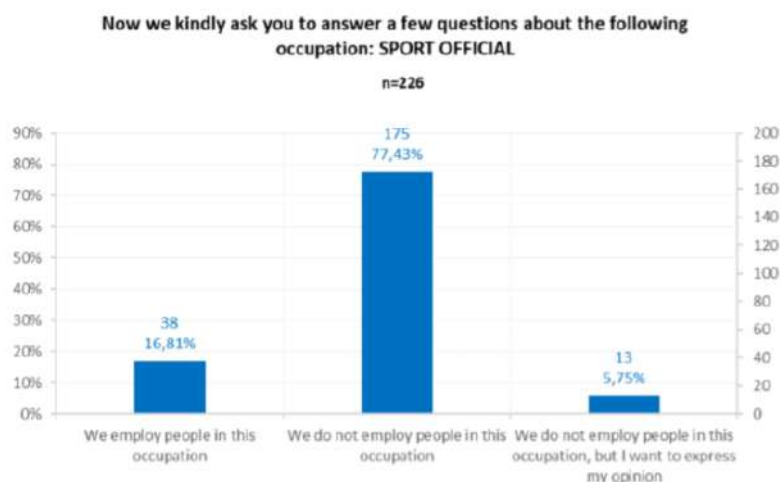


In these occupations, the skills felt as weakest are: “marketing and selling skills” (40,8%), “problem-solving skills” (38,2%), “customer service skills” (36,8%), “motivational skills” (36,8%) and “team working skills” (34,2%).

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

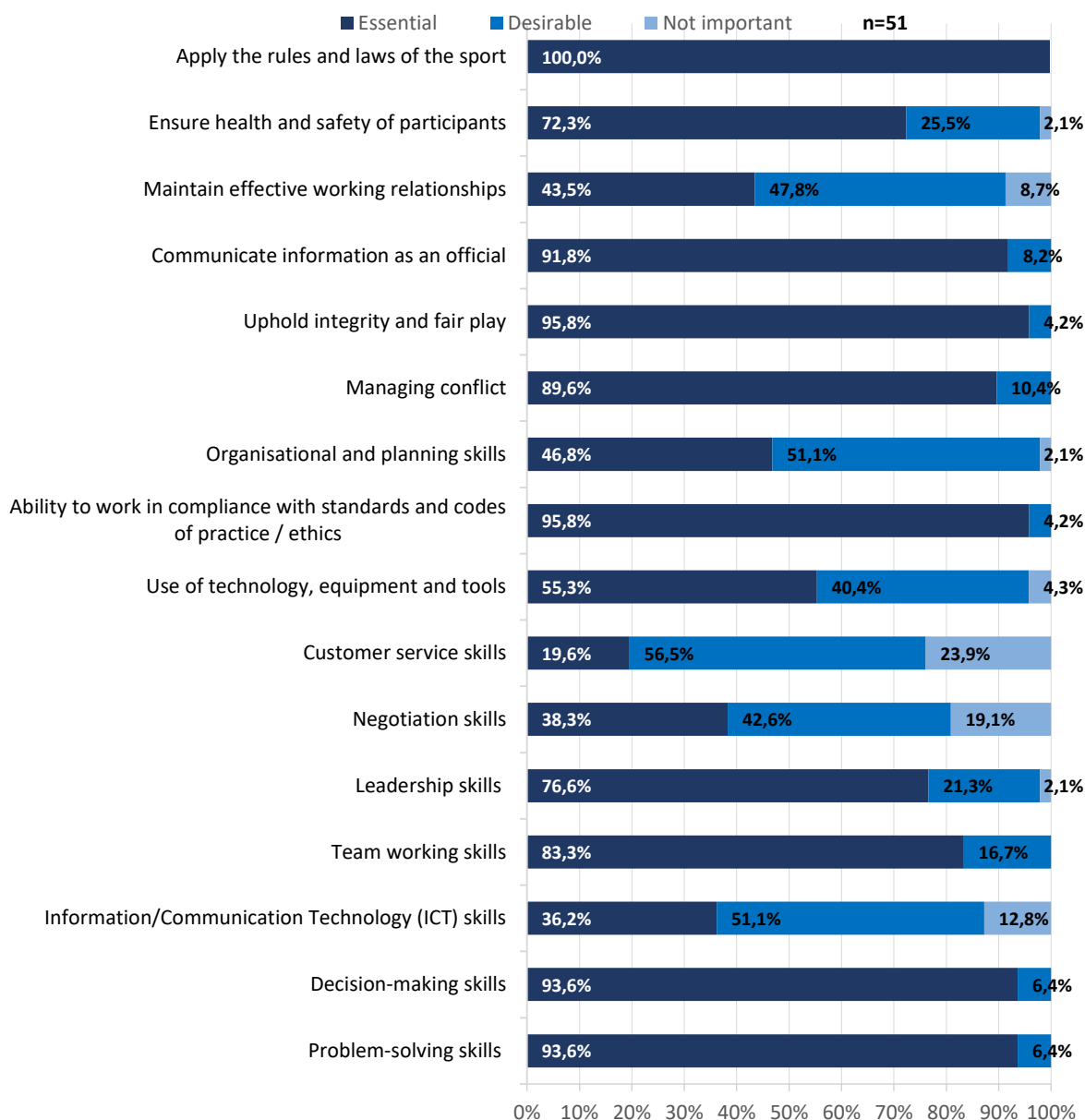


6) Employment and skills of a sport official



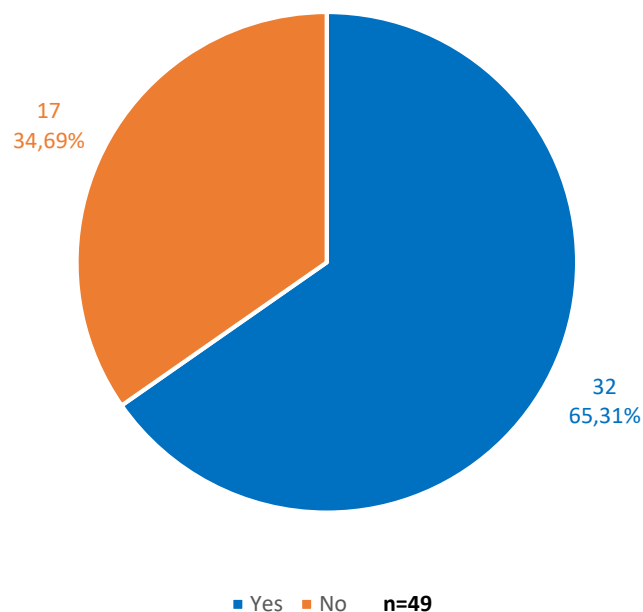
The most essential skills appointed for a sport official were “apply the rules and laws of the sport” (100%), “uphold integrity and fair play” (95,8%), “ability to work in compliance with standards and codes of practice / ethics” (95,8%), “decision making skills” (93,6%), “problem-solving skills” (93,6%) and “communicate information as an official” (91,8%). As “desirable” skills, the most important are “customer service skills” (56,5%), “organisational and planning skills” (51,1%) and “information/communication technology skills” (51,1%). As “not important”, “customer service skills” were referred by 23,9% of the respondents and “negotiation skills” by 19,1%.

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



The expectations about volunteers and paid staff, in sport official occupation, are the same for 65,3% of the respondents.

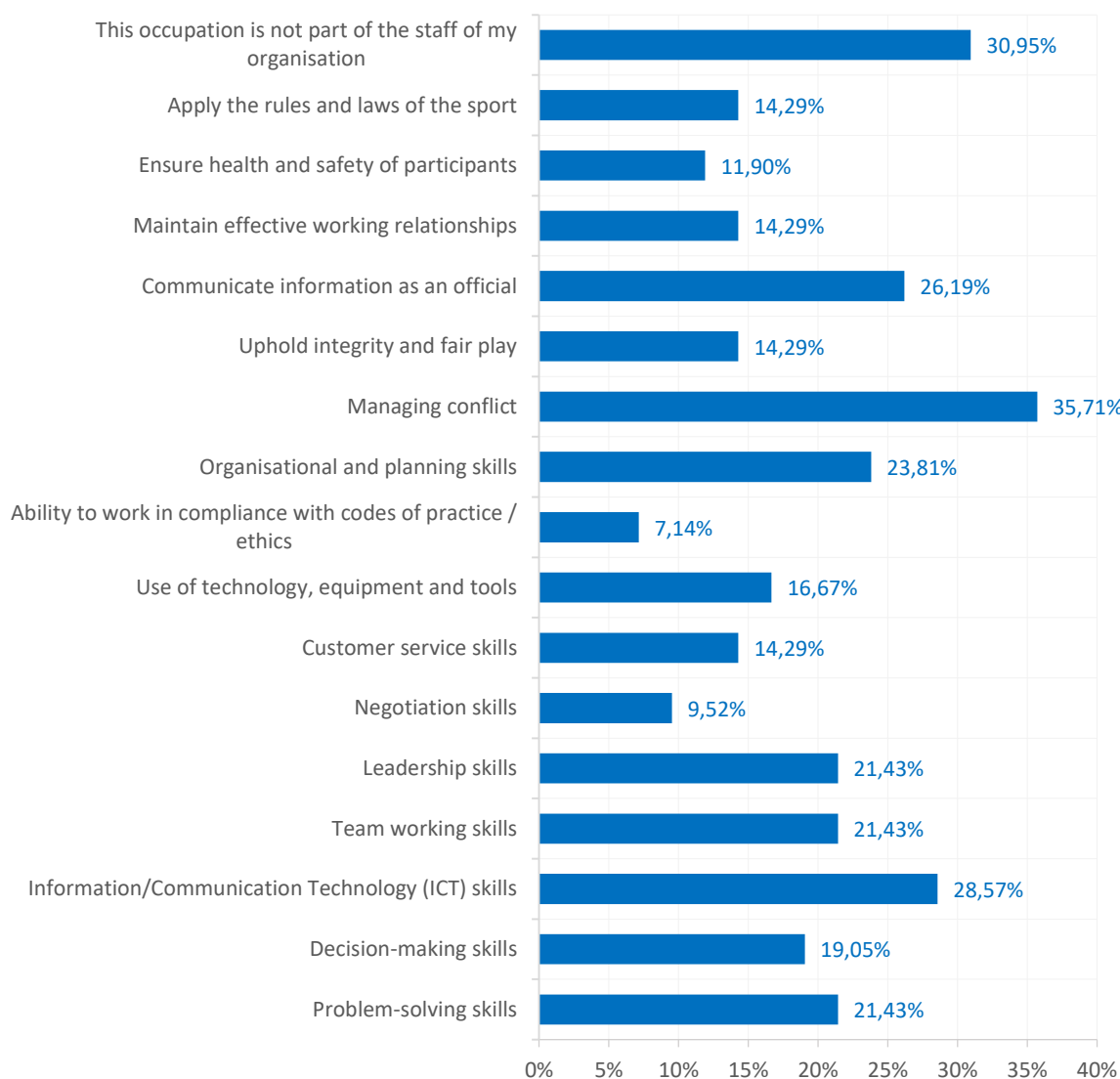
SPORT OFFICIAL: In this occupational role, do you have the same expectations of volunteers and paid staff?



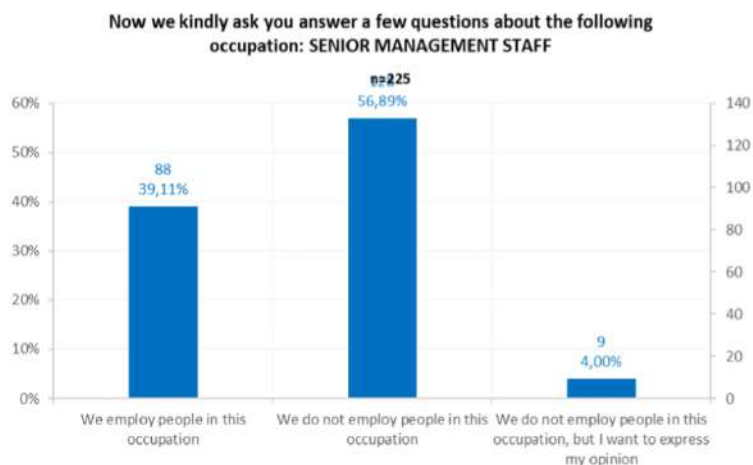
In this occupation, the skills felt as weakest or needing improvement are: “managing conflict” (35,7%), “information/communication technology skills” (28,6%), “communicate information as an official” (26,2%) and “organization and planning skills” (23,8%).

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

■ n=42



7) Employment and skills of senior management staff



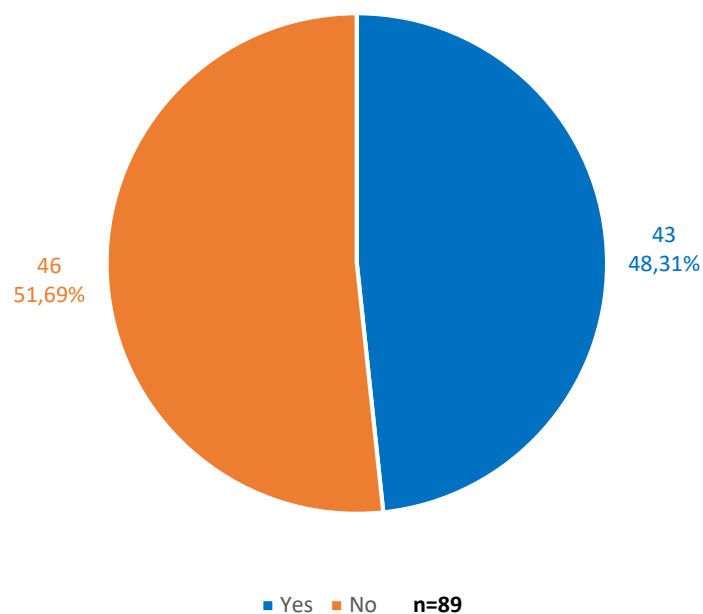
The most essential skills appointed for senior management staff were “decision making skills” (98,9%), “problem-solving skills” (97,7%), “organisational and planning skills” (97,7%), “leadership skills” (94,4%), “ability to work in compliance with standards...” (94,3%), “strategic thinking” (93,3%) and “team working” (93,2%). As “desirable” skills, the most important are “use of technology, equipment and tools” (45,5%), “information/communication technology skills” (44,3%) and “marketing and sales skills” (39,5%), which one is “not important” for 8,1%.

In your opinion which are the most important skills and attributes needed for: SENIOR MANAGEMENT STAFF



The expectations about volunteers and paid staff, in senior management staff occupation, are different for 51,7% of the respondents.

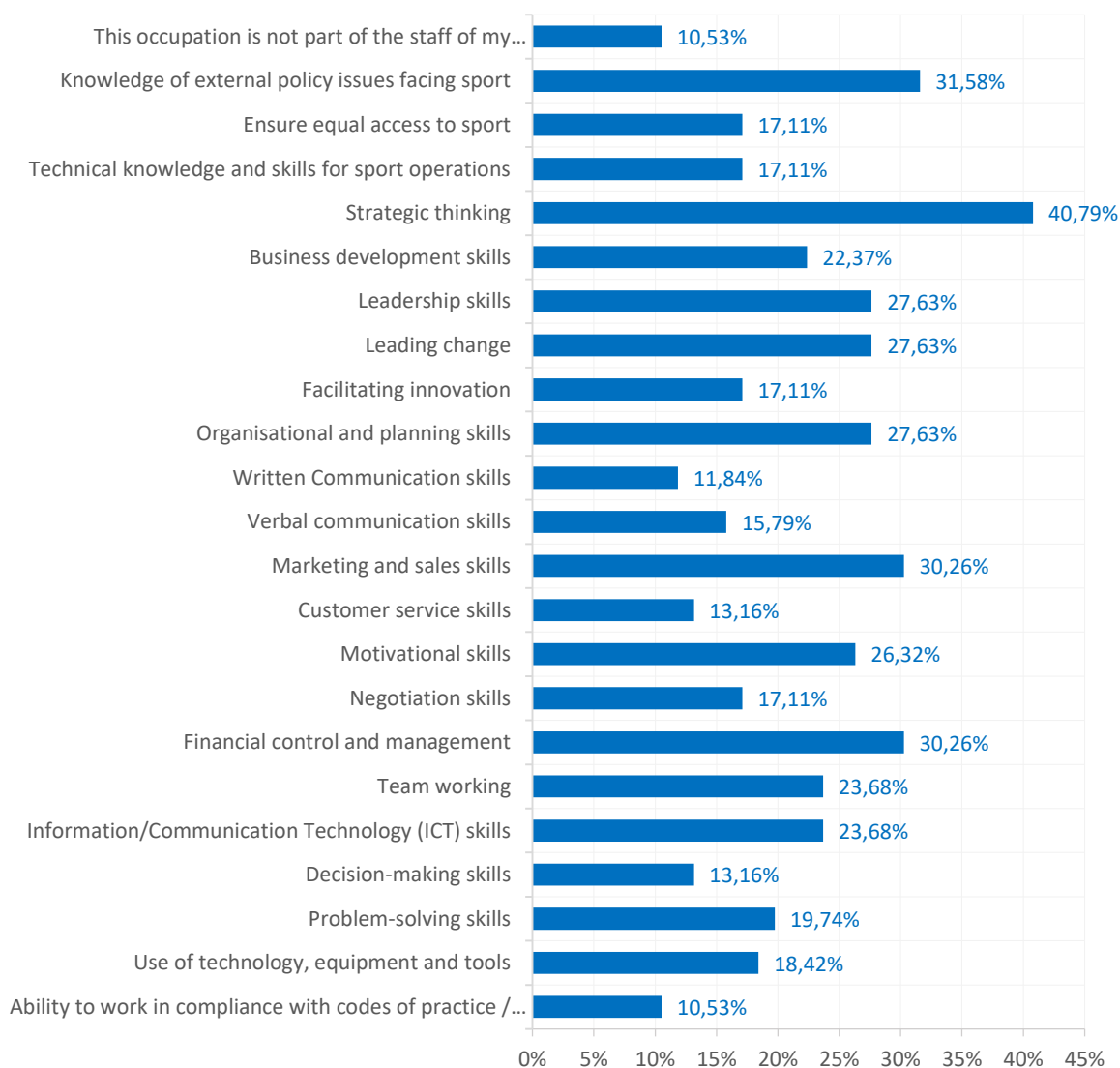
SENIOR MANAGEMENT STAFF: In this occupational role, do you have the same expectations of volunteers and paid staff?



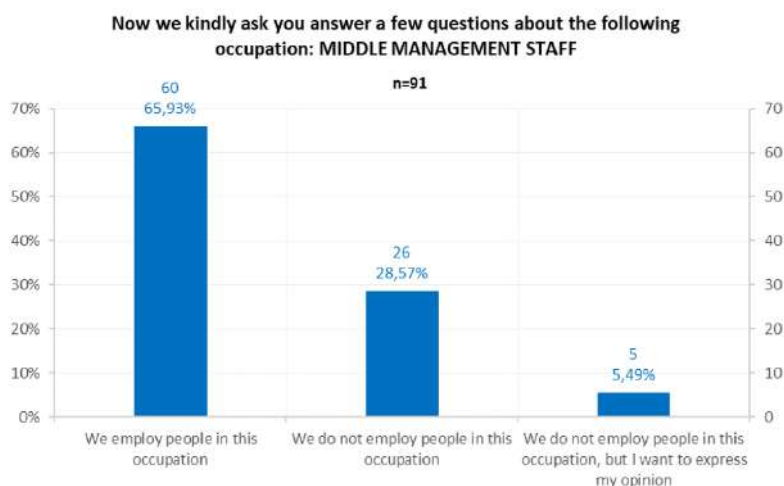
In this occupation, the skills felt as weakest or needing improvement are: “strategic thinking” (40,8%), “knowledge of external policy issues facing sport” (31,6%) “marketing and sales skills” (30,3%) and “financial control and management” (30,3%).

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

■ n=76

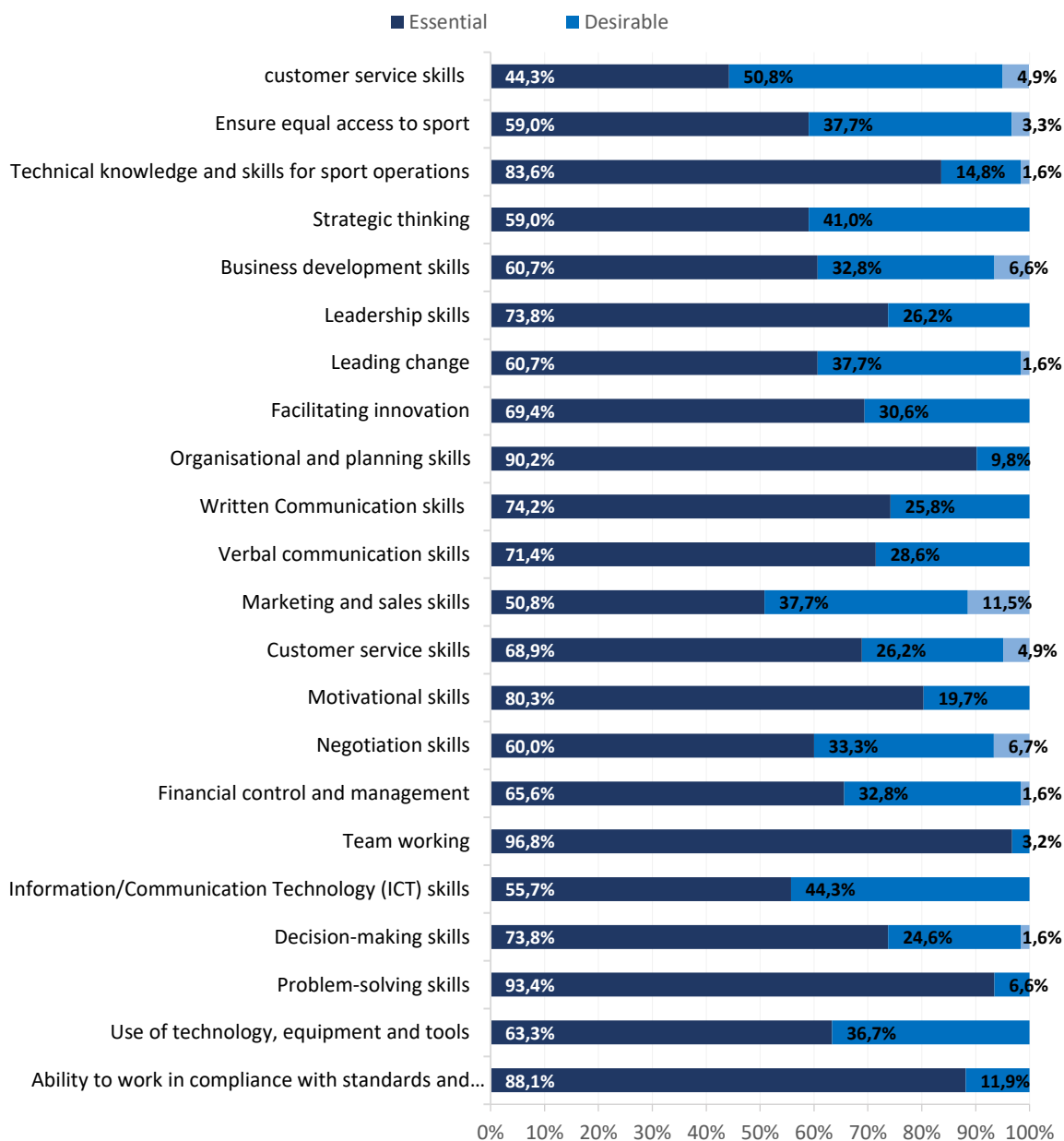


8) Employment and skills of middle management staff



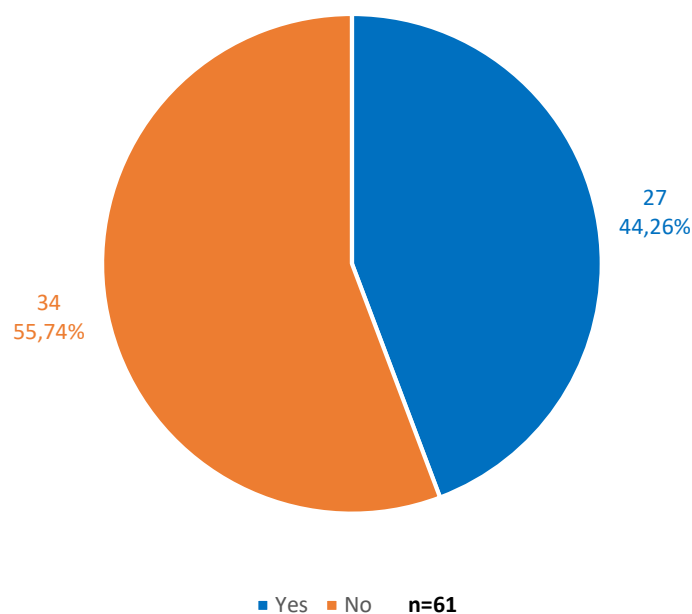
The most essential skills appointed for middle management staff were “team working” (96,8%), “problem-solving skills” (93,4%), “organization and planning skills” (90,,2%) “ability to work in compliance with standards...” (88,1%) and “technical knowledge and skills for sport operations” (83,6%).. As “desirable” skills, the most important are “customer service skills” (50,8%), and “strategic thinking” (41%). 11,5% thinks that “marketing and sales skills” are “not important” for middle management staff.

In your opinion which are the most important skills and attributes needed for: MIDDLE MANAGEMENT STAFF



The expectations about volunteers and paid staff, in senior management staff occupation, are different for 55,7% of the respondents.

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



In this occupation, the skills felt as weakest or needing improvement are: “strategic thinking” (48,1%), “marketing and sales skills” (34,6%) and “organisational and planning skills” (32,7%).

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

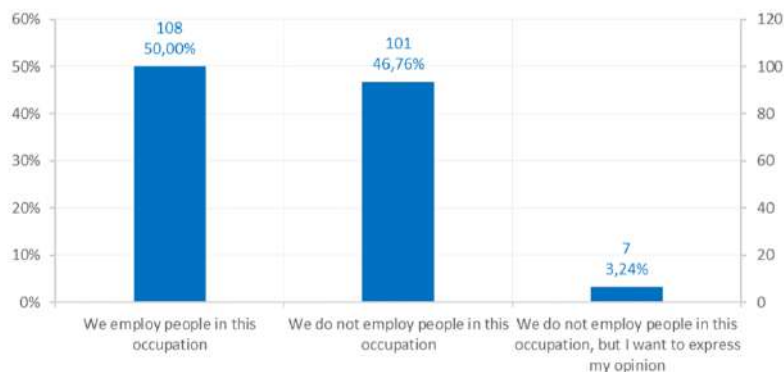
■ n=52



9) Employment and skills of operational staff

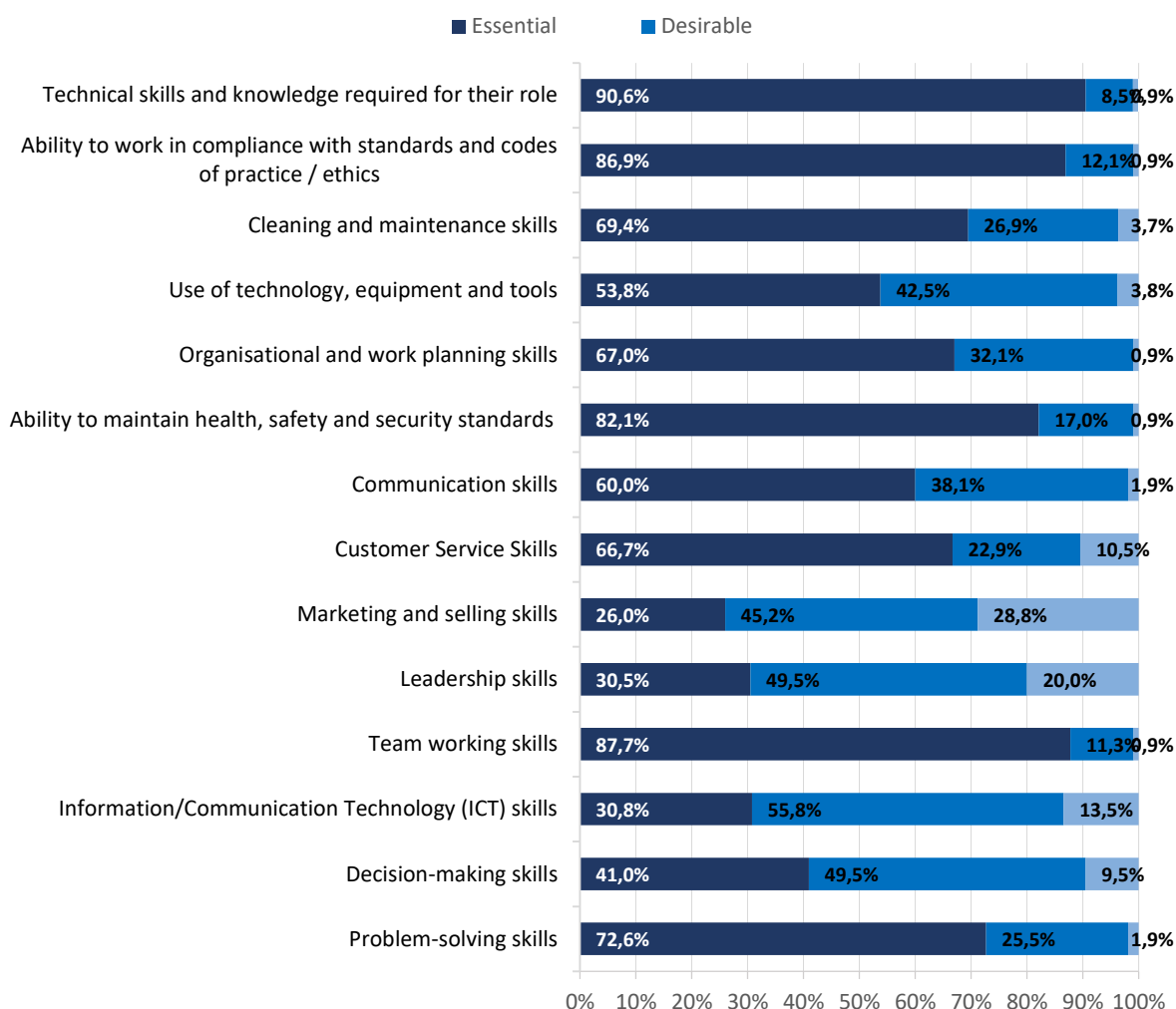
Now we kindly ask you answer a few questions about the following
occupation: OPERATIONAL STAFF

n=216



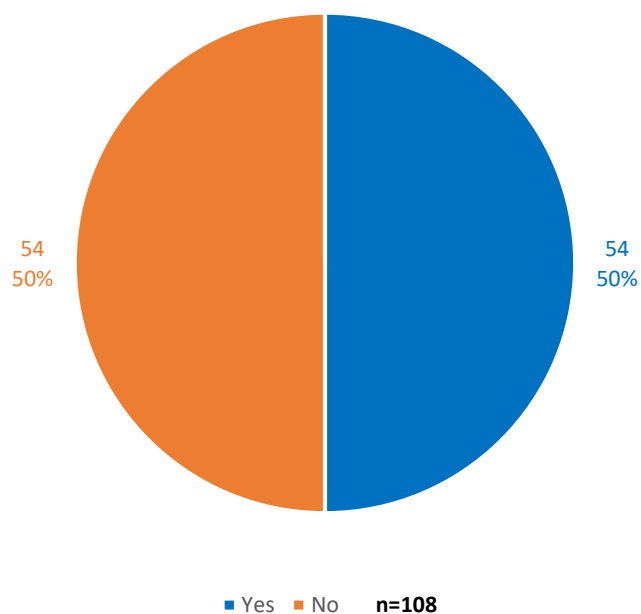
The most essential skills appointed for operational staff were “technical skills and knowledge required for their role” (90,6%), “team working skills” (87,7%) “ability to work in compliance with standards...” (86,9%), “ability to maintain health, safety and security standards” (82,1%). As “desirable” skills, the most important are “information/communication technology skills” (55,8%) “Leadership skills” (49,5%), “decision making skills” (49,5%), “marketing and sales skills” (45,2%), “use of technology, equipment and tools” (42,5%). For 28,8% of the respondents “marketing and sales skills” are “not important” for this occupation.

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



Half of the respondents has the same expectations about volunteers and paid staff, in operational staff occupation, and the other half has different expectations.

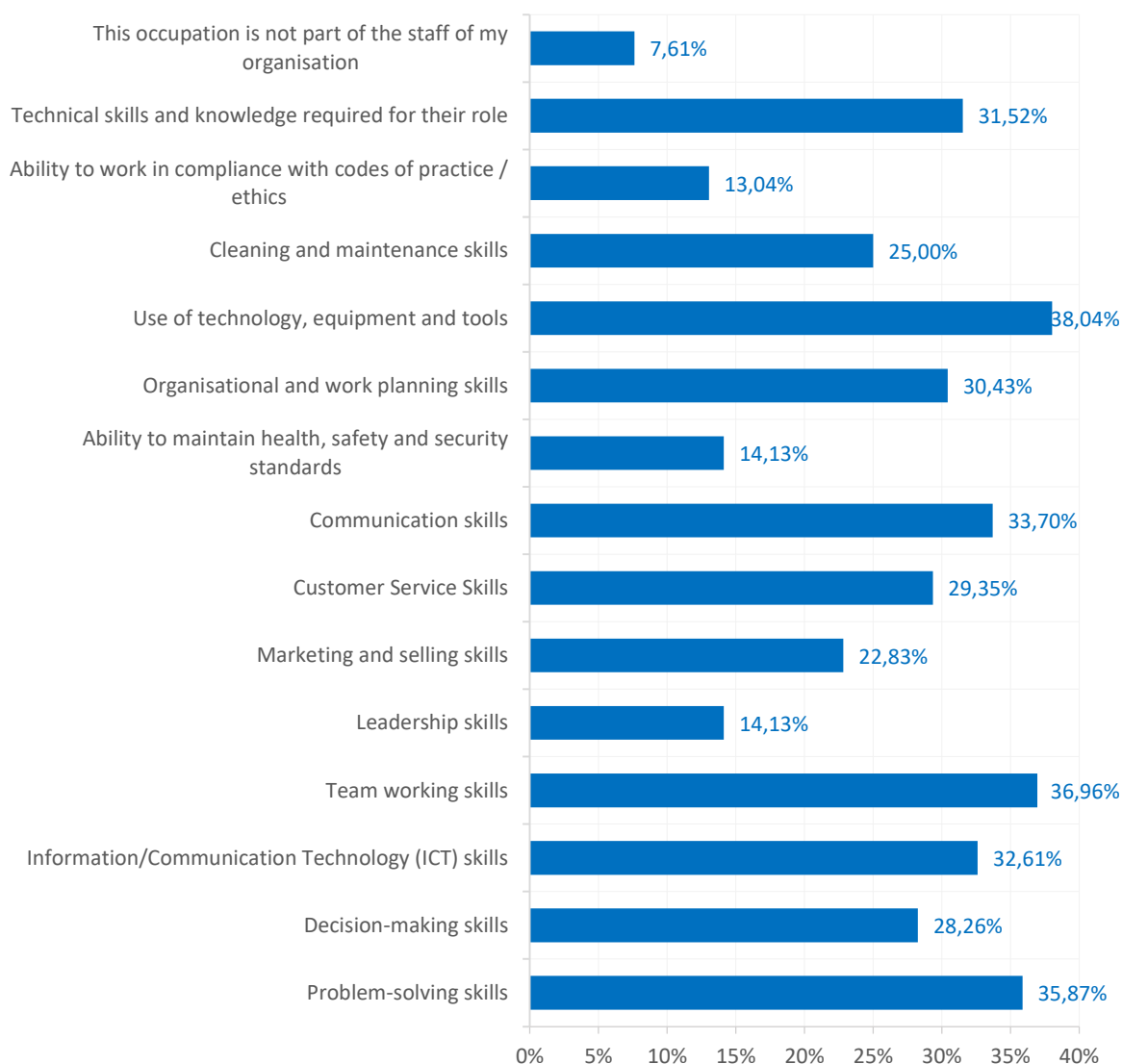
OPERATIONAL STAFF: In this occupational role, do you have the same expectations of volunteers and paid staff?



In this occupation, the skills felt as weakest or needing improvement are: “use of technology, equipment and tools” (38,0%), “team working skills” (37,0%), “problem-solving skills” (35,9%) and “communication skills” (33,7%).

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

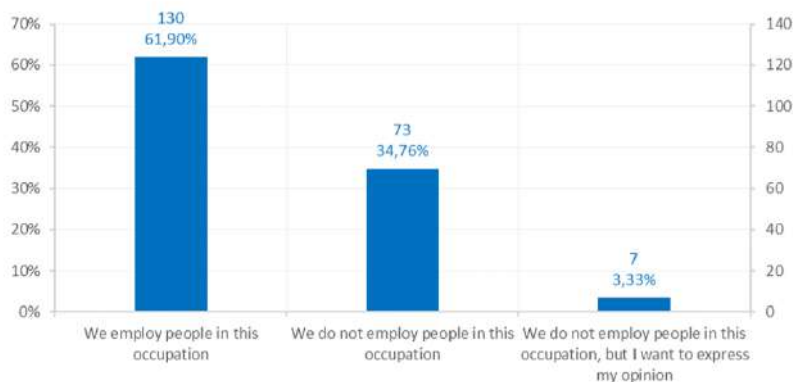
■ n=92



10) Employment and skills of clerical and office staff

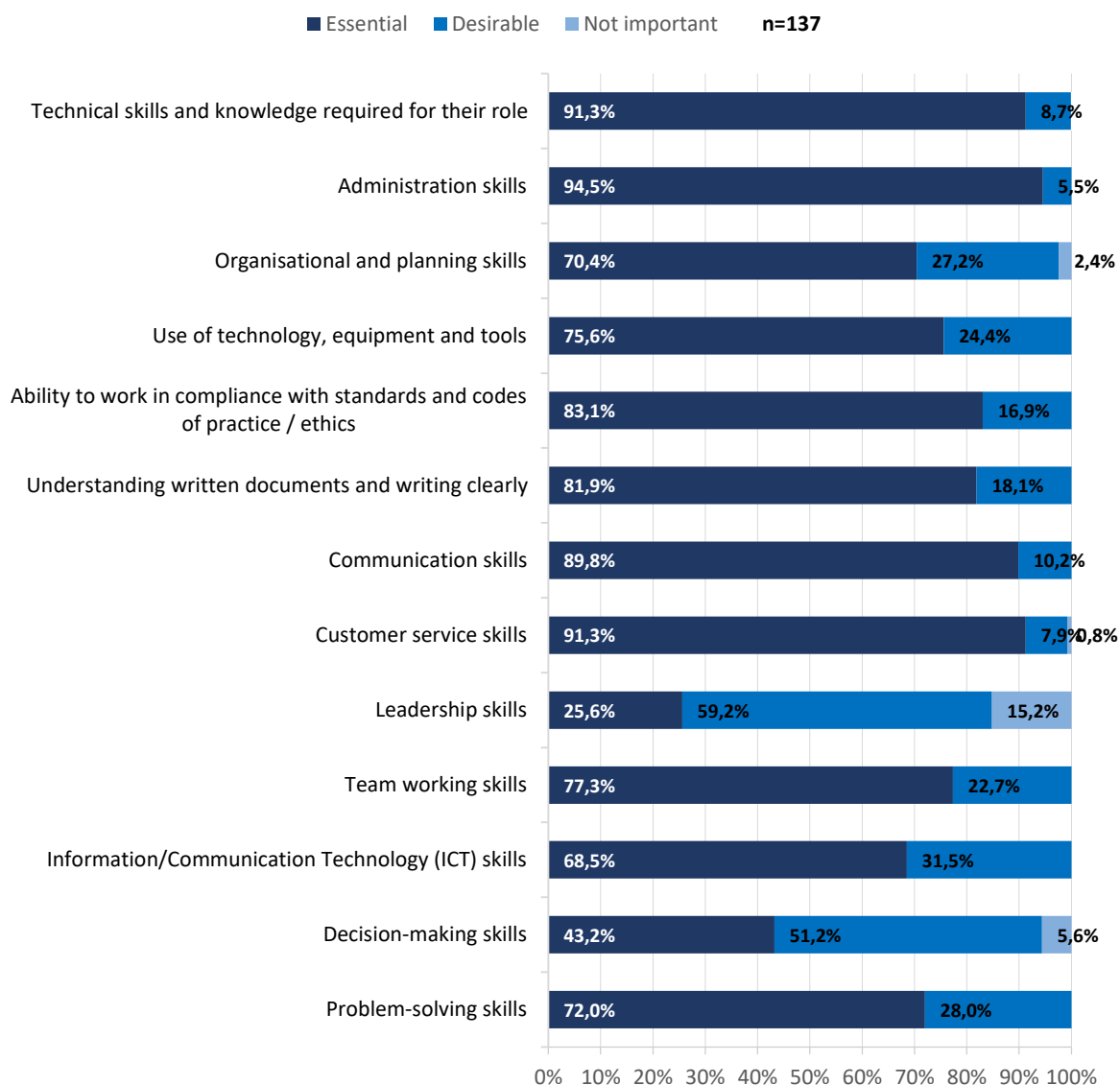
Now we kindly ask you to answer a few questions about the following occupation: CLERICAL AND OFFICE STAFF / RECEPTIONIST

n=210



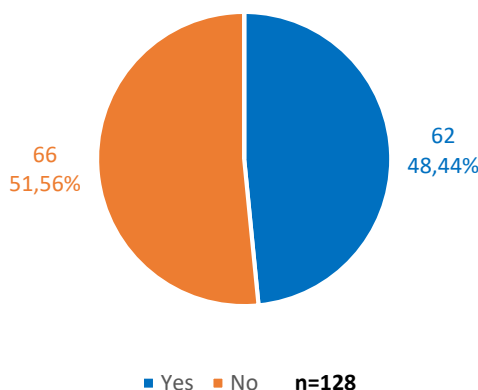
The most essential skills appointed for clerical and office staff were “administration skills” (94,5%), “technical skills and knowledge required for their role” (91,3%), “customer service skills” (91,3%), and “communication skills” (89,8%). As “desirable” skills, the most important are “leadership skills” (59,2%) - which one is “not important” for 15,2% of the respondents - and “decision-make skills” (51,2%).

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



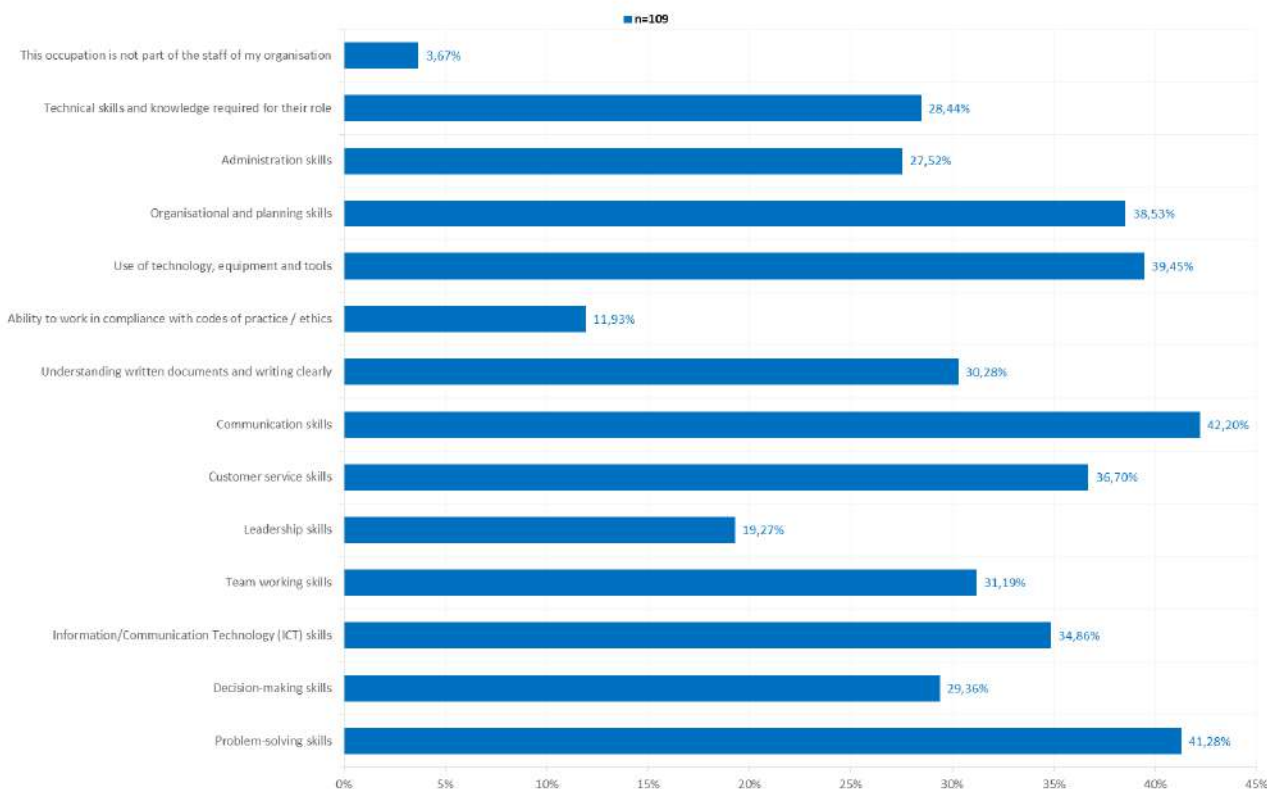
The expectations about volunteers and paid staff, in clerical and office staff occupation, are different for 51,6% of the respondents.

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



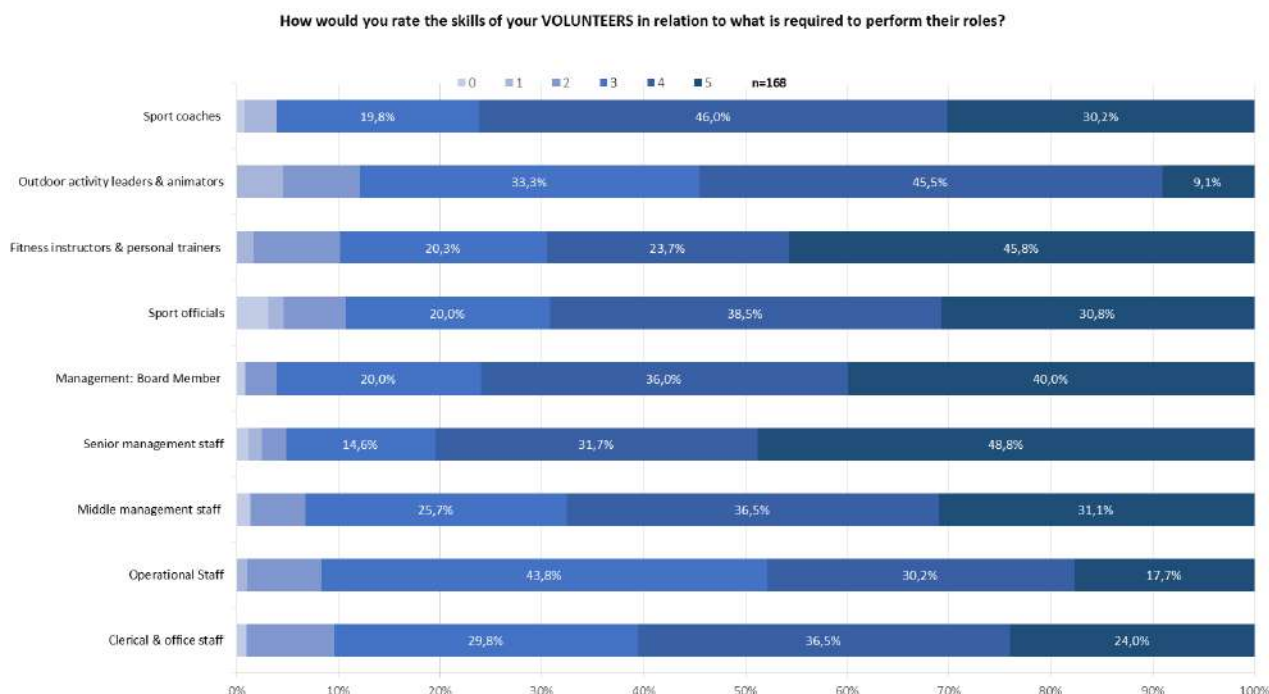
In this occupation, the skills felt as weakest or needing improvement are: “communication skills” (42,2%), “problem-solving skills” (41,3%), “use of technology, equipment and tools” (39,5%), “organisational and planning skills” (38,5%) and “customer service skills” (36,7%).

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



11) Skills of volunteers

Most of the respondents appreciate the performance of volunteers, with senior management staff obtaining the most significant rate – 31,7% with 4 and 48,8% with 5 (80,5%) – and operational staff the lowest – 43,8% with 3 and 47,9% with 4 (30,2%) and 5 (17,7%).



12) Recruitment of paid staff and volunteers

In next graphs, we can see that most of the respondents (54,1%) recruited or attempted to recruit a paid employee in the past 12 months, mainly sport coaches (50,5%), clerical and office staff (43%) and fitness instructors and personal trainers (41,1%).

The occupations with more paid employees were clerical and office staff (82,6%), professional athletes and players (75%) and operational staff (75%), while outdoor activity leaders and animators (77,8%) and sport officials (75%) were mainly self employees or freelancers.

Near half of the respondents (41,3%) had no difficulty in fill vacancies. The ones that had difficulties (25,7%) felt this more with sport coaches (59,6%) and clerical and office staff (40,4%).

When asked about difficulties related with the type of contract, 81% felt difficulties in paid contracts with clerical and office staff while difficulties with self employees was more expressive in senior management staff (75%).

As main causes of difficulty in recruitment, responders appointed mainly “low number of applicants with the required skills” (45,7%) and “unattractive terms and conditions offered for this post” (45,7%).

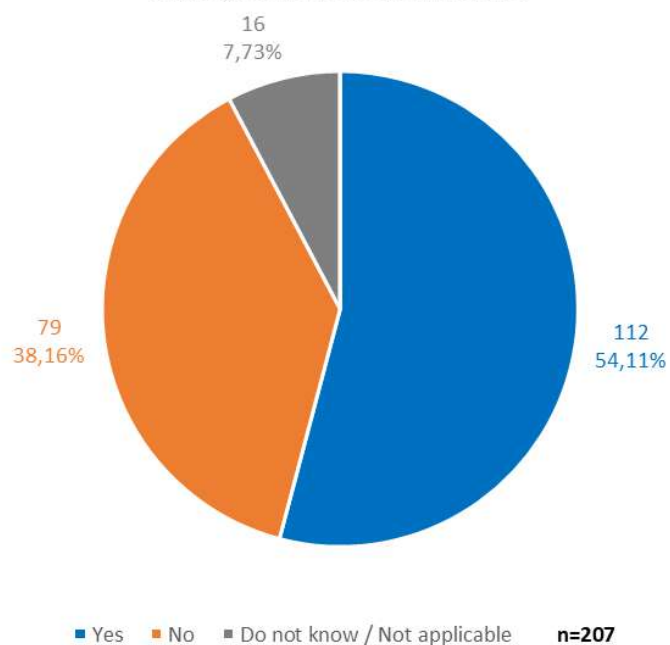
Most of the respondents (70,7%) said that their organizations hadn’t staff vacancies. The 20,5% that answered “yes” said that their organisations had staff vacancies mainly for operational staff (55%), sport coaches (45%) and clerical and office staff (45%). Clerical and office staff (88,9%) and professional athletes and players (80%) for paid employees and sport officials for self-employee (100%).

36,6% of the respondents said that their organisations hadn’t any particular occupation with more difficulty in retaining or keeping staff. The 31,7% that answered “yes” said that they felt difficulties with sport coaches (41,7%) and operational staff (40%). Clerical and office staff was the group with more answers for paid employees (82,4%) and outdoor activity leaders and animators for self employed and freelance (63,6%).

The main reasons for difficulties in retaining paid staff was “better pay by other organisations” (38,5%) and “the work is only seasonal” (33,9%).

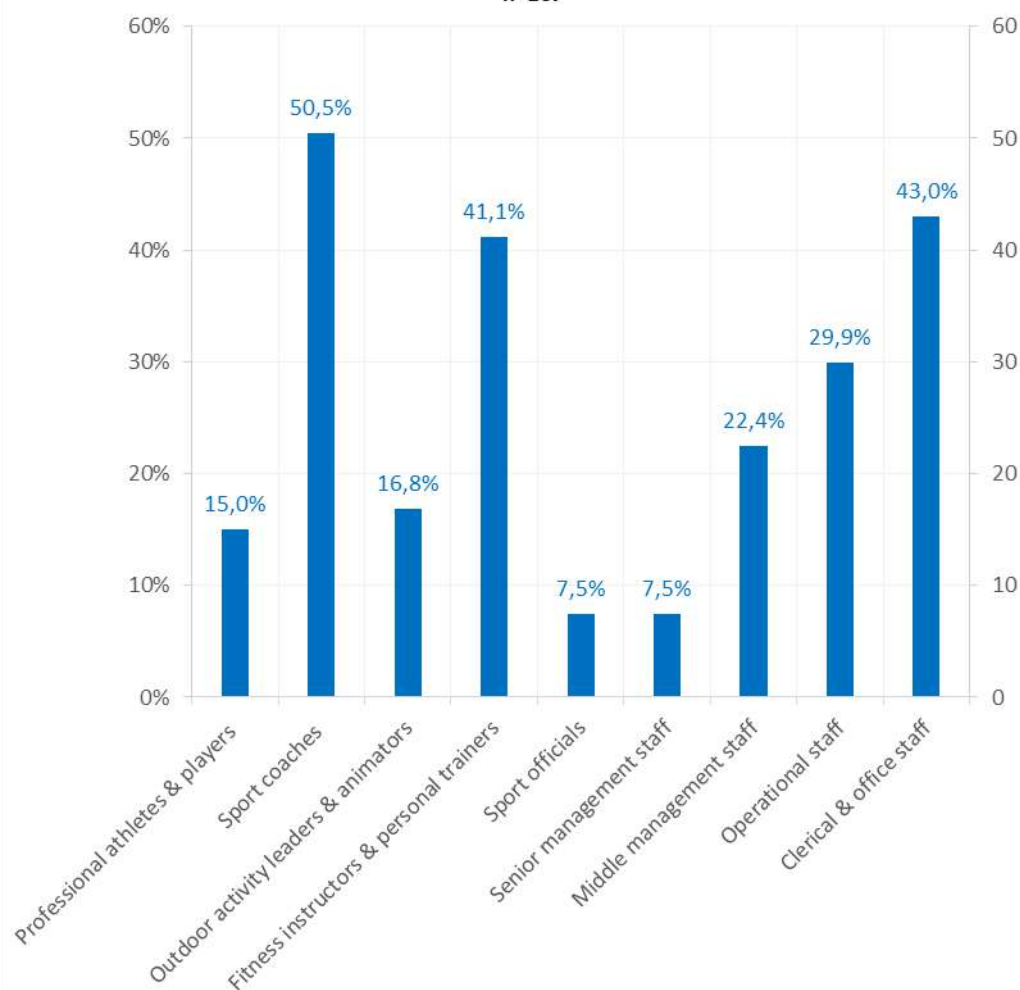
The majority of respondents (65,9%) said that their organisations haven’t any particular problem in engaging volunteers. The 21% that answered “yes”, said that the difficulty happens mainly with sport coaches (52,4%), board members (45,2%) and sport officials (40,5%).

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

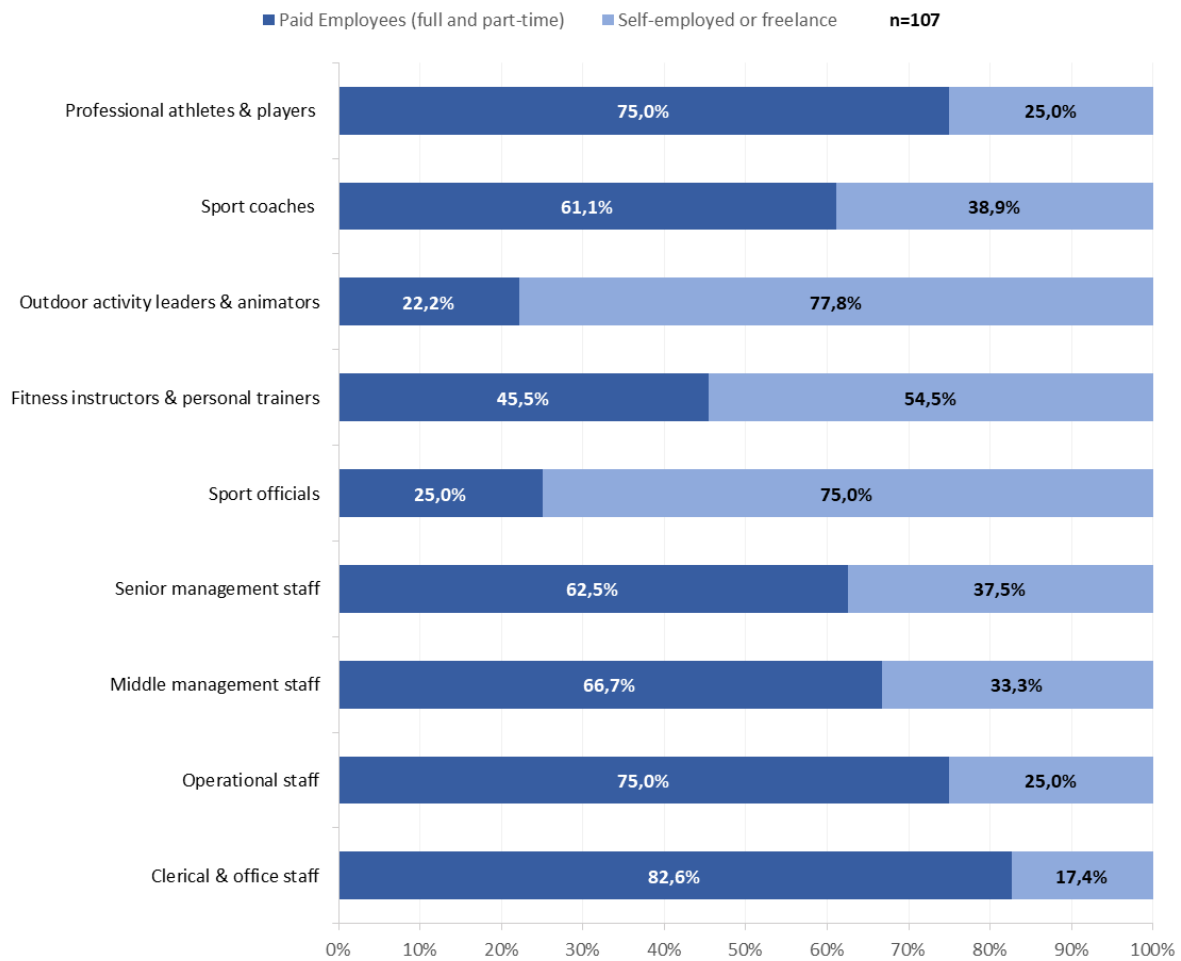


If yes, could you please indicate for which occupation(s)/role(s)

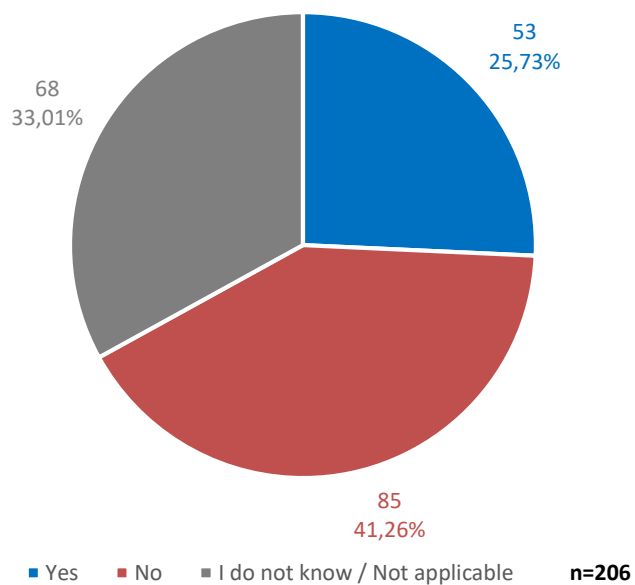
n=107



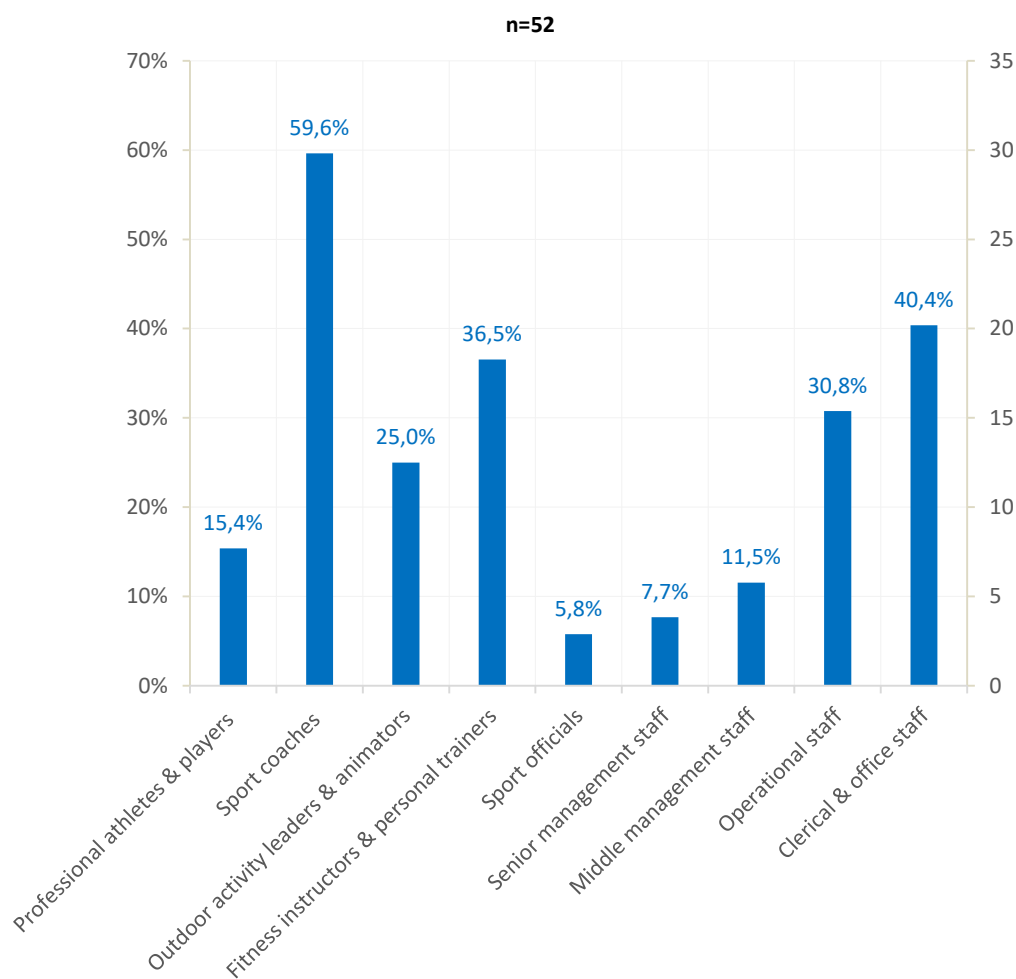
If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract



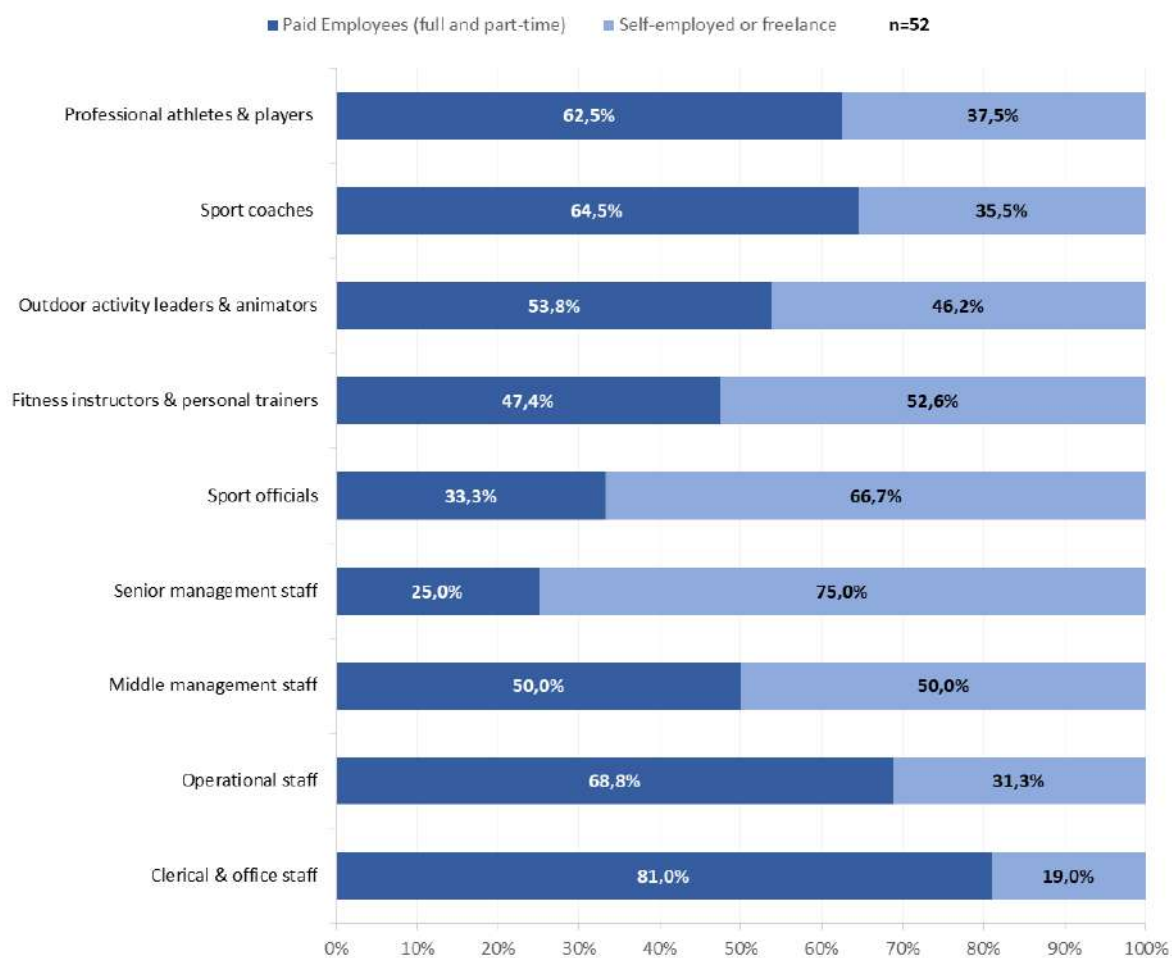
When you recruit paid staff do you have vacancies that are difficult to fill?



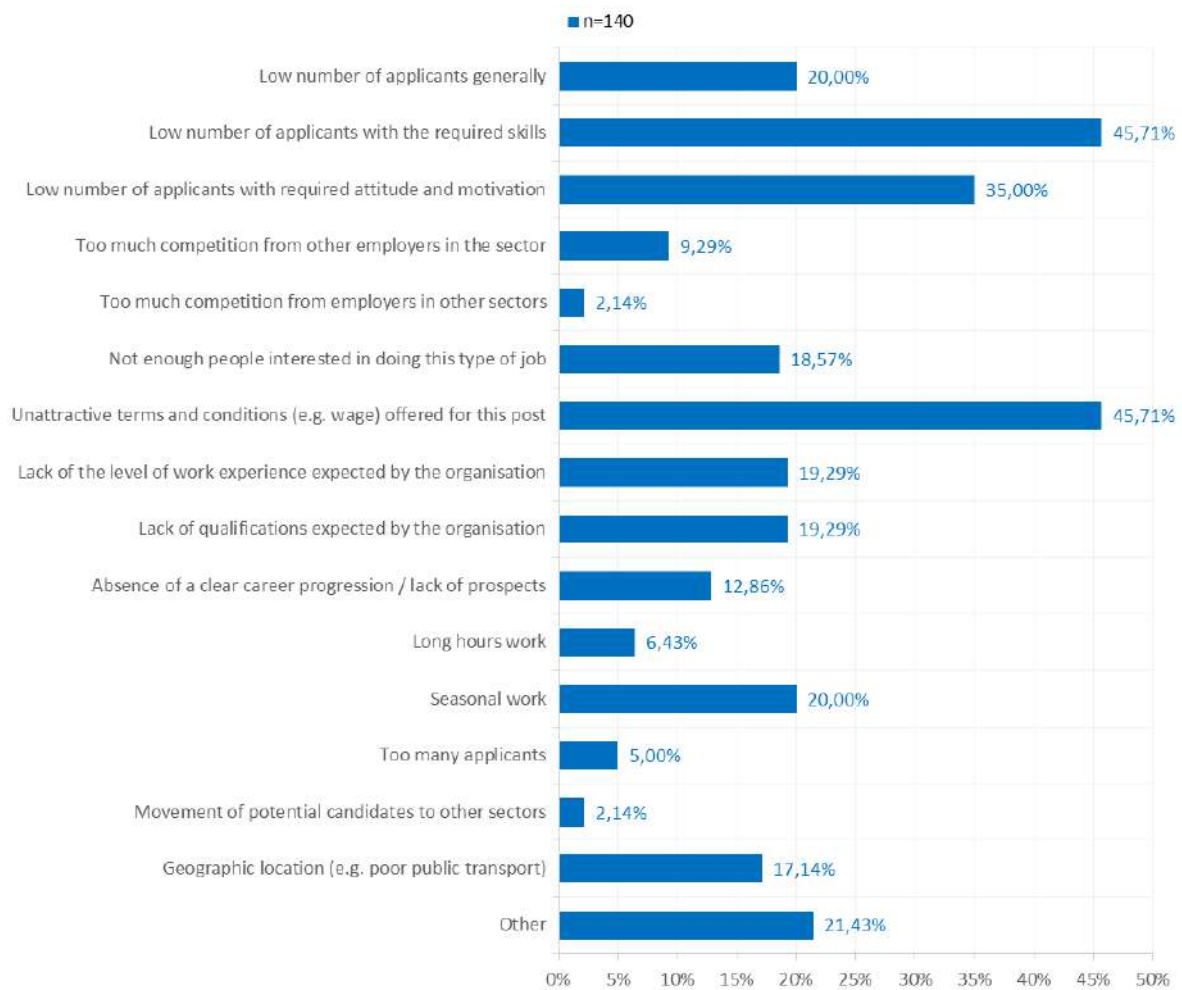
If yes, could you please indicate for which occupation(s)/role(s)



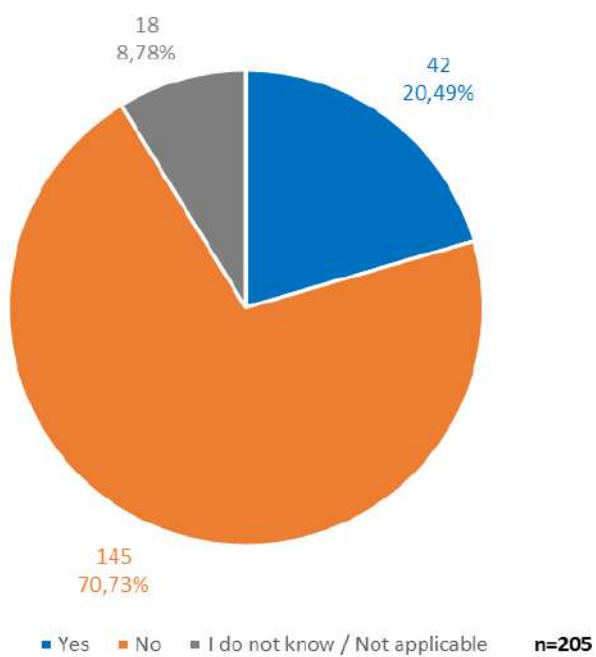
If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract



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

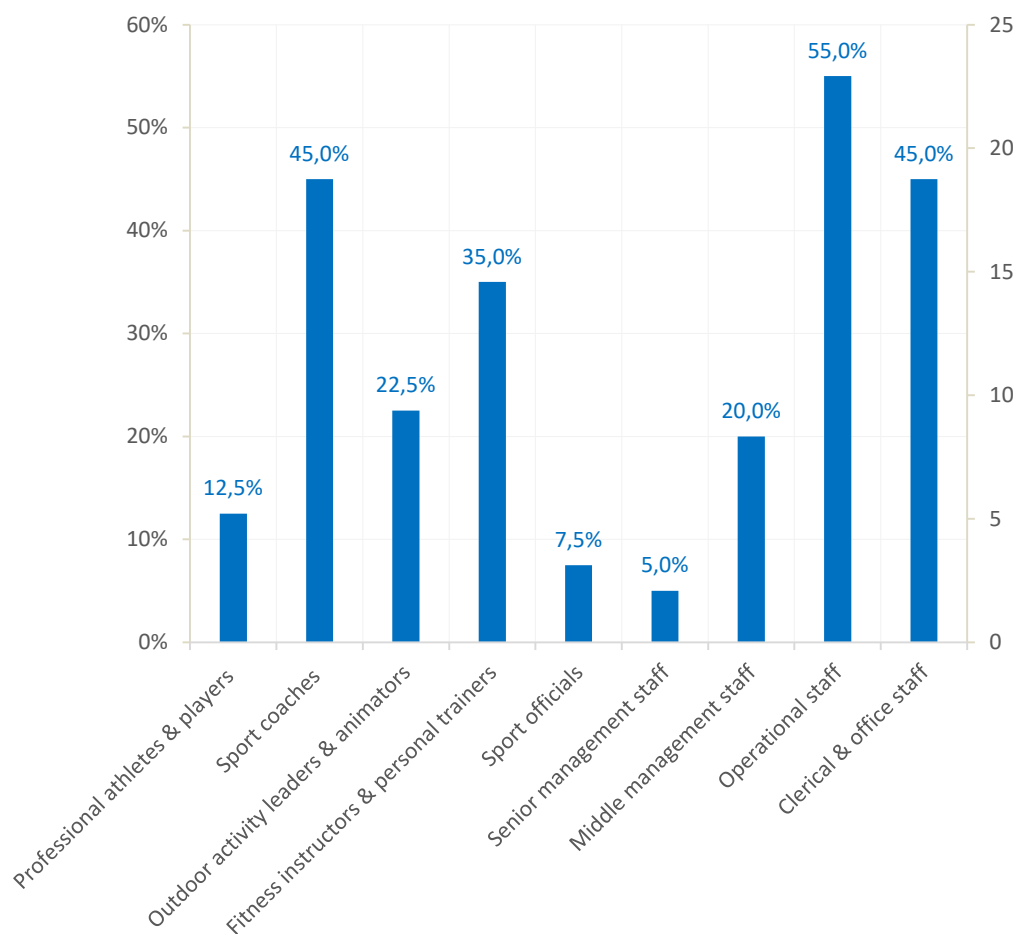


At the moment, does your organisation currently have staff vacancies?

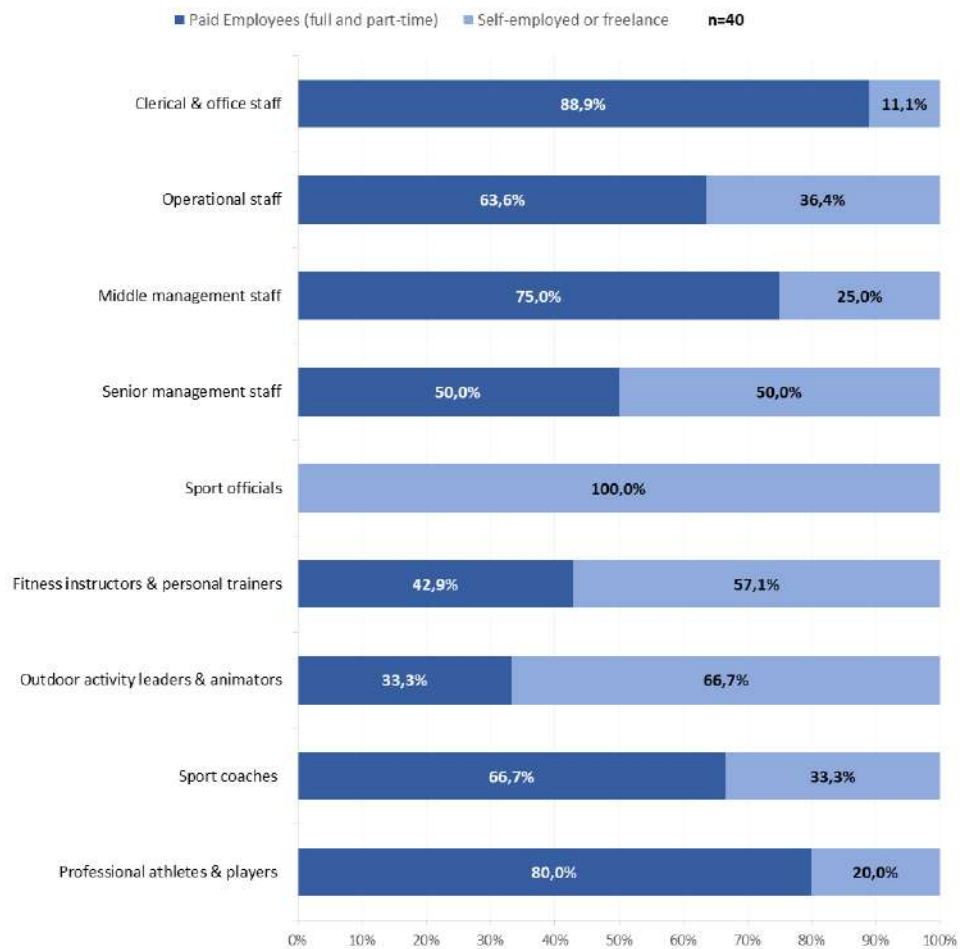


If yes, could you please indicate for which occupation(s)/role(s)

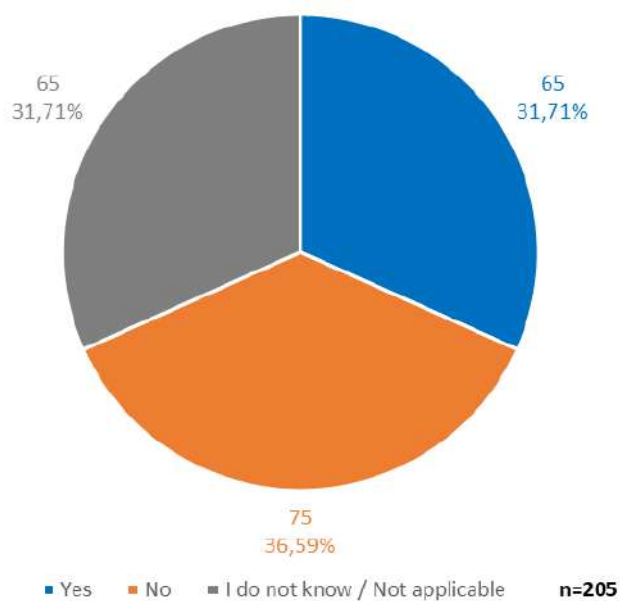
n=40



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

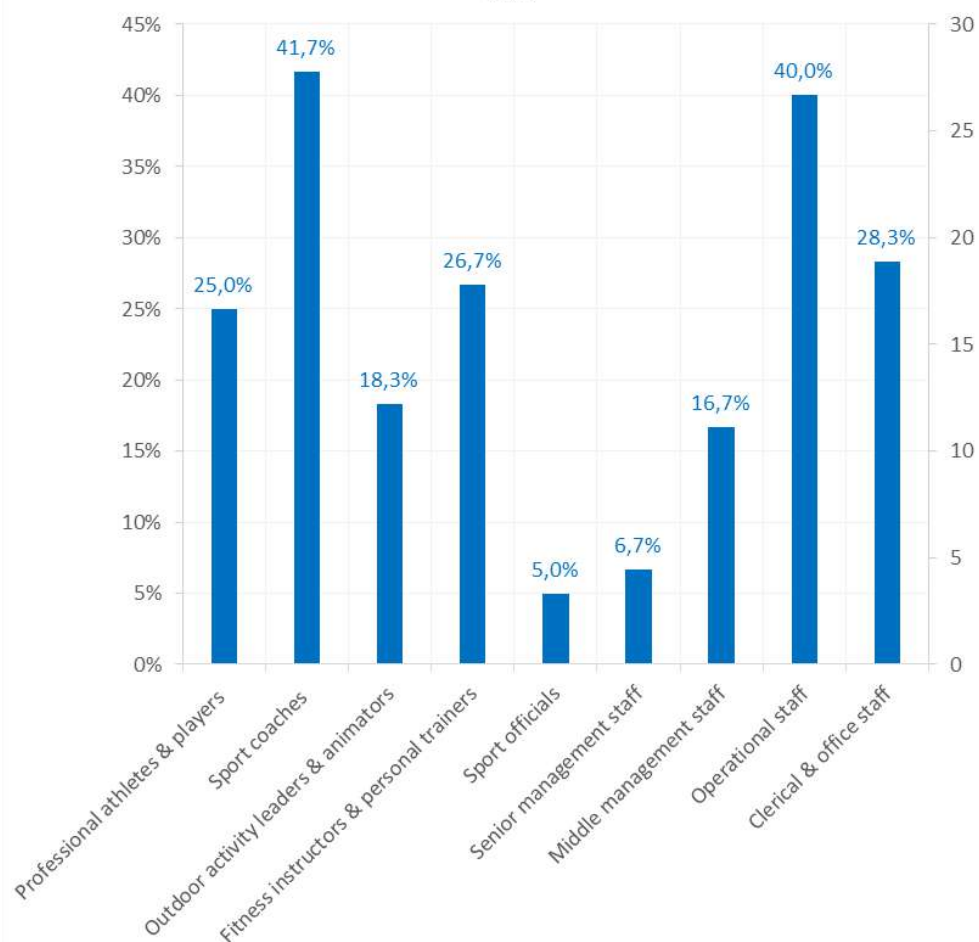


Are there any particular occupations in which you have difficulty retaining or keeping your staff?



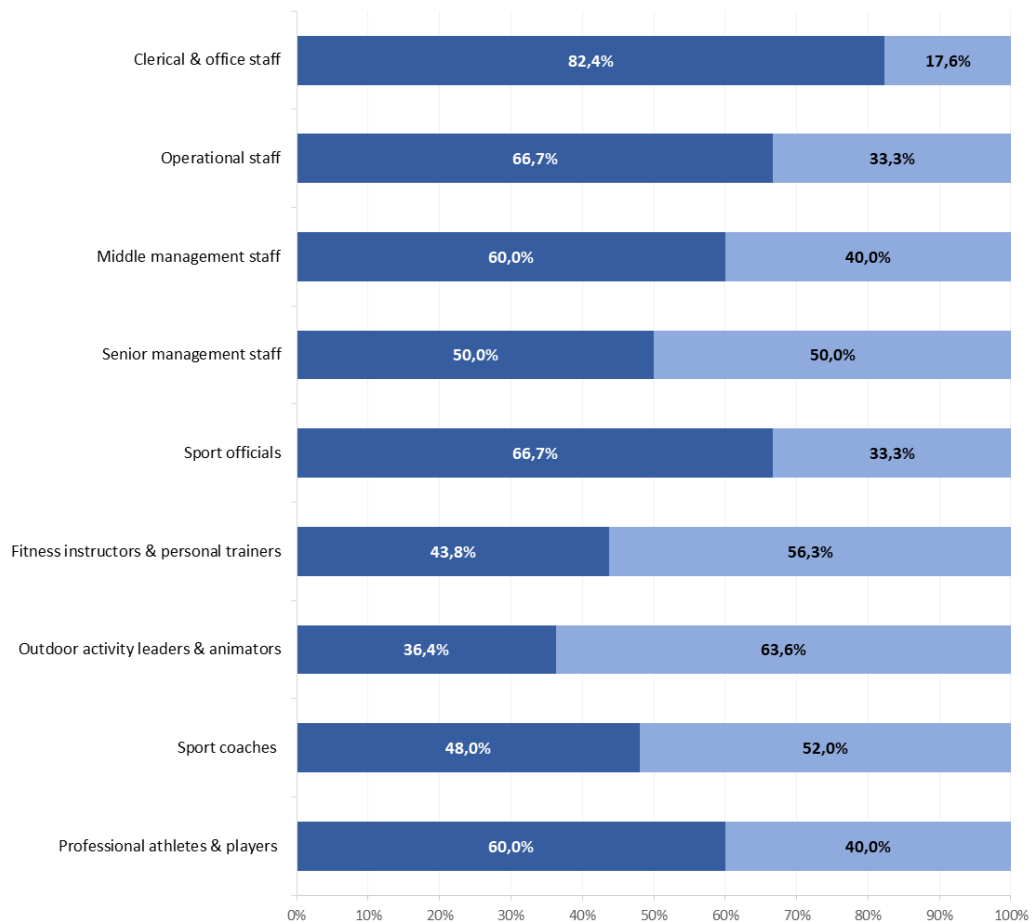
If yes, could you please indicate for which occupation(s)/role(s)

n=60

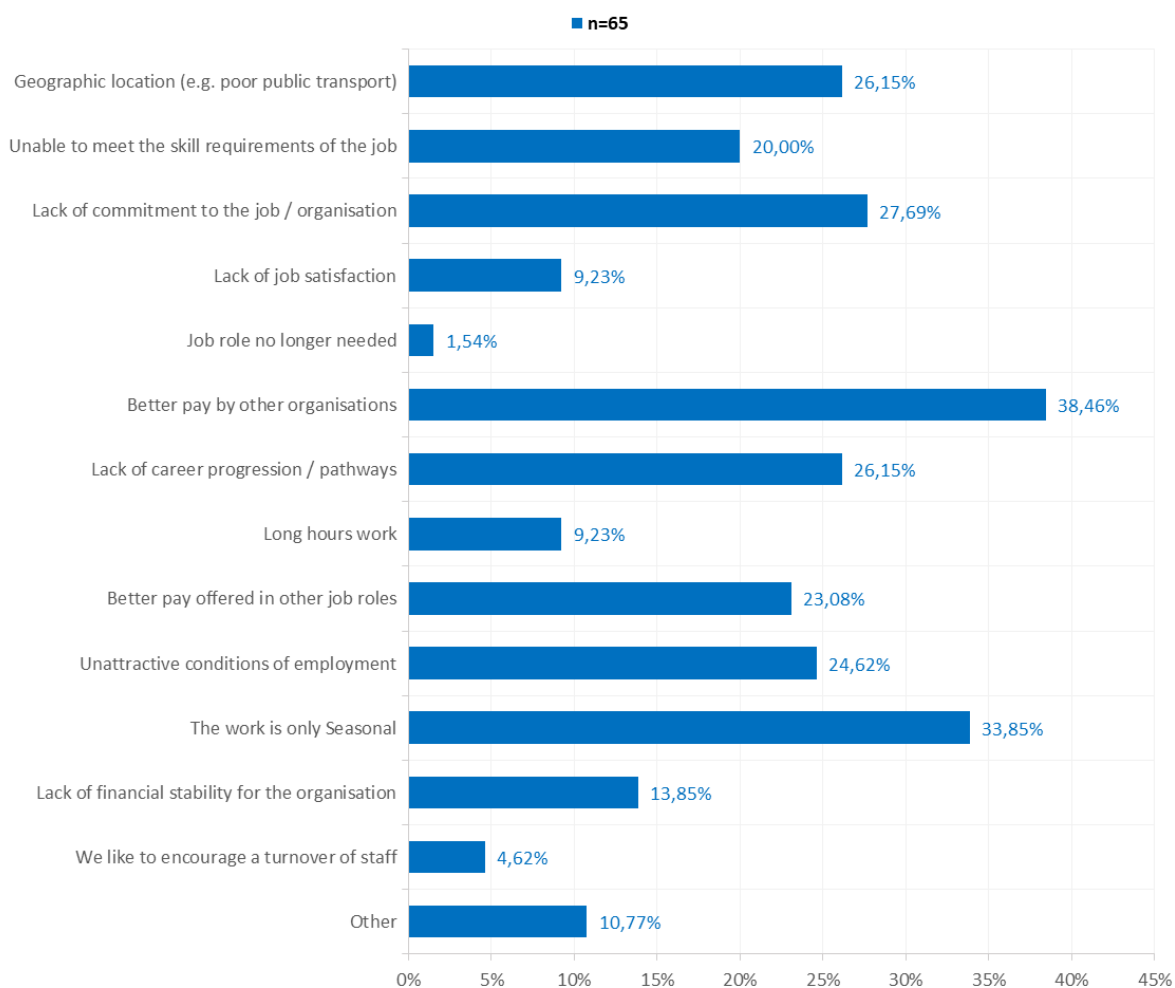


If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract

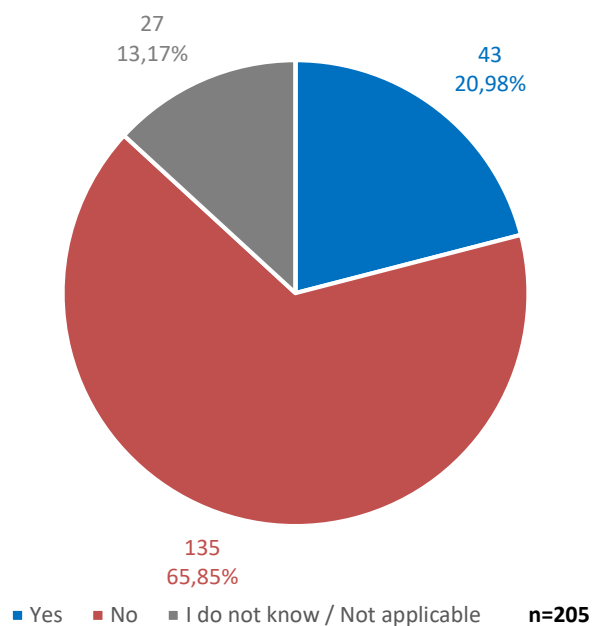
■ Paid Employees (full and part-time) ■ Self-employed or freelance n=60



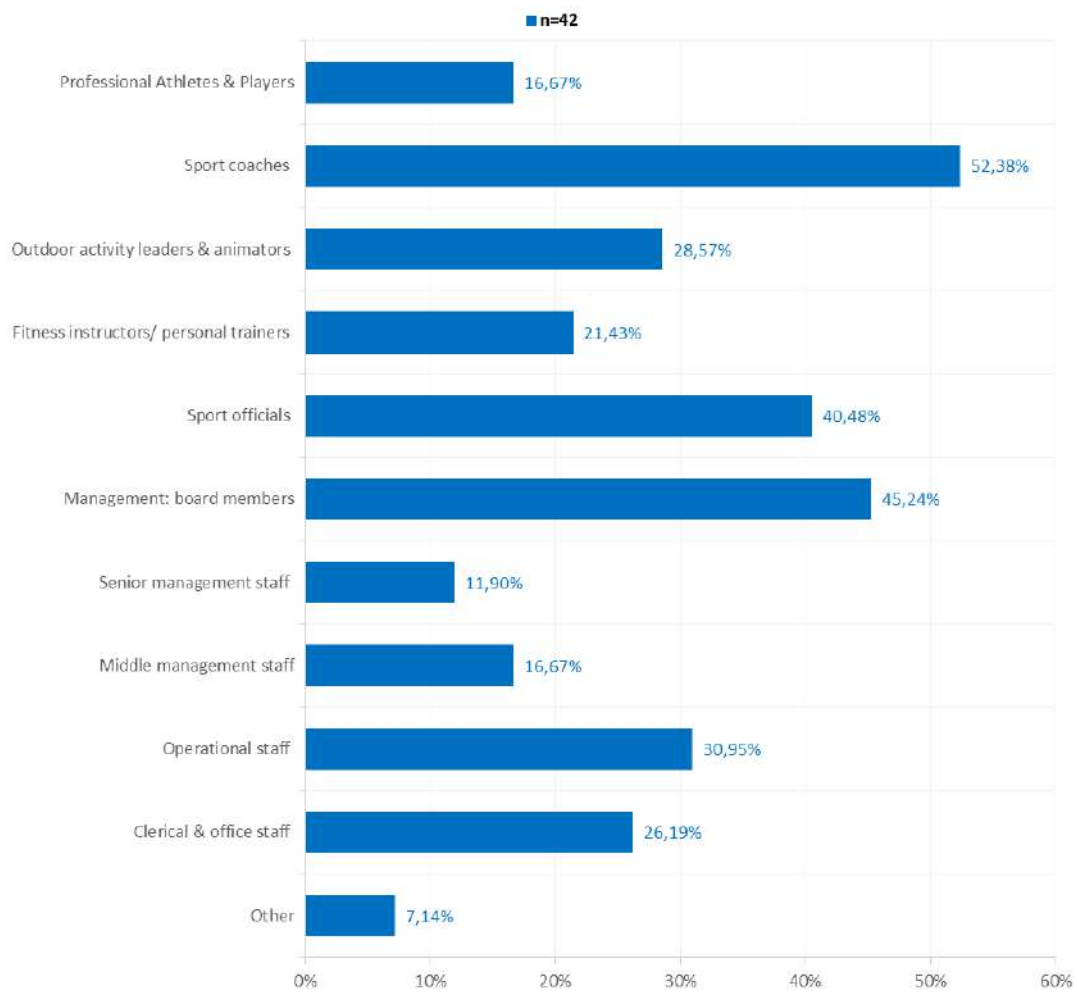
Please tick the main reasons for difficulties in retaining your paid staff



Does your organisation have any particular problem in engaging volunteers?



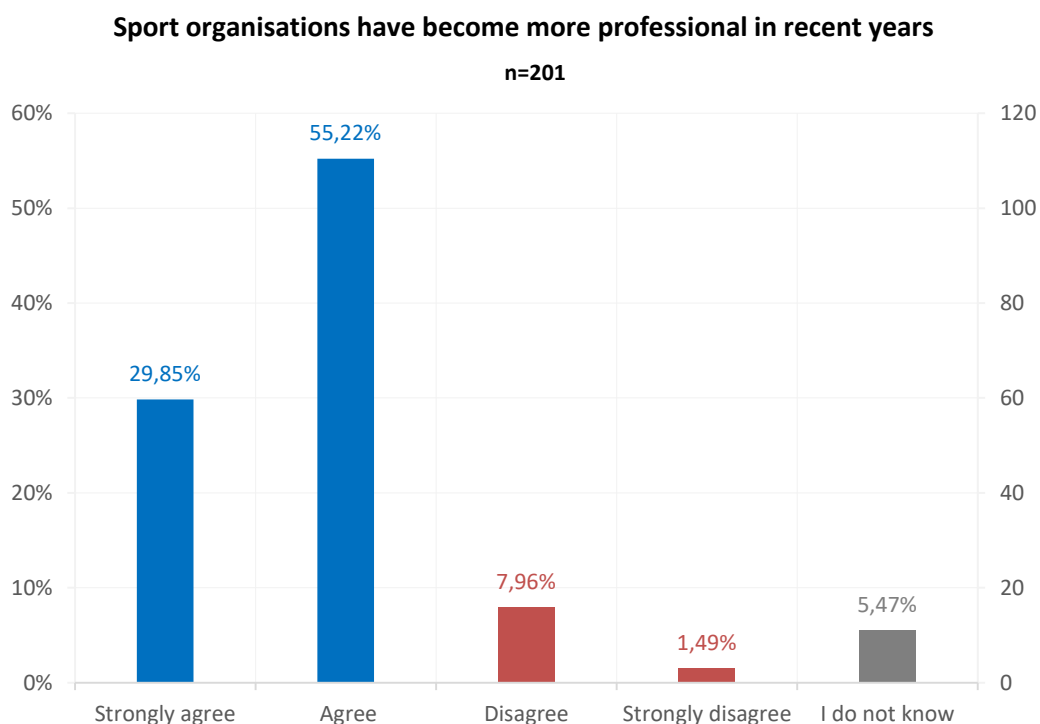
Could you please indicate for which occupation(s)/role(s)



13) Working in sport and physical activity – key issues

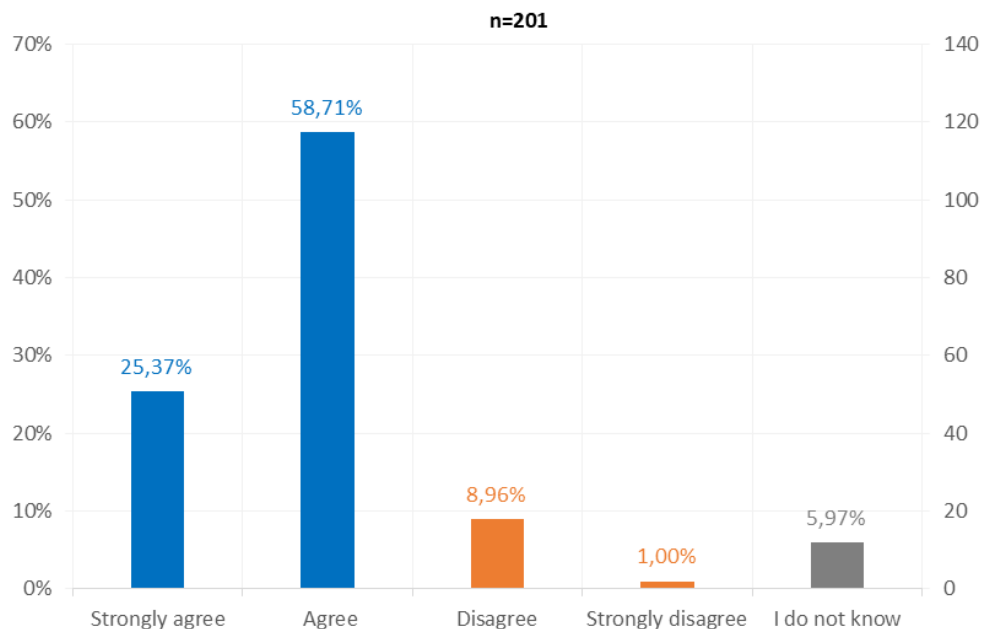
A total of 27 statements were proposed to the respondent which was asked to indicate her/his level of agreement with each of them from “Strongly Disagree” to “Strongly Agree” (5 scale options).

The majority agree (55,2%) or strongly agree (29,9%) that sport organisations have become more professional in recent years.



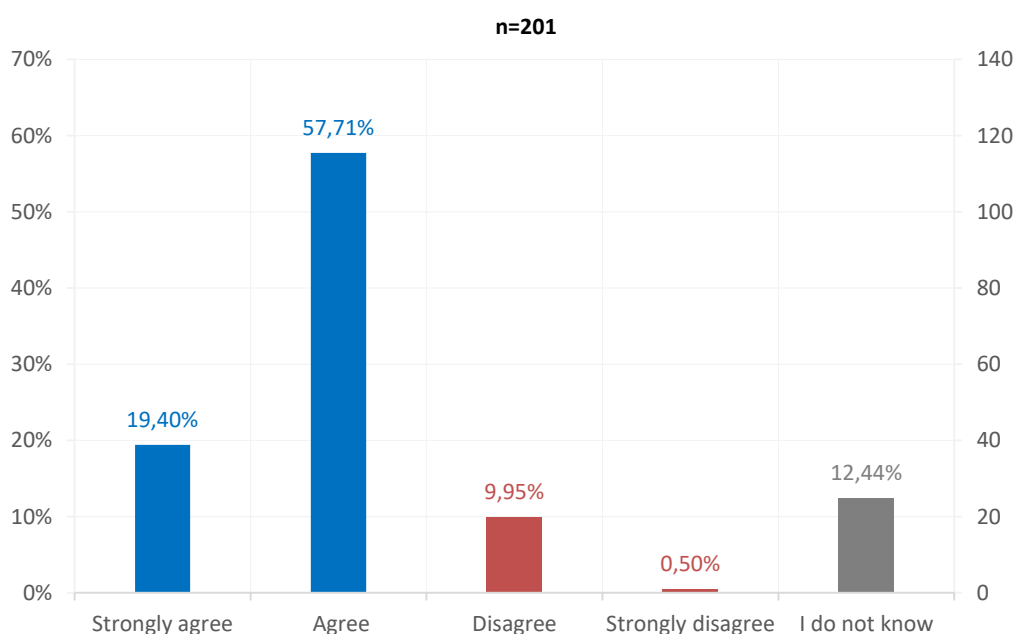
Asked if the sector is changing and evolving and if, as a result, the skills needed by those in the sector will change too, the majority answered that agree (58,7%) and strongly agree (25,4%).

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

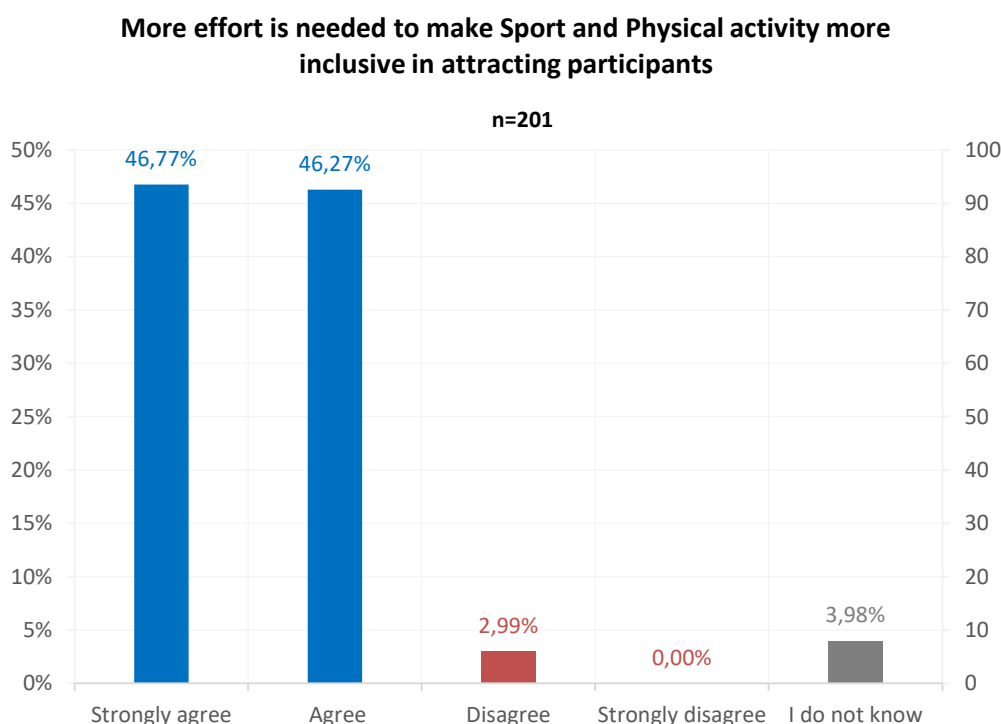


More than half of the respondents agree (57,7%) or strongly agree (19,4%) that the workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive.

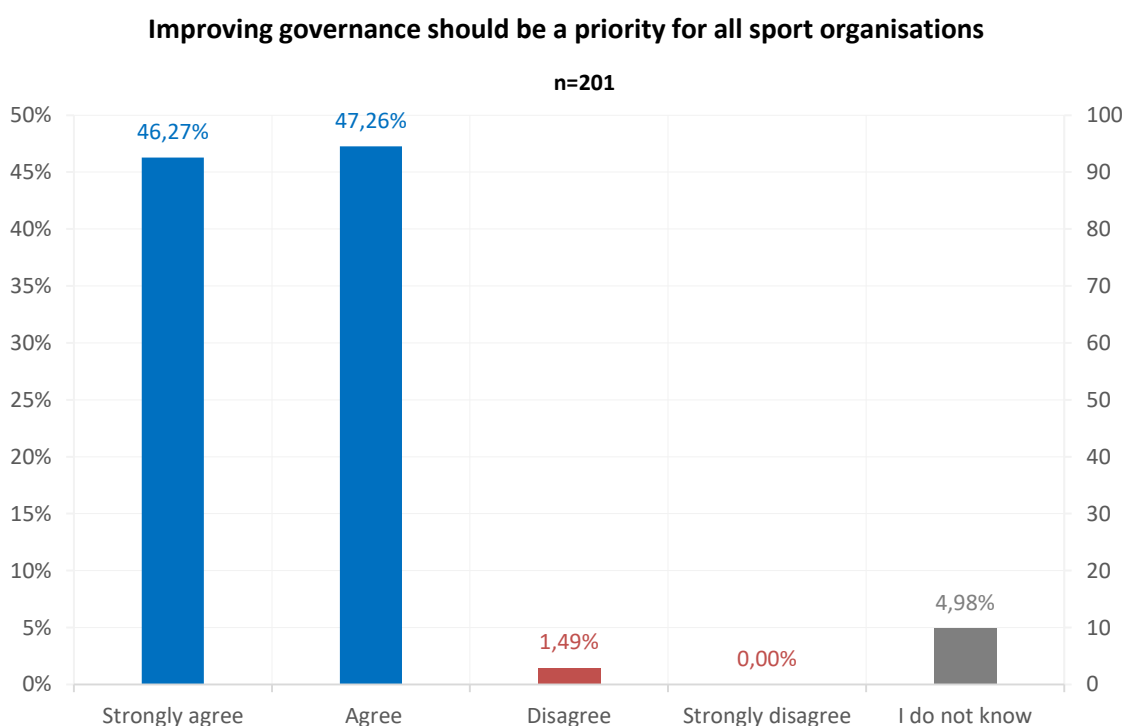
The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive



The great majority strongly agree (46,8%) or agree (46,3%) that more effort is needed to make sport and physical activity more inclusive in attracting participants.

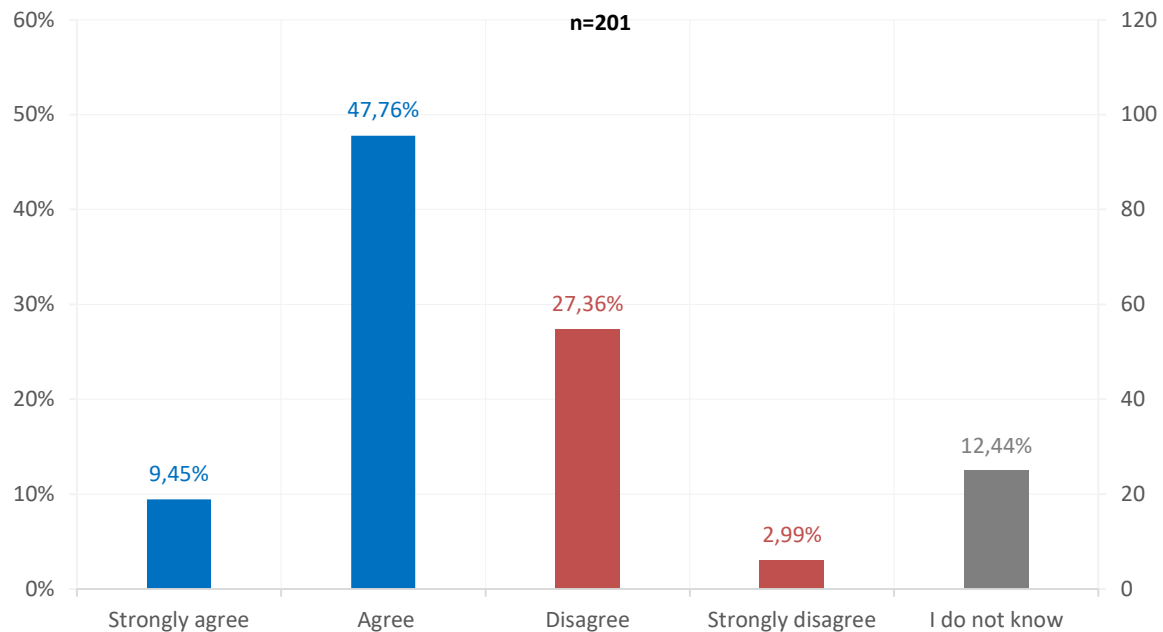


The majority agree (47,3%) or strongly agree (46,3%) that improving governance should be a priority for all sport organisations.



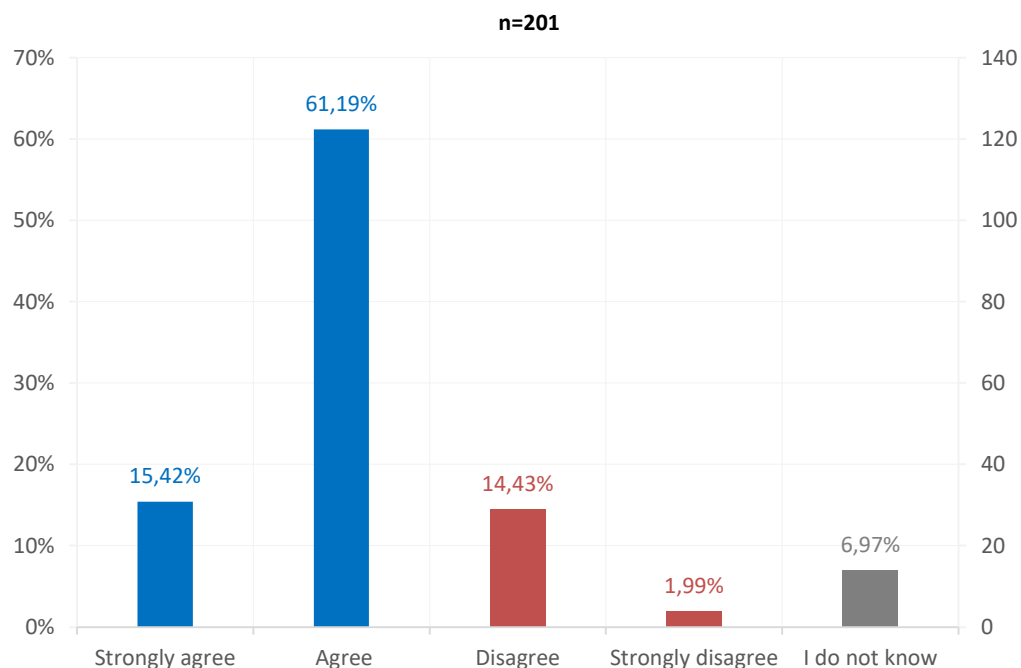
A large majority strongly agree (9,4%) and agree (47,8%) that customer service is poor in sport and physical activity facilities and clubs and 27,4% disagree.

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



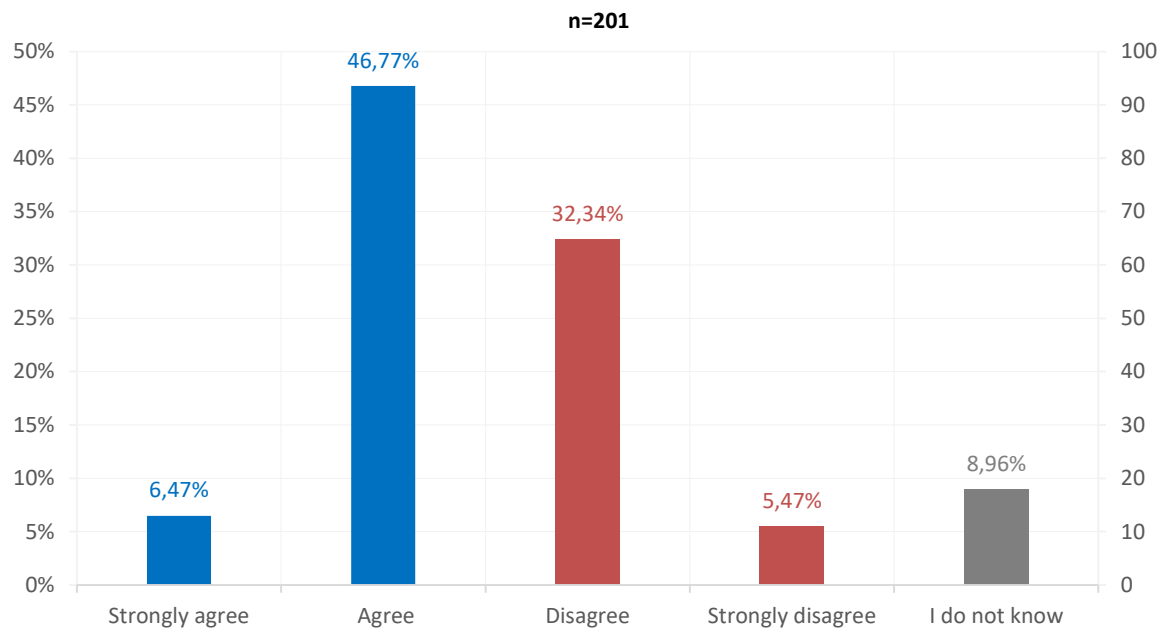
The great majority agree (61,2%) or strongly agree (15,4%) that the skills required in their organisations are changing and 14,4% disagree.

The skills required in our organisation are changing



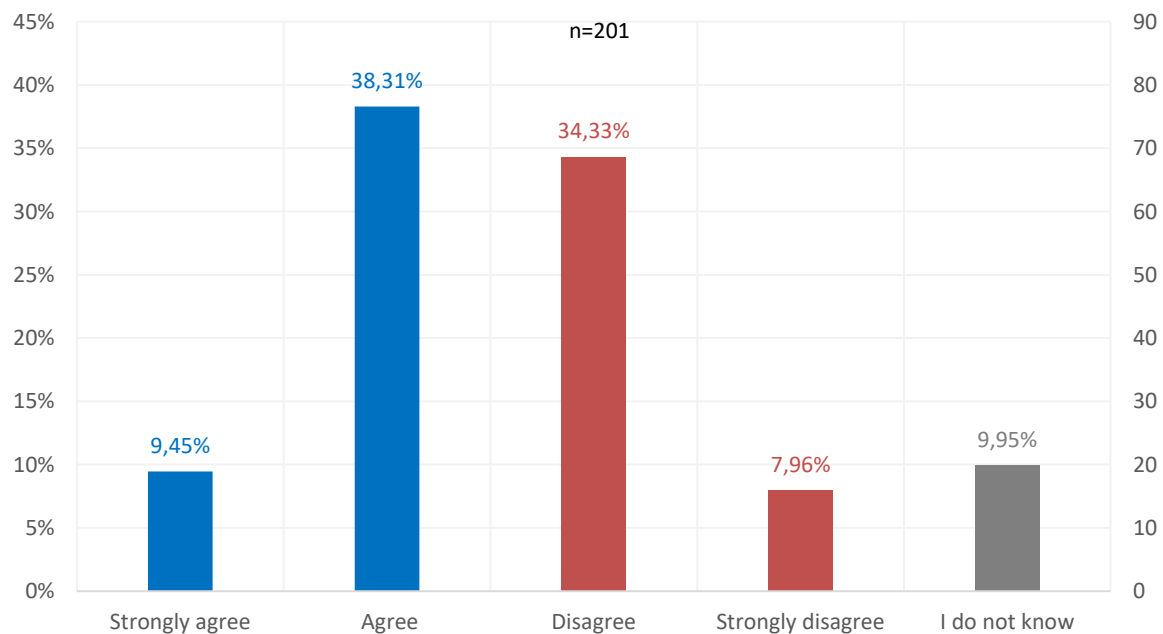
More than half of the respondents agree (46,8%) or strongly agree (6,5%) and 32,3% disagree that work experience is more important than qualifications when recruiting paid staff.

Work experience is more important than qualifications when recruiting paid staff



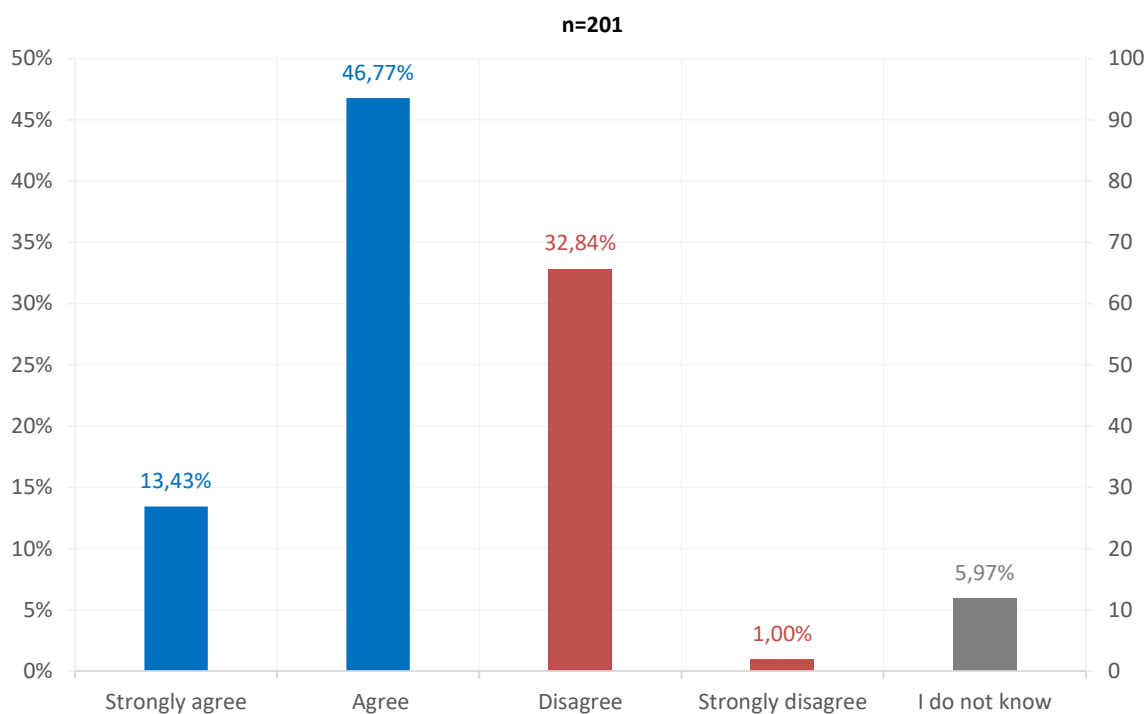
The respondents were divided when asked if the past experience is more important than qualifications when recruiting volunteers, with 38,3% that agree and 34,3% that disagree.

Past experience is more important than qualifications when recruiting volunteers



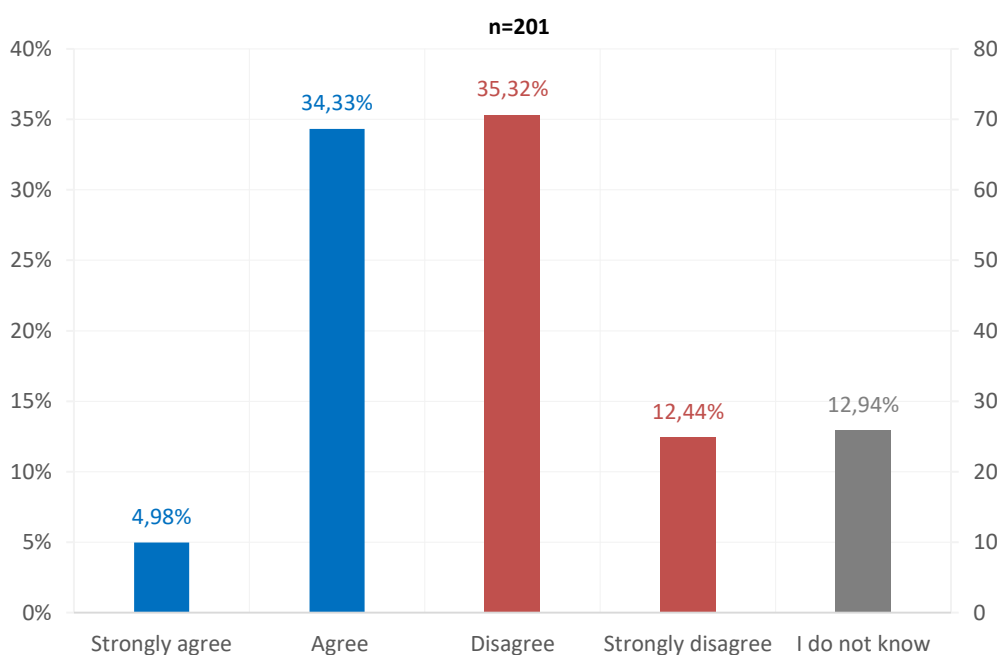
The majority agree (46,8%) or strongly agree (13,4%) that attitude and personality are more important than qualifications when recruiting paid staff, and 32,9% disagree.

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



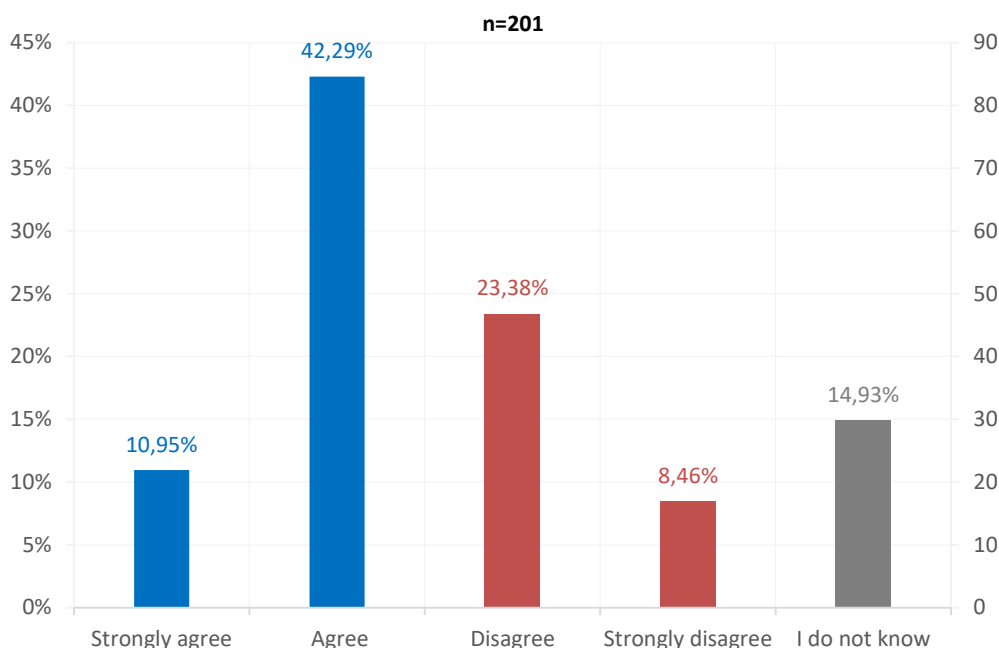
The majority disagree (35,3%) or strongly disagree (12,4%) that expectations and priorities from nacional government on sport organisations are increasing and 34,3% agree.

Expectations and priorities from national Government on sport organisations are increasing



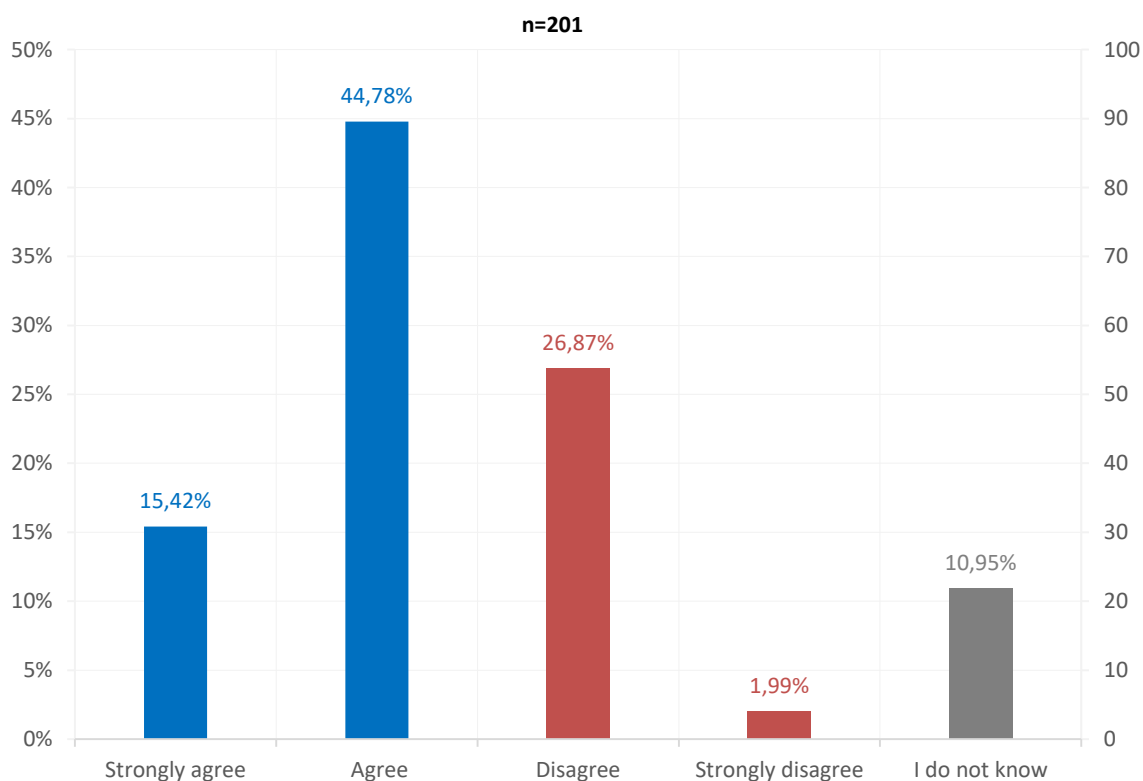
The great majority agree (42,3%) or strongly agree (11%) that expectations and priorities from national government are changing sport organisations, with 23,4% that disagree and 8,5% that strongly disagree.

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



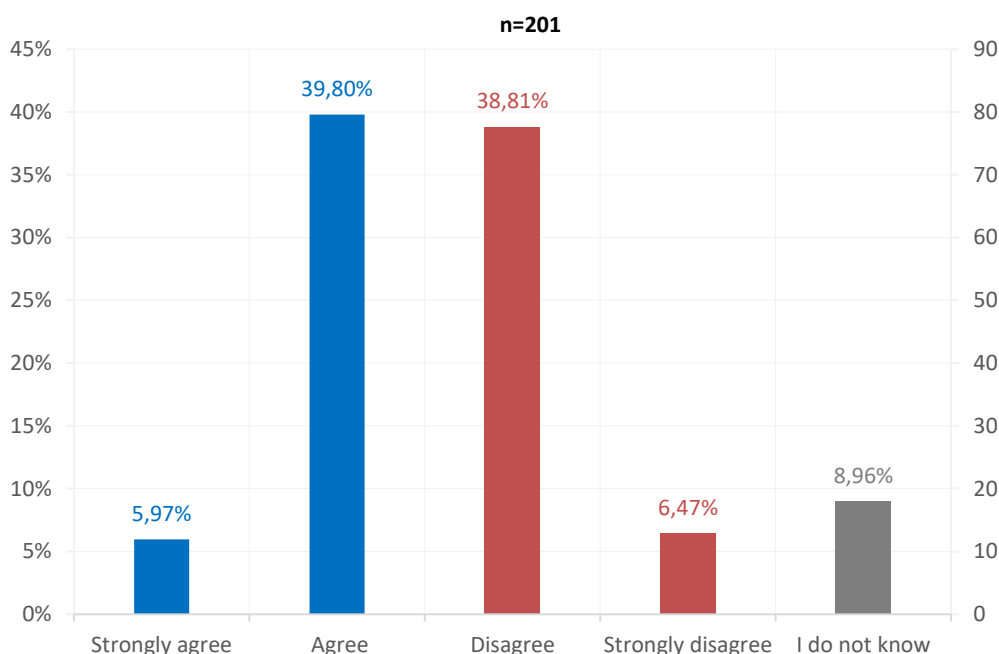
The great majority agree (44,8%) or strongly agree (15,4%) that it is not easy to progress from a technical role to a management position and 26,9% disagree.

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



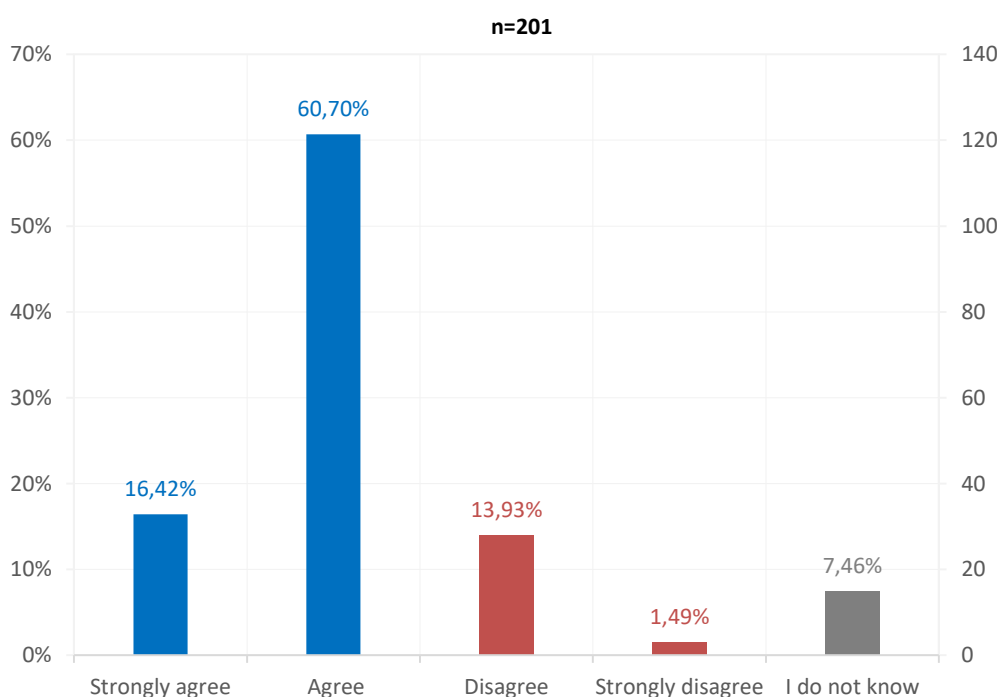
The respondents were divided when asked if it is easy to find and recruit people with the right skills to work as paid staff at their organisations, with 39,8% that agree and 6% that strongly agree and 38,8% that disagree and 6,5% that strongly disagree.

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



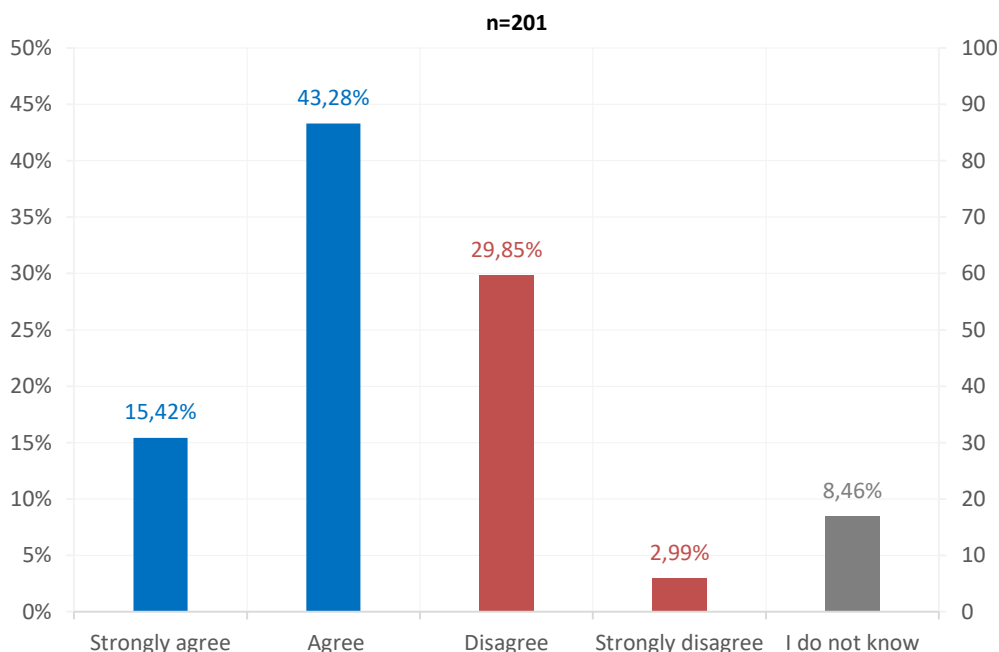
The great majority agree (60,7%) or strongly agree (16,4%) that the staff of the organisation are willing to train and develop themselves.

You find your staff are willing to train and develop themselves



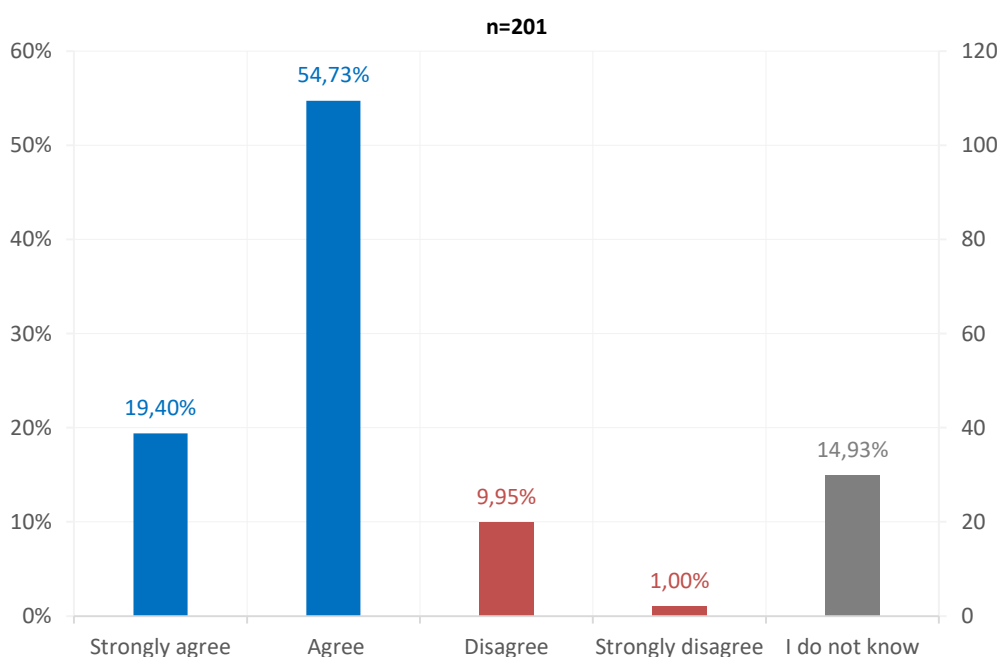
The majority of the respondents agree (43,3%) or strongly agree (15,4%) that it is difficult to find and recruit people with the right skills to work in their organisations as a volunteer and 29,9% disagree.

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



The great majority agree (54,7%) or strongly agree (19,4%) that, in the future, there will be a demand for a better qualified workforce operating in sport organisations.

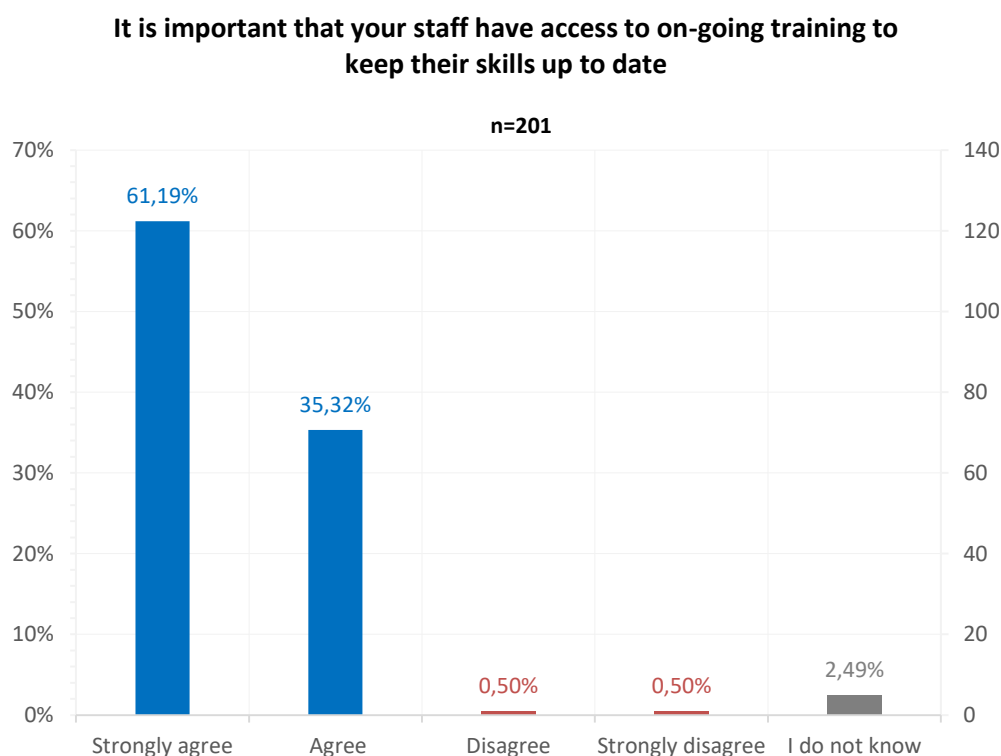
In the future there will be a demand for a better qualified workforce operating in sport organisations like yours



The great majority agree (54,2%) or strongly agree (29,9%) that effective governance is important to their organisation.

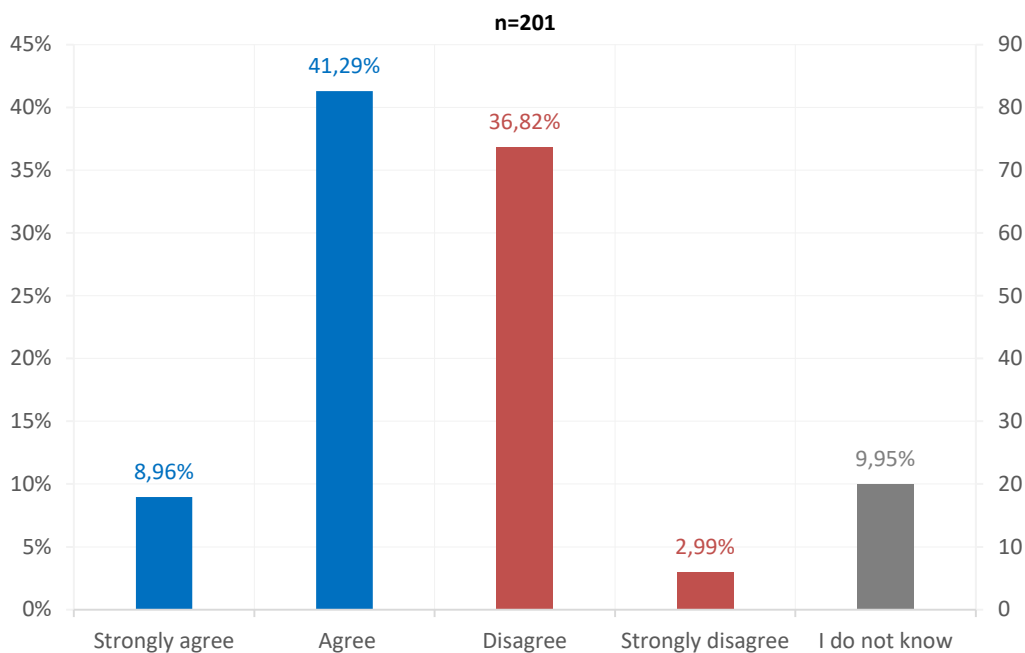


The great majority strongly agree (61,2%) or agree (35,3%) that it is important that the staff have access to on-going training to keep their skills up to date.



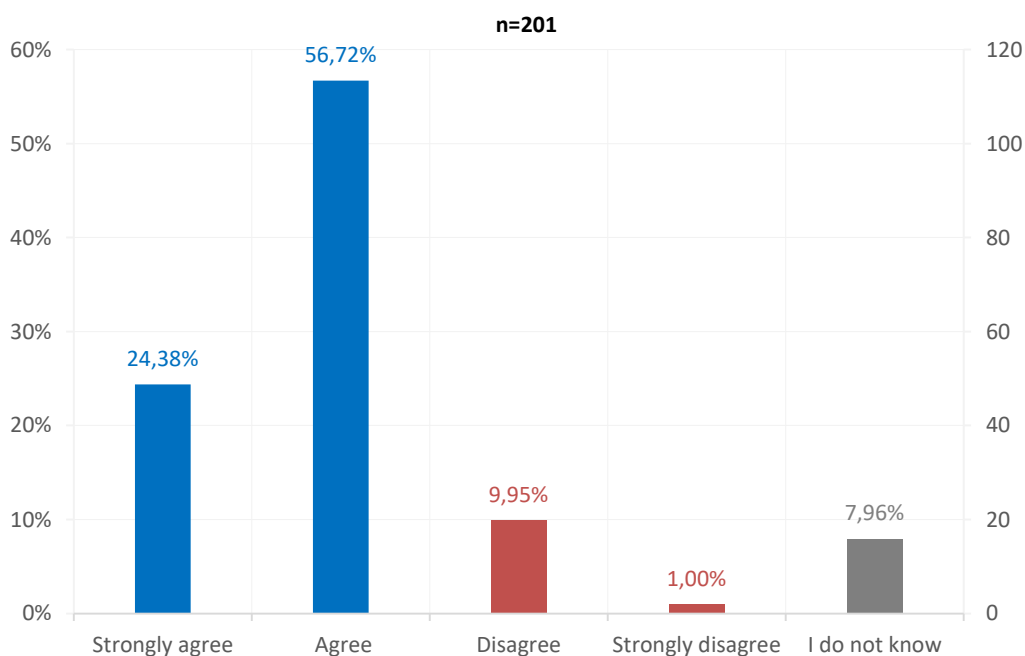
The majority agree (41,3%) or strongly agree (9%) that it is difficult to find relevant continuing professional development courses for their staff and 36,8% disagree.

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



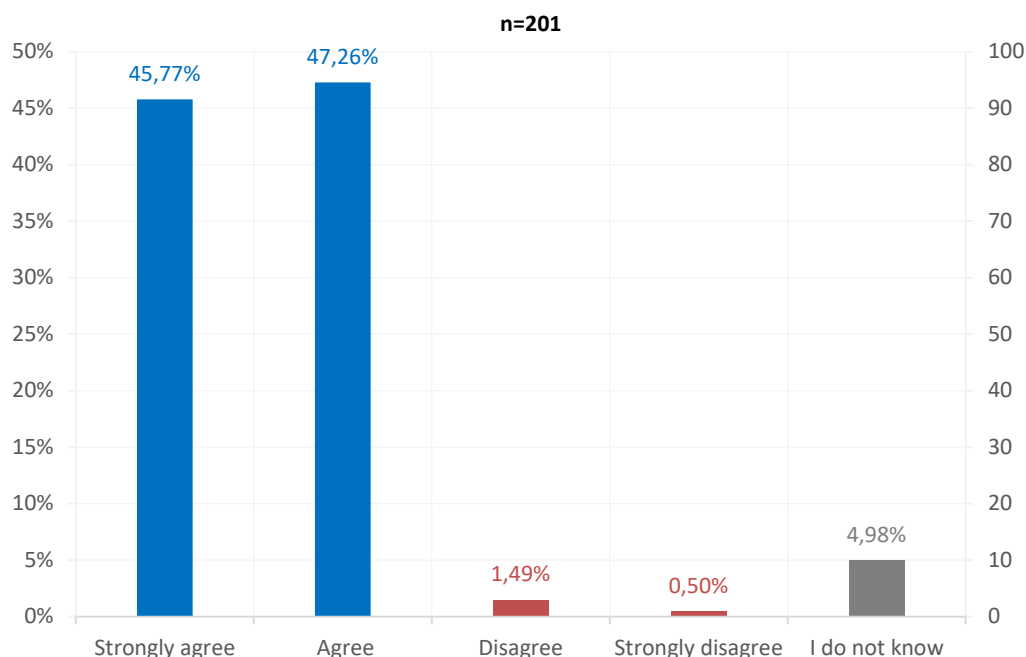
The great majority agree (56,7%) or strongly agree (24,4%) that new training courses are required to meet the training needs for their organisations.

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



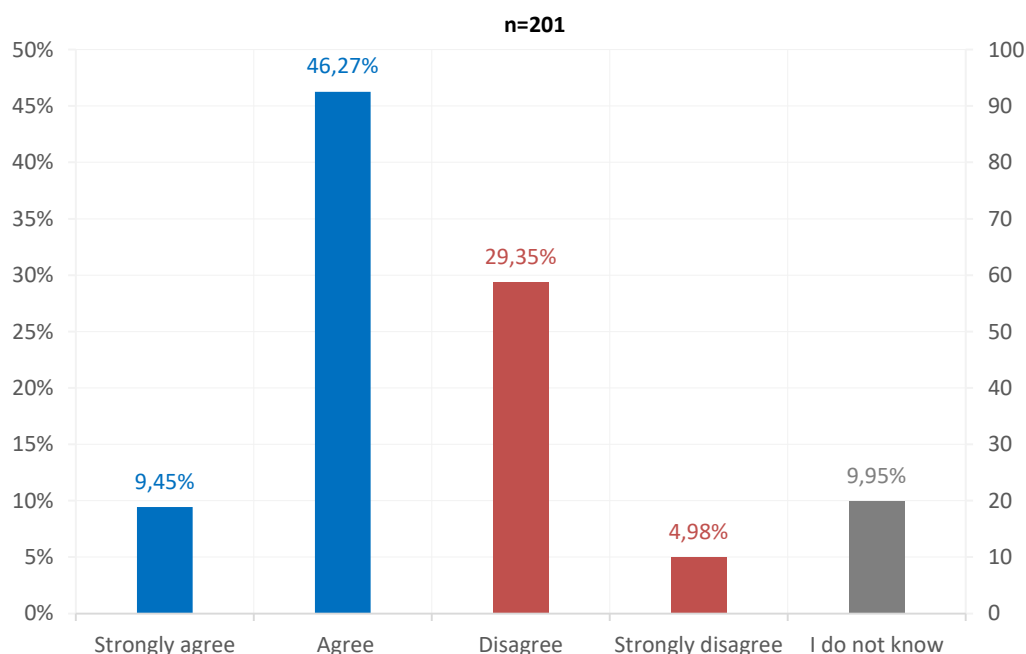
Almost all of the respondents agree (47,3%) or strongly agree (45,8%) that universities and training providers should work more closely with sport organisations.

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



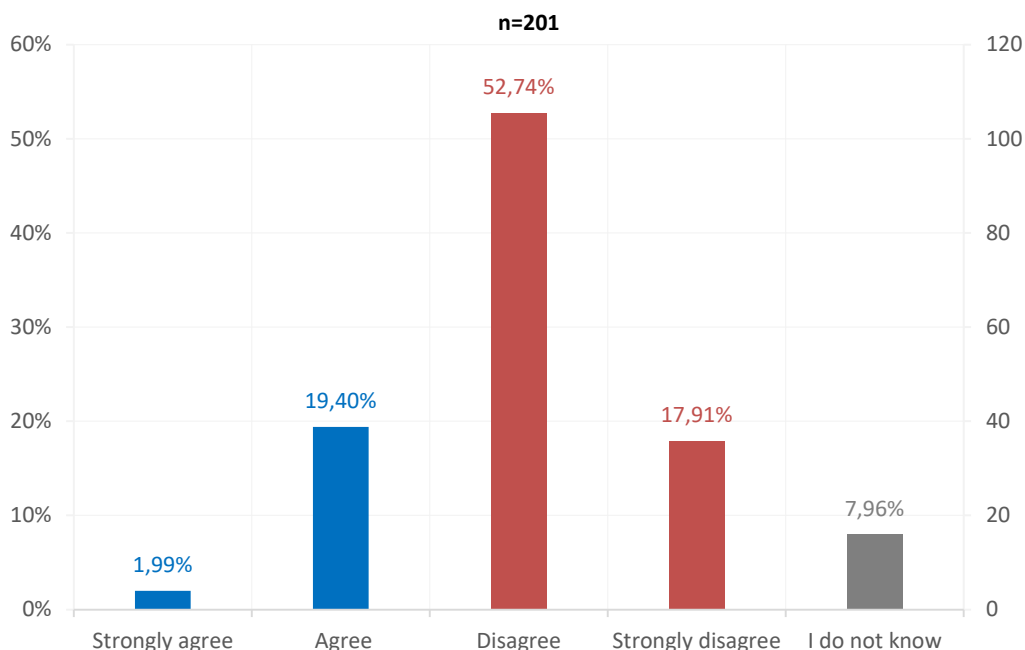
The majority agree (46,3%) or strongly agree (9,5%) that there is a clear pathway for someone to gain employment in sport organisations and clear pathways for progression, and 29,4% disagree.

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



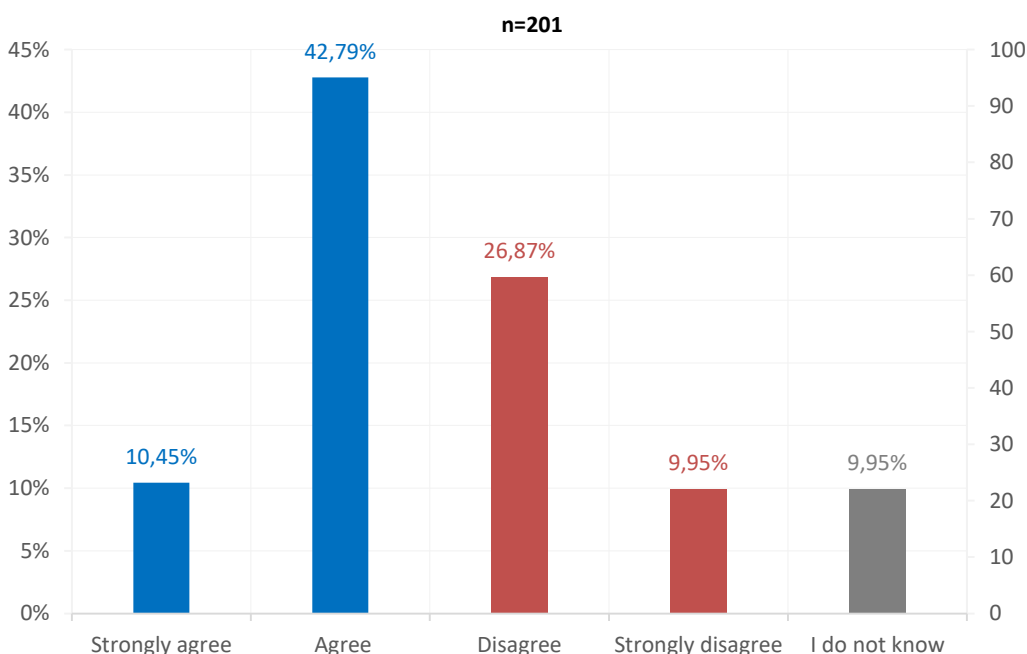
The great majority of the respondents disagree (52,7%) or strongly disagree (17,9%) that volunteers do not need the same level of qualifications to perform their roles as paid staff, and 19,4% agree.

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



The majority agree (42,8%) or strongly agree (10,5%) that the expectations with volunteers are as high as paid staff when they perform the same role, and 36,9% disagree (26,9%) or strongly disagree (10%).

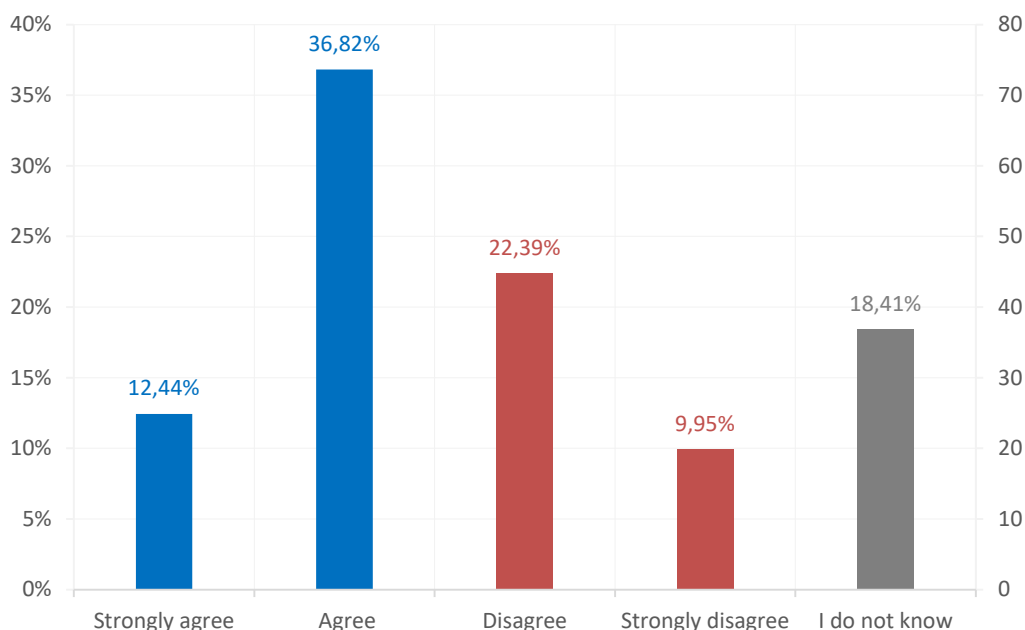
Our expectations of volunteers are as high as paid staff when they perform the same role



The majority agree (36,8%) or strongly agree (12,4%) that their staff would benefit from learning experiences in other countries, and 22,4% disagree.

Our staff would benefit from learning experiences in other countries

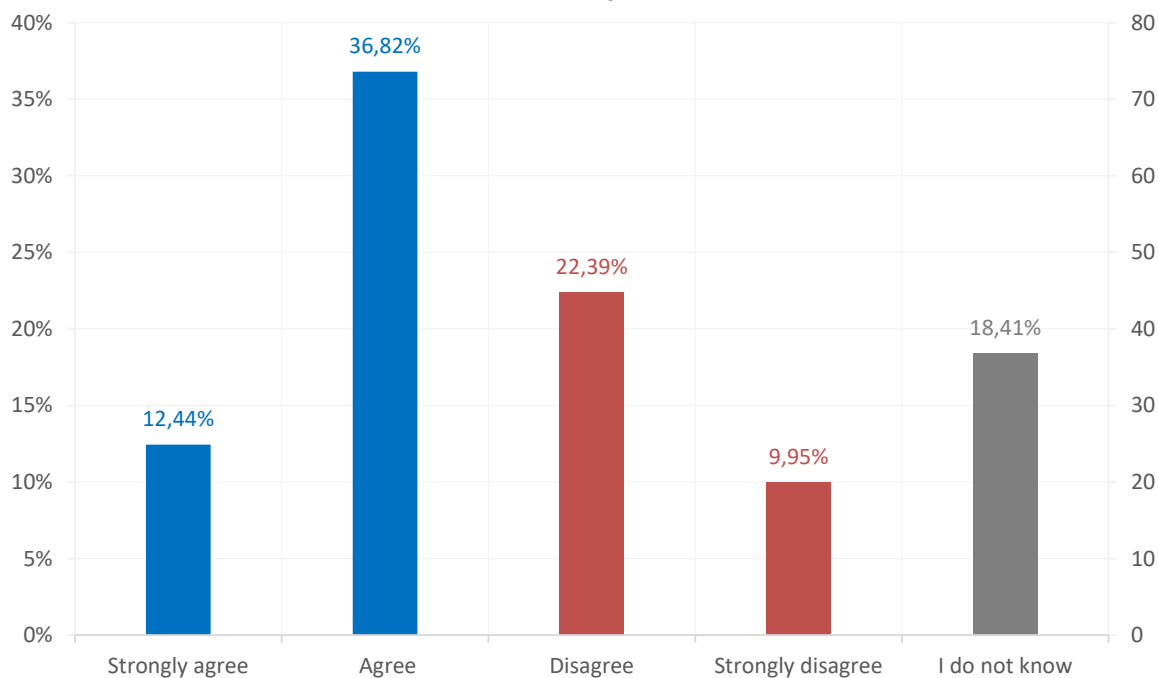
n=201



Almost half of the respondents agree (36,8%) or strongly agree (12,4%) that their staff would benefit from learning experiences in other countries, and 22,4% disagree.

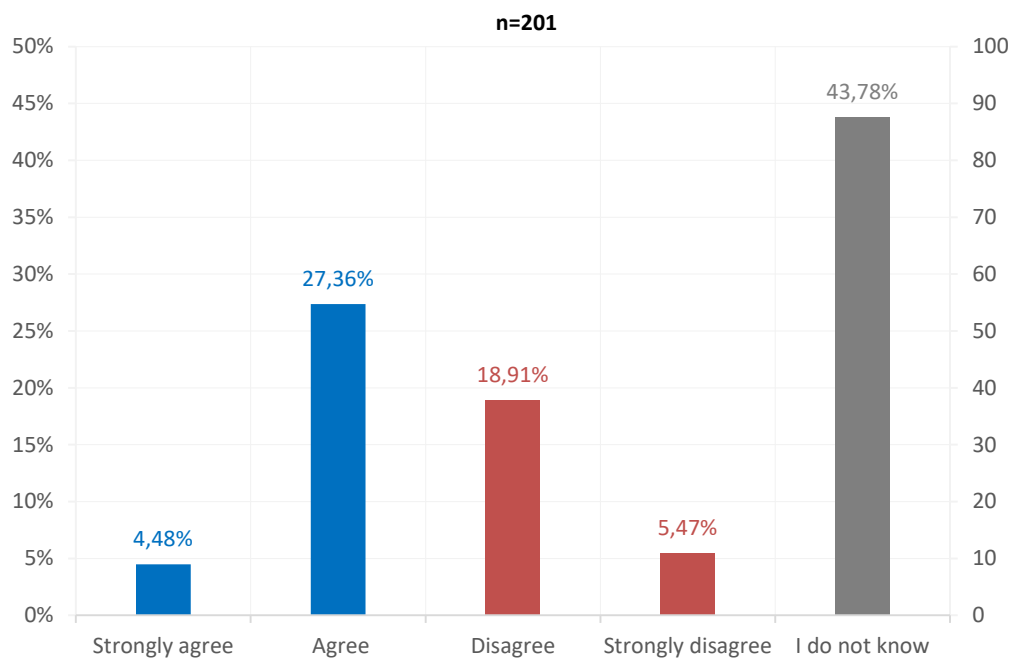
Our staff would benefit from learning experiences in other countries

n=201



The majority of respondents (43,8%) doesn't know if it is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable, while 27,4% agree and 18,9% disagree.

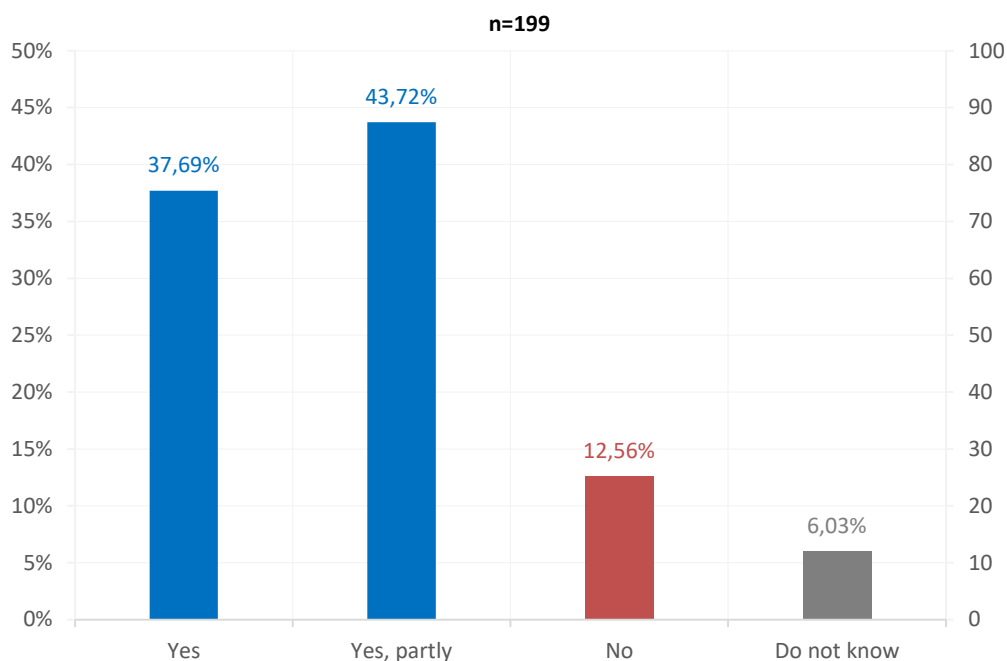
It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable



14) Workforce development and training

The great majority of respondents answered (43,7% partly and 37,7% yes) that their organisations regularly review the skills and training needs of the staff team.

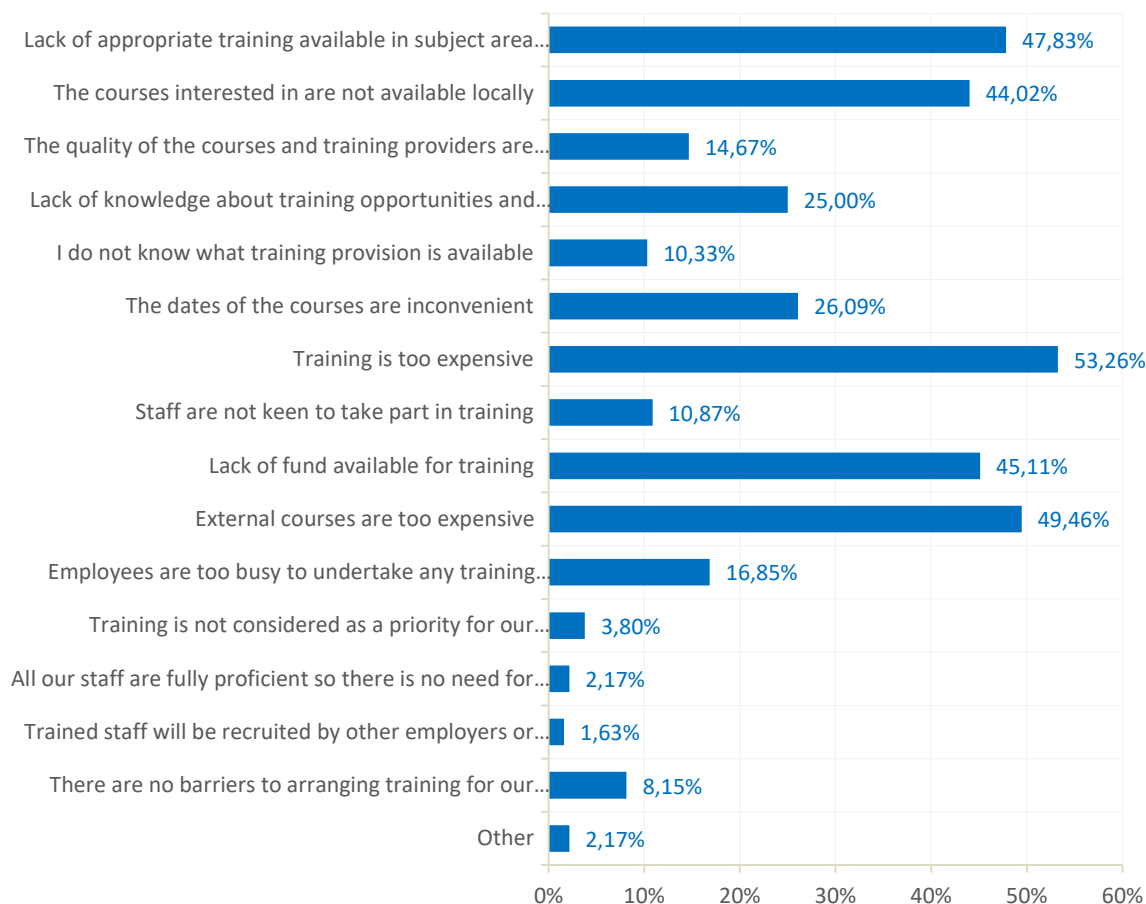
Does your organisation regularly review the skills and training needs of your staff team?



The respondents identified as the main barriers to arrange training for their workforce: “training is too expensive” (53,3%), “external courses are too expensive” (49,5%), “lack of appropriate training available in subject area” (47,8%), “lack of fund available for training” (45,1%).

What are the main barriers to arranging training for your workforce?

■ n=184





ESSA-SPORT

Improving the Supply of Skills to the Sector

8

REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS

In Portugal we started the project with national partners on the 7 of December, 2016, developing a “National round table on skills development” at Sport Sciences School of Rio Maior. The purpose of the meeting was starting an informal network to support the development of the project, presentation of the project’s goals, achieve a first characterization of the labour market in sport by sectors and introduction of the Sports Satellite Account by the Statistics of Portugal (INE). Attended the meeting the main national stakeholders in sports and sports education (37 people representing sport organizations): IPDJ (Portuguese Institute of Sport and Youth); COP (Olympic Committee of Portugal); PFF (Portuguese Football Federation); Treinadores de Portugal (Portuguese Confederation of Associations of Coaches); SJPF (Professional Football Players' Union); CAJAP (Confederation of Associations of Judges and Referees of Portugal); ME/DE (Ministry of Education / Sport at School); APOGESD (Portuguese Association of Sport Management); APDD (Portuguese Association of Sports Law); SPEF (Portuguese Society of Physical Education); AGAP (Association of Portuguese Gymnasiums and Academies); FPB (Portuguese Basketball Federation); Gnosies (VET private company); Manz (VET private company); CEFAD (VET private company); DGS (Healthy Lifestyle Unit); REDESPP (Network of Schools with Training in Sports of the Polytechnic Public Higher Education System); DESMOR (Rio Maior Sport Center), INE (Statistics Portugal) and the ESDRM (Sport Sciences School of Rio Maior).

All organizations present briefly characterized their activity and their sector, top subjects highlighted:

The strong growth of the gyms and fitness sector in the Portuguese market. With some stabilization in the years of the crisis (2011-2013), currently has a penetration rate of 7% and to have a reference of the strong financial impact of the sector. The offer of training is good and sufficient. There is no professional association of workers in the sector.

The Portuguese Association of Sports Managers (APOGESD), It is seeking to characterize the main occupations of sports managers, their competences and areas of intervention for a possible proposal for professional regulation.

Sports training companies have seen growth in the sports human resources training market with particular growth in the fitness / clubs and fitness sector.

The Portuguese Institute of Sport and Youth (IPDJ) is developing the National Coach Training Plan (PNFT) and recognizing and proving the competences for the exercise of the role of Physical Exercise Technician and the attribution of the Professional Title, two of main areas of intervention in the field of training of human resources in sport, in accordance with the legislation provided for this purpose.

The Confederation of Coaches of Portugal (CTP) highlighted the exponential increase in the number of coaches in Portugal. It also highlighted the main areas of intervention of CTP related to the implementation of the National Coach Training Plan (PNFT); institutional relations with Coach Associations and other national sport partners; development of the Lusophone Confederation of Coaches; establishing a partnership with the Paralympic Committee of Portugal to identify the conditions for participation and training of coaches in the various modalities for people with disabilities and strengthening the link with the International Council for Coaching Excellence.

The Public Polytechnic Higher Education Sports Training Network (REDESPP) highlighted the high percentage of employability of courses in these areas and the ability to carry out programs with strong community intervention. The objectives of the network are: to promote institutional synergies that ensure the development of training and research in the field of sport in public polytechnic higher education; cooperate to ensure the profitability and better use of existing institutional resources, including the

multidisciplinary teams of teachers and researchers and the sharing of laboratory equipment and materials; support the development of scientific and technological research projects and partnerships; highlight the educational offer of the institutions; promote the encouragement of student, teacher and non-teacher mobility among the institutions involved and a social and political intervention on the national and international strategy in the area of development and promotion of sport.

The Portuguese Society of Physical Education (SPEF), represents the scientific community in the field of Physical Education and Sport, It develops its action in defence of the conditions for the affirmation of physical education, sport at school, federated sport and exercise and health.

At the end of the meeting the Statistics of Portugal presented the Sports Satellite Account as summarized in this report on the characterization of the sector's economic activity in Portugal.

In on May 2018, Holding the Seminar on the Development of Sport in Cities and Territories, Projects of Dynamization of Physical and Sports Activity. Trends in market and labour market development. Auditorium of Sport Sciences School of Rio Maior. 68 people attended. Presentation cases of success in Bilbao (Spain), Lisbon, Setúbal, Torres Vedras and Alenquer and works carried out in the field of research by the ESDRM. Presentation of the project European Sector Skills Alliance for Sport and Physical Activity (ESSA-Sport), which ESDRM promote in Portugal and launch of the national project website: <https://www.gestaododesporto.com/essa-sport>

In on November 2018, communication with presentation of the ESSA-Sport project and dissemination of the link to the European Online Employers Survey. Reinforcement of the disclosure of the online survey European Online Employers Survey on Skills Needs.

Participation in the Congress of the Schools Network of Training in Sports of Polytechnic Higher Education System (REDESPP) - Rede de Escolas com Formação em Desporto do Ensino Superior Politécnico Público (REDESPP) - - 5, 6 November in Leiria. 125 people registered.

Communication at the National Congress of the Portuguese Association of Sport Management (APOGESD). Communication with the presentation of the ESSA-Sport project and dissemination of the link to the survey European Survey of Online Employees. 28 and 29 of November. 225 people registered.

In on May 2019, developing a "Second National round table on European sector skills alliance for sport and physical activity - Results presentation" at Sport Sciences School of Rio Maior. The purpose of the meeting was presentation of national sport and physical activity labour market report, national statistics on employment from desk research activities, and presentation of main findings about the European employer skills survey national report.

Attended the meeting the main national stakeholders in sports and sports education (27 people representing sport organizations): CPP (Paralympic Committee of Portugal); Treinadores de Portugal (Portuguese Confederation of Associations of Coaches); SJPF (Professional Football Players' Union); CAJAP (Confederation of Associations of Judges and Referees of Portugal); ME/DE (Ministry of Education / Sport at School); APOGESD (Portuguese Association of Sport Management); APDD (Portuguese Association of Sports Law); SPEF (Portuguese Society of Physical Education); AGAP (Association of Portuguese Gymnasiums and Academies); FPA (Portuguese Athletics Federation); CEFAD (VET private company); DGS (Healthy Lifestyle Unit); REDESPP (Network of Schools with Training in Sports of the Polytechnic Public Higher Education System); DESMOR (Rio Maior Sport Center) and the ESDRM (Sport Sciences School of Rio Maior).

Main points discussed after the presentation of the results:

The results obtained for the sector can't surprise because they are related to social issues and political processes that are more favourable to employability. In Portuguese society in general, employment grew; temporary work has decreased; there must be rules about precariousness and gender equality.

In gender equality in recent years, we can see effective female membership, with the high growth of women's football, and the hiring of professionals, whether female players or other functions.

Portugal has been a tourist destination for international sporting events, specialty congresses and other events translating into a larger hiring of professionals that contributed to the results presented.

The regulation made by FP Football that in terms of the certification of clubs requires them to hire coaches with training and employment contract.

The growth of the physical activity sector "gyms" also contributed to the results. However, there is a lot of employment in "undeclared" sport, and parallel work, if considered, would further raise the figures presented. There are situations that escape the study, such as amateur soccer players who under contract do not appear.

How many football players from the district and national championships of Portugal do not have a contract of employment, because they do not engage in this activity full time and are enough; Therefore, a good part of amateur football escapes these results.

The sports agent is not considered to be a sport profession and should be, like the sports masseur.

The figures presented were due to factors related to the legislation and management of sports organizations: the legislation adopted in 2011 in the sports sector, namely the legislation of professional certification of sports coaches and fitness instructor/ personal trainers, from summer camps requiring monitors, from lifeguards at management level, the certification of swimming schools by regulators such as Swimming Federation, the certification of football clubs by Football Federation.

Legislation and control were also part of the ASAE, which verifies compliance with the laws, within the sport also contributed to the results. These were the factors that increased and increased the values presented.

The figures presented for the sports sector are a reflection of new functions performed by sports professionals; at the pool level the coaches, the swimming school pedagogical coordinators, the pool maintenance technicians.

These functions required superior skills to respond to the market and expressed in the figures presented. For example, the Swimming School Technical Coordinator role needs specific skills for this new occupation.

He stressed the need to have studies to better understand the reality and to be able to intervene in it, specifically to know the functions and skills to be provided specific training for people who work in these functions in physical activity.

Results do not distinguish between general and outdoor data. The outdoor area should be distinct because it is a distinct job market that needs different skills compared to other professions such as sports training or exercise. Expert outdoor technicians need specific skills for their role. As for the type of contract (full / part-time), in outdoor activities 50%, of the professionals work in other occupations.

The study of the Coaches Confederation, in 2018, reports 1954 professional sports coaches. But we need to know how many are full time. We do not know if the study addresses the situation of RA Madeira, where 90% of club coaches, full-time or part-time, but are required by the Regional Government and are

teachers in schools; doctors who work in many different organizations / locations; or amateur soccer players, in which in many cases there is no contract at all, or if there is a non-soccer player.

They considered that the values are below of reality, because there are people who work in sports, such as those mentioned above, where this is not their main activity and will not be contemplated.

The values reflect the sector but are not quite representative of reality. These results do not include p. ex. soccer players and other sports who are hired as amateurs.

The values reflect the sector but are not quite representative of reality. These results do not include p. ex. soccer players and other sports players who are hired as amateurs.

Voluntary club officers/managers are not counted either, most clubs are very small and their club officers perform their duties on a voluntary basis.

The figures presented are impressive, even in the crisis years, showing a large number of people working in the sports sector.

Volunteering is part of sport, volunteers should not be replaced by professionals. Volunteering is positive and is an area that needs to be studied. The highly marked modalities for volunteering have a major qualification problem.

It is doubtful whether the results are representative, as it is not understood where the teachers of Physical Education and School Sports are accounted for, which represent 20 million euros / year in terms of payroll.

More professionals, more activities, more sports and better results are needed.

The data is not representative of the sector because it is not disaggregated; In the last 10 years, we have begun to get a sense of the dimension of sport and the importance of its professionals.

Voluntary leaders should be considered, because the membership sector sometimes limits the hiring of professional leaders / managers. Paid leaders is something recent in the sector.

I am comfortable with the values presented. The survey is a starting point. In 2018 the IPDJ mentioned the following numbers for FI's/ PT: 22087 and TD's: 4385. There are about 600,000 practitioners in 800 gyms.

There has been more investment in sport and more management practices. There are more practitioners and in turn more professionals

There has been an increase in legislation and its requirement regarding human resources in gyms and so has increased the number of technicians; The ASAE on the other hand supervises with greater rigor.

These figures do not consider certain cases with the use of new technologies, namely, virtually directed activities, in gyms that are open 24 hours a day, which are not required to have professionals present.

Getting more people to practice requires credibility, good practice and continuing education.

There is a concern with the fiscal taxation (VAT) has maximum value in the exercise sector and the business may regress.

The values are encouraging and represent a positive evolution. New professions are being born from the physical education teacher, in which I highlight the coach, fitness instructor and technical director certification;

There was a growth in which new professions and new areas of activity were created. Although the values may not be representative, e.g. do not account for physical therapists (who take care of athletes).

Deloitte (2016) presented the trends for sport and mentions, the content creators, the relationship with health and technologies.

Employment in sport has grown, Eurostat reports that in 2012-2017 Portugal and Greece the countries with the highest levels of employment growth in sport.

See the Erasmus + program had a budget of 250M € by 2020 and the next program 2021-2027 will have a budget of 500M €.

Increasingly the number of occupations to be regulated and the need for further training.

The central element of sport is the athlete represents 33% of the market which is little. Considering the policies of human resources training in sport at international level, we talk about dual careers, and the integration of athletes in the labour market, how many athletes are in sport organizations today? It is a concrete question that needs answering.

Lack of control in the management occupations, which is necessary to regulate. The medical and paramedical area is a professional activity that seems not to be covered in the study.

It is necessary to regulate sports professions in tourism; about two thirds of activities in the tourism sector are sports related activities.

It is necessary to create and regulate the professions with skills to work in the tourism sector, taking advantage of the teachings of similar legislation for coach, fitness instructor and technical director.

Has a negative outlook on the training model. The current training system does not respond. The millions of euros invested in the system did not lead to good results.

The system consists of higher education, vocational training and federated system.

I have a negative perspective on the current and future training system, only pay attention to the physiological, muscular issues, lack soft skills in training programs, academic training not related to training management, it is necessary to know how to manage the practitioner's exercise, but such is not possible to be given in units academic, which are compartments, not very close to reality.

It is necessary to change, to call formation to reality. For example, does not teach athletics in college, the Bologna process has reduced the hours and people have taught athletics (11 specialties) as a coaching course, which is worrying.

The existing training model responds. Sports agents do not qualify only if they do not want to do, there is still an installed culture that places sport and the qualification "back to back".

The question is: what is the predisposition of sports agents to qualification? You may not use it, but it is available. There is an increasing offer of training programmes. Just do not qualify who does not want.

Leaders know that there is secondary education, universities, over 23 accesses, specializations, even support for training. Sport and education cannot be back to back. The leadership mind-set is that it prevents employees from qualifying more.

There is a gap in training, yes, in the area of soft skills; technical area has evolved but needs further improvement. We have already begun to respond. The RVCC needs to improve for future titles.

There is an interest in the existence of a national employment observatory in sport, and it should cover sports managers, more clubs, the widest range of different sectors and be as representative as possible.



ESSA-SPORT

Improving the Supply of Skills to the Sector

9

NATIONAL CONCLUSIONS

9. NATIONAL CONCLUSIONS

The Government established (2016) the cross-sectorial National Strategy for the Promotion of Physical Activity, Health and Well-being, promoted by Directorate-General of Health (DGH). This plan links with strategic plans for the promotion of physical activity and sports from the national agencies, namely the Ministry of Education and the Portuguese Institute of Sports and Youth. It works in harmony with the National Health Plan and with the main international guidelines in the area, including the World Health Organization.

The country has low levels of sports participation, considering resident population aged 15 or more years, the percentage of regularly active people – regularly and with some regularity - was 28% (2013) and 26% (2017), less 2% than in 2013. The percentage of those who are never active was 64% (man 66% and woman 76%) in 2013 and 68% (man 68% and woman 78%) in 2017, less 4% than in 2013.

The most popular sports in national federations system, are: Football (28% - 161167); Handball (9% - 50244); Volleyball (8% - 43120); Swimming (8% - 43083); Basketball (6% - 36688); Camping and Mountaineering (5% - 28491), Tennis (3% - 16159), Athletics (3% - 15284) and Cycling (3% - 14637).

The total number of sport clubs, affiliated in sports federations, is 10.586. The clubs form the foundation of sport organise and competitive in Portugal.

Professional athletes/players are dispersed by different sports, mainly in football, basketball, handball, roller hockey, cycling, tennis and surf, but there is no official record on the number of professionals and type of employment contract.

The fitness subsector is booming, between the years 2011 (886 clubs) and 2017 (1497 clubs) increase 69% the number of fitness clubs in country.

Outdoor activities, as surfing, windsurfing, sailing, kite surfing, bike rides over hill, rock climbing, canyoning and canoeing on Portugal's rivers and nautical tourism are strong commercial offers in active tourism. There are 2102 registered tourist animation companies. Sport and active tourism is a development axis of the national tourism strategy.

According to Portuguese Sport Satellite Account (2012), in the broad sense, sport accounted for 1.2% of Gross Added Value (€1,794.2106) and 1.4% of employment (62,814 Full Time Equivalent), thus, the activities depending on sports themselves contribute 0.3% of GAV and 0.2% of employment).

As regards funding from the Portuguese Institute of Sports and Youth to sports federations in 2015, the sports federation that received the highest funding was football (€2.7 million), similarly to funding granted to athletics, handball and basketball. In the year under review, the Olympic Committee of Portugal received approximately €5.3 million, i.e. €1 million more than in the previous year. The Institute's total funding to sports federations was approximately €36.7 million, with the sports development project accounting for 94% of the total. In turn, training received 1.4% of funding from the Portuguese Institute of Sports and Youth (1.8% in the previous year) (INE -Statistical yearbook, 2015).

In 2015, latest information available, local government funding to sports activities and equipment exceeded €246.3 million, of which approximately three quarters were current expenditure (72%). Around 32% of the total amount assigned to sports activities and equipment was for sports activities, followed by construction and maintenance of sports facilities (27%), and sports associations (20%).

The number of people working in the Sport Sector increased in Portugal (41%) between 2012 until 2015. After a decrease between 2011 and 2012 the number dropped again after 2015. During this period, in

Europe, the number of people working in the Sport Sector has been always increasing, with more expression after 2013.

Portugal has less women working in the Sport Sector than men, a difference of gender that was particularly evident in 2013. This difference of gender is also noted in Europe. The number of women with a sport specific occupation (ISCO 342) has increased between 2012 and 2016, but the difference with men remains more significant than in Europe.

Between 2011 and 2016, the group of high education employees in the Sport Sector is being increasing in Portugal, with a significant change from 2011, when low education group was predominant.

In the period of analyses, Portugal has more people working in the Sport Sector in a full-time contract than in part-time, like it happened in Europe. The country has more people employed in the Sport Sector than self-employed. Between 2013 and 2016 although the number of employees increased the self-employed remained at similar levels.

The number of people having a sport occupation has been increasing in Portugal between 2011 and 2016, while in Europe, in 2013, the number decreased to the lowest of the period and is increasing since there.

In Portugal the number of persons having sport occupation, within NACE 931, was always higher, between 2011 and 2016, however the employment grew more outside NACE 931. By contrast, the values for Europe behaved differently, from 2014 onwards sport occupations (ISCO 342) had more employment within NACE 931 and less in outsider NACE 931. Probably services at fitness clubs and sports facilities may have grown significantly.

The total employment in Portugal in the sport sector versus overall total employment has been increasing, overtaking European average in 2014. With lower percentages of the sports organizations, lower number of sports practice and average number of practitioners Portugal has a higher total employment in the sport sector versus overall total employment.

National sport education and training system, within higher education, sports qualifications are offered both at university or polytechnic higher education institutions. At the first study cycle level (EQF/NQF level 6), there are sports qualifications available at 30 higher education institutions (18 universities and 12 polytechnic institutes). The main education fields are: physical activity and healthy lifestyles, sports science, dance, sport, sport and physical activity, sport and wellness, sport physical condition and health, sport and leisure, nature sport and active tourism, physical education and sport, sport management, human kinetics and sports training.

At the second study cycle level (EQF/NQF level 7), there are sports qualifications available at 20 higher education institutions (11 universities and 9 polytechnic institutes). The main education fields are: sports science, physical activity and health, physical education teaching in primary and secondary education, exercise and health and sports management, among others.

At the third study cycle level (EQF/NQF level 8), there are sports qualifications available at 9 higher education institutions, all universities. The main education fields are: sports sciences, physical education and sport, human kinetics and physical activity and health.

The Training of Human Resources of Sport, after 1999, was included within the scope of Vocational Education and Training. In August 28, 2012 is repealed by Law 40/2012 (in force) where some changes are introduced adapting national legislation to European legislation.

There are four regulated sport occupations: 1) sports coach - applies to sports federations and affiliated sports clubs; 2) physical exercise technician - applies to fitness clubs; It is responsible for guiding and

conducting the exercise of sporting activities taking place at the facility; 3) technical director of fitness clubs - technical responsible for the direction and orientation of the sports activities developed in the sports facilities that provide sports services in the area of the physical condition (fitness) and 4) technical director of recreational diving area - the technical director is responsible for the provision of recreational diving services: at the diving school; dive center; dive equipment rental and filling and supply of respiratory mixtures.

The training of these occupations and others associated with sport, may be carried out by a variety of entities, most of them are private, as long as they are licensed training providers. The provision of training is limited to the following providers: 1) Sports Federations (sport coaches); 2) Education institutions within the National Qualification System, includes public and private establishments; ranging from basic to higher education institutions and vocational education and training schools and 3) Entities in the private sector who are licensed training providers according to DGERT. The professional qualification certificate that allows the exercise of the activity is issued by the regulatory entity: the Portuguese Institute of Sport and Youth.

The analysis of the national results from the online employers survey on skills needs in the sport and physical activity sector gave us the following highlights:

15,7% of the organisations have no paid workers at all. The largest proportion of responding organisations employed between 1-4 paid employees (21,8%). The next highest value is between 20 and 49 (17,4%) paid employees. Only 10,1% employed more than 100 paid employees.

51,8% of respondents reported that they engaged the services of volunteers on a regular basis, 32,7% said they did so occasionally and only 11,3% reported that they never engaged volunteers.

The main occupations identified by the majority of respondents are sports coaches (80,6%), clerical and office staff (76,9%), operational staff (60,3%), senior management staff (56,2%) and middle management staff (52,9%). Occupations as fitness instructors (43,8%), professional athletes (33,1%), sport officials (27,3%) or outdoor activity leaders & animators (22,3%), probably by type of organizations with higher sample weight, are less engaged in these organizations.

There are higher percentages of paid employees in occupations as clerical office staff (74,2%), operational staff (62,3%), middle management staff (61,7%), fitness instructors (56,6%) and senior management staff (56,6%). Self-employed or freelance are the type of contracts that prevail in outdoor activity leaders (46,3%) and are significant in fitness instructors (55,7%), sport coaches (48,7%) and sport officials (42,4%).

When the respondents compare the expectations about different occupations role, between volunteers and paid staff, the answer “yes, the same expectation” have lower percentages for management, operational staff, clerical and office staff occupations and higher percentages for the occupations outdoor activity leader and animator, coach and sport official.

We can see that most of the respondents (54,1%) recruited or attempted to recruit a paid employee in the past 12 months, mainly sport coaches (50,5%), clerical and office staff (43%) and fitness instructors and personal trainers (41,1%).

Near half of the respondents (41,3%) had no difficulty in fill vacancies. The ones that had difficulties (25,7%) felt this more with sport coaches (59,6%) and clerical and office staff (40,4%).

As main causes of difficulty in recruitment, responders appointed mainly “low number of applicants with the required skills” (45,7%) and “unattractive terms and conditions offered for this post” (45,7%).

Most of the respondents (70,7%) said that their organizations hadn't staff vacancies. The 20,5% that answered "yes" said that their organisations had staff vacancies mainly for operacional staff (55%), sport coaches (45%) and clerical and office staff (45%). Clerical and office staff (88,9%) and professional athletes and players (80%) for paid employees and sport officials for self-employee (100%).

The main reasons for difficulties in retaining paid staff was "better pay by other organisations" (38,5%) and "the work is only seasonal" (33,9%).

The majority of respondents (65,9%) said that their organisations haven't any particular problem in engaging volunteers. The 21% that answered "yes", said that the difficulty happens mainly with sport coaches (52,4%), board members (45,2%) and sport officials (40,5%).

The majority agree (55,2%) or strongly agree (29,9%) that sport organisations have become more professional in recent years.

Asked if the sector is changing and evolving and if, as a result, the skills needed by those in the sector will change too, the majority answered that agree (58,7%) and strongly agree (25,4%).

More than half of the respondents agree (57,7%) or strongly agree (19,4%) that the workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive.

The majority agree (47,3%) or strongly agree (46,3%) that improving governance should be a priority for all sport organisations.

A large majority strongly agree (9,4%) and agree (47,8%) that customer service is poor in sport and physical activity facilities and clubs.

The great majority agree (61,2%) or strongly agree (15,4%) that the skills required in their organisations are changing.

The majority agree (46,8%) or strongly agree (13,4%) that attitude and personality are more important than qualifications when recruiting paid staff.

The majority disagree (35,3%) or strongly disagree (12,4%) that expectations and priorities from national government on sport organisations are increasing. On the other hand, the great majority agree (42,3%) or strongly agree (11%) that expectations and priorities from national government are changing sport organisations.

The majority of the respondents agree (43,3%) or strongly agree (15,4%) that it is difficult to find and recruit people with the right skills to work in their organisations as a volunteer.

The majority of respondents (43,8%) doesn't know if it is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable, while 27,4% agree and 18,9% disagree.

The great majority agree (56,7%) or strongly agree (24,4%) that new training courses are required to meet the training needs for their organisations.

Almost all of the respondents agree (47,3%) or strongly agree (45,8%) that universities and training providers should work more closely with sport organisations.

The majority agree (36,8%) or strongly agree (12,4%) that their staff would benefit from learning experiences in other countries, and 22,4% disagree.

About workforce development and training, the great majority of respondents answered (43,7% partly and 37,7% yes) that their organisations regularly review the skills and training needs of the staff team.

The respondents identified as the main barriers to arrange training for their workforce: “training is too expensive” (53,3%), “external courses are too expensive” (49,5%), “lack of appropriate training available in subject area” (47,8%), “lack of fund available for training” (45,1%).

The national partners, after the activities of consultation implemented, advise:

There are no comprehensive, comparable and public/accessible data sets regarding professional sports and athletes/players.

At a national level, besides data regarding sports participation within recognized national sport federations, which is updated, comprehensive and comparable, there's only Eurobarometer data, which is sparingly updated and based on a small non-random, telephone sample, set at a European level.

At a regional/local level, there are several sport participation studies but the data isn't easily accessible and not always comparable. Also, it seems there are major differences between the participation levels as assessed by the Eurobarometer and those assessed by the aforementioned regional/local sport participation studies, pointing towards an underestimation of the real situation as reported by the Eurobarometer.

There are no reliable, comprehensive, comparable and public/accessible data sets regarding sport clubs and registered members. In fact, there might be duplication problems associated with the statistic regarding sport clubs affiliated in recognized national sport federations. Also, all the data available on participation on organized sports comes from an outdated special Eurobarometer (2014).

There are no reliable, comprehensive, comparable and public/accessible data sets regarding sport facilities. However, SNID, the National Sport Information System aims at solving this gap and it's data sets are developing fast.

The Sport Satellite Account (SSA) was developed just for a short period of three years dating back to almost 10 years ago (2010-2012).

National sport authorities should encourage the National Institute of Statistics to develop data collection and treatment of the disaggregated information, until four digits at least in NACE codes, and more data on second job and volunteering in sport.

Encourage employment in sport for women in the different roles that can be performed.

Federations, associations and clubs must have gender equality in the constitution of boards and management functions.

Encourage employment in sport for former high level athletes and professionals.

The VET and NQF sport human resources training system should be extended to the sport management occupations as well as the outdoor activities occupations.

The regulation of the law about sports facility manager it has been a long time to be realized and constitutes a void in the responsibility of the activities carried out in the sports facilities

The importance of volunteering for the economy and for the society is widely recognised. Volunteering plays a key role in social cohesion, more cohesive communities, more integrated society and personal development, can contribute to the development of human capital, the development of sport organizations and the sport. Must be more stimulated and supported in sport.

There is an assumed lack of recognition of the importance and impact of the work of volunteers, the recognition of the informal learning achieved can be important for the participants of voluntary and for the recruitment of new volunteers.

New practices in the management of volunteers must be improved, as well as the recruitment, management of volunteers, developing and empowering people, leaders, managers, board members and support staff.

Sports organizations should develop campaigns to attract people to day to day volunteering and support them.

Education and training for management and support areas and technical (e.g. coaches, instructors) should be distinct.

Portugal should allow reduced VAT rates or VAT exemptions to be applied to the use of sports facilities, non-profit sports organisations as well as fitness clubs.

In the training programmes of human resources of sport, it is necessary to introduce new teaching methodologies, more active, based on practical situations and incorporating diverse skills taught.

The partners present at the last national round table agreed to set up a national observatory on employment in sport which will engage wider stakeholders, such as policy makers and relevant national authorities, sector skills experts, education institutes and social partners when developing qualifications in sport sector.



ESSA-SPORT

Improving the Supply of Skills to the Sector

10

**NATIONAL ACTION PLAN
AND
RECOMMENDATIONS**

10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

Thematic 1: The configuration of the national sector and role of main stakeholders / Improve the levels of sport and physical activity participation

Recommendation	Priority Action	Actors	Timeline	Measure of success	Comment
Recommendation 1 Ensure strategic alignment of national, regional and local sport stakeholders in the implementation of national sport and physical activity policies and programs	Priority Action 1.1 Organize and present study: Situation of sport and physical activity in Portugal	Government Minister of education Youth and Sport	longer term	Present study	68% of population never exercise or play sport
	Priority Action 1.2 Make a strategic agreement with 25 Intermunicipal Communities to increase levels of physical activity and healthy lifestyles	Secretary of State for Youth and Sport Municipalities National Association of Portuguese	longer term	Agreement reached	
	Priority Action 1.3 Make a strategic agreement with Sport Federations to increase levels of sport practise	Municipalities National sports federations	longer term	Agreement reached	
Recommendation 2 Renew National Observatory of Sport and Physical Activity	Priority Action 2.1 Build a network of higher education institutions that can operationalize the observatory from a collaborative perspective	Secretary of State for Youth and Sport	longer term	Observatory in operation	The sports system must be ready to make evidence-based decisions. Information availability is crucial for this purpose.
	Priority Action 2.2 Monitor and pilot the levels of participation in sport and physical activity	Portuguese Institute of Sport and Youth National	longer term	Observatory in operation	
	Priority Action 2.3 Monitor and pilot the key information about the sports system, e.g. number of clubs, sports facilities	Statistic Institute	longer term	Observatory in operation	
Recommendation 3 Get more funding for the sports sector	Priority Action 3.1 Apply more financial resources to the sports sector and national physical activity promotion programs	Government Minister of education Youth and Sport Secretary of State for Youth and Sport Municipalities National	longer term	Increase budget by 5% per year	Grassroots sport needs more and better applying financial resources

Thematic 2: The range of activities available and which organisations

Recommendation	Priority Action	Actors	Timeline	Measure of success	Comment
Recommendation 2 Promote physical activity-oriented businesses	Priority Action 2.1 Registration of expenses with physical activities and sports and deducting a certain amount in income tax (IRS)	Minister of education Youth and Sport Secretary of State for Youth and Sport Companies	longer term	Reduced rate	Improve the levels of sport and physical activity participation
	Priority Action 2.2 Reduce VAT rates or VAT exemptions in the use of sports facilities, non-profit sports organisations as well as fitness clubs		longer term	Reduced rate	
	Priority Action 2.3 Sport at work, provide tax incentives for companies with the largest number of workers offering sports and physical activity programs for workers		longer term	Reduced rate	
Recommendation 3 Promotion sports for all held at sports clubs	Priority Action 3.1 Local-based Club Stimulus Program to activate new members and new sports	Federations Sports clubs	short-term	increase members 10% per year	Lower level of membership in sport clubs
Thematic 3: The venues/ facilities					
Recommendation	Priority Action	Actors	Timeline	Measure of success	Comment
Recommendation 1 Ensuring quality in sports services and sports facilities	Priority Action 1.1 Ensure quality and safety in the operation of facilities, equipment and materials.	Municipalities Federations Clubs Fitness clubs AGAP Sport Facilities	longer term	Fulfill established standards	The customer service is poor in sport and physical activity facilities and clubs
	Priority Action 1.2 Ensure quality of service provided by technicians, coaches, instructors and support staff		longer term	Fulfill established standards	
	Priority Action 1.3 Ensure accessibility to sports facilities for people and athletes with disabilities		short-term	Fulfill established standards	
Recommendation 2 Increase the level of knowledge of spaces for outdoor physical activity	Priority Action 2.1 develop an online platform for outdoor physical activity to indicate places of practice	Municipalities Federations	longer term	active online platform	There is a lack of information on the characterization of sports facilities

Recommendation 3 Reinforce the outdoor physical activity	Priority Action 3.1 Increase the number of pedestrian and cycle paths in cities	Municipalities Federations Clubs APECATE Outdoor companies	longer term	Set a benchmark for cycle path and green area	The most sport or physical activity takes place in informal settings, in parks and outdoors
Thematic 4: Recognition of the role of volunteers enriching the knowledge and skills					
Recommendation	Priority Action	Actors	Timeline	Measure of success	Comment
Recommendation 1 Update new practices in management of volunteers	Priority Action 1 Strengthen the national sports club training program. Improve new practices in the management of volunteers	Institute of Sport and Youth Federations Clubs	short-term	Available program	Improve the skills of sport volunteers
	Priority Action 2 Improvement of the national data collection about volunteering process, the sport need more accurate and detailed data		short-term	Available data collection about volunteering	
	Priority Action 3 Regulate the activity of volunteer sports manager and support staff		longer term	Regulation performed	
Recommendation 2 Attract volunteers and support them	Priority Action 1 Each club must have a volunteer officer, specific position, trained to attract, retain and develop volunteers	Institute of Sport and Youth Federations Clubs	short-term	Active volunteer officer	Very low values of volunteering in sports association Sport can give skills transferable to other professional areas
	Priority Action 2 Introduce the voluntary work / internships as an obligatory part of the curricula in sport education programmes		longer term	Available program	
	Priority Action 3 Development of transferable skills (p. ex. leadership, team work, solving-problems) for younger volunteers. Volunteering is strongly linked to non-formal and informal learning can be a way to		longer term	Available program	

	develop managerial skills				
Recommendation 3 Promote benefits engaging volunteers	Priority Action 1 The legal and fiscal aspects related to volunteering in sport need to be improve, is necessary refresh the regulatory national law	Government Minister of education Youth and Sport Secretary of State for Youth and Sport	longer term	update performed	

Thematic 5: Improve the people and the sport labour market

Recommendation	Priority Action	Actors	Timeline	Measure of success	Comment
Recommendation 1 Regulation of sport occupations	Priority Action 1 Regulating the occupation of sport manager in VET system as it is already in practiced for other sports professions	Institute of Sport and Youth Federations Clubs VET providers	longer term	regulated profession	In accordance with the appraisal of the interviewed stakeholders
	Priority Action 2 Regulating the occupation of outdoor leader/ instructor in VET system as it is already in practiced for other sports professions		longer term	regulated profession	
	Priority Action 3 Regulating the occupation of lifestyle coach in VET system as it is already in practiced for other sports professions		longer term	regulated profession	
Recommendation 2 Improve teaching quality in courses and skills upgrading	Priority Action 1 Improve the provision of distance learning programs in sport	Institute of Sport and Youth Federations Clubs VET providers Higher education institutions	short-term	Available program	The main barriers to training workforce: "training is too expensive" (53,3%), "external courses are too expensive" (49,5%), "lack of appropriate training available in subject area" (47,8%), "lack of fund available for training" (45,1%).
	Priority Action 2 Enhance training in multimedia platforms in sport		short-term	Available program	
	Priority Action 3 Develop a training catalog in areas and skills specific to the various sports occupations		longer term	Available program	
	Priority Action 4 Improve training of trainers with active and integrative		short-term	Available program	New teaching methodologies, more active, based on practical

	methodologies				situations and incorporating diverse skills taught
Recommendation 3 Build a job supply and demand platform in sport	Priority Action 3.1 Creates a pathway to opportunity for job seekers, sport platform to employment	Institute of Sport and Youth Olympic Committee of Portugal Paralympic Committee of Portugal Federations Clubs VET providers Higher education institutions CPAT	short-term	Platform online	<p>The majority of the respondents agree (43,3%) or strongly agree (15,4%) that it is difficult to find and recruit people with the right skills to work in their</p> <p>The respondents were divided when asked if it is easy to find and recruit people with the right skills to work as paid staff at their organisations</p> <p>organisations as a volunteer and 29,9% disagree.</p>
	Priority Action 3.1 Strengthen communication of European mobility programs between workers and sports organizations		short-term	campaign carried out	The majority of respondents (43,8%) doesn't know if it is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable
Recommendation 4 Launch National Observatory of Sport Employment	Priority Action 4.1 Improve the characterization of the sport labour market	Institute of Sport and Youth Olympic Committee of Portugal Paralympic Committee of Portugal Federations Clubs VET providers Higher education institutions CPAT	longer term	Observatory in operation	Develop data collection, more data about employment, on second job and volunteering in sport
	Priority Action 4.2 Follow the qualifications and skill mismatches in sport job market		longer term	Observatory in operation	
	Priority Action 4.2 Provide more information to the sports system about the need for qualifications and professional demand		longer term	Observatory in operation	Almost all of the respondents agree (47,3%) or strongly agree (45,8%) that universities and training providers

		AGAP APOGESD			should work more closely with sport organisations.
--	--	-----------------	--	--	--



ESSA-SPORT


Improving the Supply of Skills to the Sector


BIBLIOGRAPHY



BIBLIOGRAPHY

a) National key facts and data

-  Source: INE (2017). Resident population by place of residence (NUTS - 2013), sex and age group; Annual - Statistics Portugal, Annual estimates of resident population. Retrieved Sept. 15, 2017, from

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0008273&&contexto=bd&selTab=tab2&xlang=en
-  Source: INE (2019). Unemployment rate (Series 2011 - %) by sex, age group and highest completed level of education; quarterly.

Retrieved Jul. 15, 2019, from
https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contexto=pi&indOcorrCod=0005599&selTab=tab0&xlang=en





b) Characteristics of the overall labour market















-  INE (2017). Active population (Série 2011 – N.º) by place of residence (NUTS - 2013), sex, age group and highest completed level of education; Annual - Statistics Portugal, Labour force survey. Retrieved April 28, 2017, from
https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006136&contexto=pti&selTab=tab10&xlang=en
-  INE (2017). Employed population (Series 2011 - N.º) by place of residence (NUTS - 2013), sex, age group and Highest completed level of education ; Annual - Statistics Portugal, Labour force survey. Retrieved April 28, 2017, from

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006137&contexto=bd&selTab=tab2&xlang=en
-  Source: INE (2018). Persons employed in enterprises by economic activity (Class - CAE Rev. 3) and legal form; Annual - Statistics Portugal, Integrated business accounts system. Retrieved Jul 11, 2019, from

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006570&&contexto=bd&selTab=tab2&xlang=en



c) The configuration of the national sector and the national sport policy

-  Decree-Law 251-A/2015 of December 17th - Approves the organization and functioning of the XXI Constitutional Government, adopting the adequate structure to fulfil the priorities set forth in its Program: <http://data.dre.pt/eli/dec-lei/251-a/2015/12/17/p/dre/pt/html>
-  XXI Constitutional Government: <https://www.portugal.gov.pt/pt/gc21/governo/composicao>
-  Lei nº 5/2007, 16 de janeiro - Lei de Bases da Atividade Física e do Desporto (LBAFD).
-  Lei n.º 7-B/2016, de 31 de março, Aprova as Grandes Opções do Plano para 2016 -2019, p. 39. Retrieved April 30, 2017, from https://dre.pt/home/-/dre/74008473/details/maximized?p_auth=B2qdAA6W


-  Despacho nº 6401/2016, available in Diário da República n.º 94/2016, Série II de 2016-05-16. Retrieved April 30, 2017, from <https://www.dgs.pt/pns-e-programas/programas-de-saude-prioritarios/atividade-fisica.aspx>
-  Lei n.º 7-B/2016, de 31 de março, Aprova as Grandes Opções do Plano para 2016 -2019, p. 55. Retrieved April 30, 2017, from https://dre.pt/home/-/dre/74008473/details/maximized?p_auth=B2qdAA6W
-  PENT (2006). The National Strategic Plan for Tourism. Minister for Economy and Innovation. Portugal National Tourism Authority. Retrieved April 30, 2017, from <http://www.turismodeportugal.pt/Portugu%C3%AAs/AreasAtividade/ApoioaoInvestimento/Anexos/PENT%20OVER%20INGLES.pdf>
-  IPDJ. (2017). Estatísticas do desporto. Instituto Português do Desporto e Juventude, I.P. Retrieved April 20, 2017, from <http://www.idesporto.pt/conteudo.aspx?id=103>
-  Commision, E. (2014). Special Eurobarometer 412/Wave 80.2: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. DOI 10.2766/73002.
-  Commision, E. (2010). Special Eurobarometer 334/Wave 72.3: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. Retrieved April 20, 2017 http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_334_en.pdf
-  INE. (2015). INE -Statistical yearbook of Portugal 2015. Lisbon: Instituto Nacional de Estatística, IP. ISBN 978-989-25-0373-8
-  IPDJ. (2017). Estatísticas do desporto. Instituto Português do Desporto e Juventude, I.P. Retrieved April 20, 2017, from <http://www.idesporto.pt/conteudo.aspx?id=103>
-  Commision, E. (2014). Special Eurobarometer 412/Wave 80.2: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. DOI 10.2766/73002.
-  Commision, E. (2017). Special Eurobarometer 472/ Wave EB88.4: Sport and Physical Activity. European Commission, Directorate-General for Education and Culture and co-ordinated by Directorate-General for Communication. DOI:10.2766/483047.
-  Olympic Committee of Portugal (2018) Report of Activities and Accounts 2016. Lisbon: Portuguese Olympic Committee, (pp. 43).
-  Paralympic Committee of Portugal (2018). Report on Activities and Accounts 2016. Loures: Paralympic Committee of Portugal, (pp. 27).
-  INE (2019). Enterprises (N.º) by geographic localization (NUTS - 2013) and Economic activity (Subclass - CAE Rev. 3). Annual - Statistics Portugal, Integrated business accounts system. Retrieved April 28, 2019, from https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0008466&&c_ontexto=bd&selTab=tab2&xlang=en
-  National tourism entertainment agents registration (RNAAT) (2019). Turismo de Portugal. <https://rnt.turismodeportugal.pt/RNT/ConsultaAoRegisto.aspx>

-  Secretaria de Estado do Desporto (1997). Carta Nacional de Instalações Desportivas 1997. Lisboa: Secretaria de Estado do Desporto.
-  Secretaria de Estado do Desporto (1998). Política Nacional de Desenvolvimento Desportivo – Desporto Século XXI. Lisboa: Secretaria de Estado do Desporto.
-  Secretaria de Estado do Desporto e da Juventude (2017). Instituto Português do Desporto e da Juventude. Retrieved May 26, 2017, from <http://www.idesporto.pt/noticia.aspx?id=564>.
-  Law n.º 50/2018, of August 16th, The transfer of competences to local and inter-municipal authorities.
-  Law nº 130/99, of August 21st, Political and Administrative Statute of the Autonomous Region of Madeira (first revision)
-  Lei n.º 2/2009, of January 12th, Political and Administrative Statute of the Autonomous Region of Azores (third revision)



d) The economic impact of sport

-  INE (2016). Conta Satélite do Desporto 2010-2012, Contas Nacionais. Retrieved April 20, 2017, from
-  https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_destaques&DESTAQUESdest_boui=256837725&DESTAQUESmodo=2




e) The impact or link of sport to other agendas such as health strategy or social policy





-  Directorate-General of Health (DGH) (2016). National Strategy for the Promotion of Physical Activity, Health and Well-being (ENPAF 2016-2025). Lisbon: DGH. ISBN: 978-972-675-243-1
<https://www.dgs.pt/pns-e-programas/programas-de-saude-prioritarios/atividade-fisica.aspx>

f) Present the role of the ministry(ies) responsible for education and training in your country




-  Decree-Law 251-A/2015 of December 17th - Approves the organization and functioning of the XXI Constitutional Government, adopting the adequate structure to fulfil the priorities set forth in its Program: <http://data.dre.pt/eli/dec-lei/251-a/2015/12/17/p/dre/pt/html>
-  XXI Constitutional Government: <https://www.portugal.gov.pt/pt/gc21/governo/composicao>

g) The most significant characteristics of the school system in Portugal

-  Law 49/2005, of August 30th - Second amendment to the Basic Law of the Educational System and first amendment to the Basic Law on Financing of Higher Education: <https://dre.pt/pesquisa/-/search/245336/details>
-  Law 85/2009, of August 27th - Establishes compulsory schooling for children and young people who are of school age and establishes the universality of pre-school education for children from the age of 4 (Amended by Law 65/2015, of July 3rd): <https://dre.pt/pesquisa/-/search/488826/details>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2015). **Organograma do Sistema de Educação e Formação**. Retrieved from <http://www.dgeec.mec.pt/np4/324/>

-  European Commission. (2017). Education and Training Monitor. Retrieved from http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Estatísticas da Educação 2015/2016**. Retrieved from <http://w3.dgeec.mec.pt/dse/eef/2016/inicio.asp>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Indicadores Gerais da Educação**. Retrieved from <http://w3.dgeec.mec.pt/dse/eef/indicadores/>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Perfil do Aluno 2015-2016**. Retrieved from <http://www.dgeec.mec.pt/np4/estatglobal/>


h) Describe the role of quality assurance and accreditation bodies for education and training

-  European Quality Assurance in Vocational Education and Training. (2017). Description of the VET System in Portugal. Retrieved from <http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/portugal.aspx>
-  European Association for Quality Assurance in Higher Education. (2017). Members (information about Portugal). Retrieved from <http://www.enqa.eu/index.php/enqa-agencies/members/full-members>
-  Agência de Avaliação e Acreditação do Ensino Superior – A3ES (Agency for Assessment and Accreditation of Higher Education): <http://www.a3es.pt/en>

i) The most significant characteristics of the higher education (HE) system

-  Direção-Geral do Ensino Superior. (2017). **Sistema de Ensino Superior Português**. Retrieved from <https://www.dges.gov.pt/pt/pagina/sistema-de-ensino-superior-portugues?plid=371>
-  Cedefop. (2017). **Portugal - European inventory on NQF 2016**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>
-  Direção-Geral do Ensino Superior. (2017). **Concurso Nacional de Acesso ao Ensino Superior 2016 em Números**. Retrieved from <http://www.dges.mctes.pt/estatisticasacesso/2016/>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Estatísticas do Ensino Superior**. Retrieved from <http://www.dgeec.mec.pt/np4/18>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **RAIDES 16: Principais resultados - Inscritos 2016/2017**. Retrieved from <http://www.dgeec.mec.pt/np4/850.html>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Estatísticas da Educação 2015/16. Principais resultados relativos ao Ensino Superior**. Retrieved from <http://www.dgeec.mec.pt/np4/estatglobal/>
-  Direção-Geral de Estatísticas da Educação e Ciência. (2017). **Perfil do Aluno 2015-2016**. Retrieved from <http://www.dgeec.mec.pt/np4/estatglobal/>




j) The system of vocational education and training (VET) and who are the main stakeholders

-  Cedefop. (2017). Portugal - European inventory on NQF 2016. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>





k) The status of implementation of a National Qualifications Framework (NQF)


-  Cedefop; UNESCO-HQ; European Training Foundation; UNESCO Institute for Lifelong Learning. (2015). Global inventory of regional and national qualifications frameworks - Volume II: national and regional cases. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/2213-0>
-  Cedefop. (2017). Portugal - European inventory on NQF 2016. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>

l) How has the National Qualifications Framework (NQF) or national system been referenced to the European Qualifications Framework (EQF)

-  Cedefop; UNESCO-HQ; European Training Foundation; UNESCO Institute for Lifelong Learning. (2015). **Global inventory of regional and national qualifications frameworks - Volume II: national and regional cases**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/2213-0>
-  DGES. (2017). **Relatório de referência do Quadro Nacional de Qualificações ao Quadro Europeu de Qualificações**. Retrieved from <https://www.dges.gov.pt/pt/content/relatorio-de-referenciacao-do-quadro-nacional-de-qualificacoes-ao-quadro-europeu-de>
-  Cedefop. (2017). **Portugal - European inventory on NQF 2016**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>
-  DGES. (2017). **National Qualifications Framework/European Qualifications Framework**. Retrieved from <https://www.dges.gov.pt/en/pagina/national-qualifications-frameworkeuropean-qualifications-framework>
-  Cedefop. (2009). **Vocational education and training in Portugal. Short Description**. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5177>
-  **Portugal's commitment regarding the European Alliance for Apprenticeships**. (2017) Retrieved from: <http://ec.europa.eu/social/main.jsp?catId=1148&langId=en>
-  Cedefop. (2017). Portugal - European inventory on NQF 2016. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>


m) The system of sport in schools

-  Decreto-Lei n.º 176/2014, de 12 de dezembro - Matriz curricular do 1.º ciclo; Despacho n.º 14460/2008 do Gabinete da Ministra, publicado no Diário da República, 2.ª série — N.º 100 — 26 de Maio de 2008; Decreto-Lei n.º 139/2012 de 5 de julho.
-  Despacho n.º 9302/2014 do Gabinete do Ministro, publicado no Diário da República, 2.ª série — N.º 136 — 17 de julho de 2014; Ministério da Educação – Organização Curricular e Programas de Educação Física; <http://www.dge.mec.pt/educacao-fisica>
-  <http://www.dge.mec.pt/matriz-curricular-do-2o-ciclo>
-  <http://desportoescolar.dge.mec.pt/>


 http://desportoescolar.dge.mec.pt/sites/default/files/pde_2017_2021_dge_final.pdf


n) The sport qualifications offered in universities


 <http://www.dges.gov.pt/guias/indarea.asp?area=XI;>


 <http://www.a3es.pt/pt/acreditacao-e-auditoria/resultados-dos-processos-de-acreditacao/acreditacao-de-ciclos-de-estudos>


o) The role of sport federations in the delivery of sport education


 Law 407/99, of October 15th. Establishes the legal regime for sports training in the context of vocational education and training.


 Law 20/2004, of June 5th. Statute of the Volunteer Manager in Associations.


 Law 248-A/2008 of December 31th. Establishes the regime of access and exercise of the activity of sports coach.

 Law 248-B/2008, of December 31th. Establishes the legal regime of sports federations and the conditions for the granting of sport utility status.

 Ministerial Order 5061/2010, of March 22th. Establish the rules for access and obtain of Sports Coach Card (Cédula de Treinador de Desporto).

 Law 40/2012, of August 28th - Establishes the regime of access and exercise of the activity of sports coach.


 Ministerial Ordinance 326/2013 of November 1st. Defines aspects related to continuing sports coach training.

 Law 93/2014, of June 23th. Establishes changes in the legal regime of sports federations and the aspects of the attribution of sport utility status.

 National Coach Training Program. Programa Nacional de Formação de Treinadores
<http://www.idesporto.pt/ficheiros/file/PNFT/PNFT%20-%20O%20LIVRO.pdf>

p) Other vocational and professional qualifications offered in sport and physical activity

 <https://www.dges.gov.pt/pt/pagina/cursos-tecnicos-superiores-profissionais>

 <http://www.dges.gov.pt/pt/pagina/cursos-de-especializacao-tecnologica-cet?canal=sou-futuro-estudante>


 <http://www.angep.gov.pt/>

q) The extent of implementation of NQF in sport

 <http://www.idesporto.pt/legislacao.aspx?id=9&idMenu=10>


 <http://www.idesporto.pt/conteudo.aspx?id=94>

r) The extent of involvement of private training providers in sport and physical activity education

 Lei n.º 40/2012, de 28 de agosto, Artigo 7.º; Estabelece o regime de acesso e exercício da atividade de treinador de desporto. <https://data.dre.pt/eli/lei/40/2012/08/28/p/dre/pt/html>


 Portaria n.º 326/2013 de 1 de novembro; <http://www.idesporto.pt/conteudo.aspx?id=176#AFTD>


s) The provision of Continuous Professional Development (CPD) in sport and physical activity


 Lei n.º 40/2012, de 28 de agosto, Artigo 7.º; Estabelece o regime de acesso e exercício da atividade de treinador de desporto. <https://data.dre.pt/eli/lei/40/2012/08/28/p/dre/pt/html>

 Portaria n.º 326/2013 de 1 de novembro; <http://www.idesporto.pt/conteudo.aspx?id=176#AFTD>


t) System for the recognition of informal and non-formal education in sport

 PORTUGAL European inventory on NQF 2016

 Decreto- Lei n.º 396/2007, de 31 de dezembro, e da respetiva regulamentação;


 Lei n.º 40/2012, de 28 de agosto, Artigo 7.º; Estabelece o regime de acesso e exercício da atividade de treinador de desporto. Artigo 6.º Requisitos de obtenção do título profissional <https://data.dre.pt/eli/lei/40/2012/08/28/p/dre/pt/html>

u) The provision of training for volunteers in sport


 <https://juventude.gov.pt/Voluntariado/Programa-Agora-Nos-Entidades-Promotoras/Paginas/Programa-Agora-Nos-Entidades-Promotoras.aspx>;

 Decreto-Lei n.º 267/95 de 18 de Outubro, [Lei n.º 20/2004, de 5 de Junho](#)


v) There are qualifications required by law to work in sport and simultaneously required under the rules of federations

 Lei n.º 40/2012 de 28 de agosto; Lei n.º 39/2012, de 28 de Agosto; Mergulho: Lei n.º 24/2013, de 20 de março; [Portaria n.º 6/2014, de 13 de janeiro](#); Norma Europeia n.º 14467, de fevereiro de 2003; Normas aplicadas aos prestadores de serviços: adequação da Lei às Diretivas Comunitárias n.º 2006/123/CE, relativa à prestação de serviços no mercado interno (União Europeia), e n.º 2005/36/CE, relativa ao reconhecimento de qualificações profissionais no seio da União Europeia.

w) The education and training system in the following sub-sectors

 <http://www.idesporto.pt/conteudo.aspx?id=122&idMenu=53>; despacho conjunto n.º 9386-A/2016, de 21 de julho; Decreto-Lei n.º 272/2009, de 1 de outubro; Decreto-Lei n.º 45/2013, de 5 de abril; http://www.comissaoatletasolimpicos.com/index.php?option=com_content&view=article&id=147&Itemid=479; http://sjpf.pt/?pt=news&op=OP_SHOW_DETAIL&id=8160

x) System for tracking graduates of sport qualifications and monitoring of they take a position in the sport industry

 http://www.dges.gov.pt/sites/default/files/decreto_regulamentar_n.o_20_2012_de_7_de_fevereiro.pdf

 <http://www.a3es.pt/>



www.essa-sport.eu

This project has been funded with support from the European Commission.
This national report reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

With the support of the
Erasmus+ Programme
of the European Union

