



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



Spain

September 2019

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ESSA-SPORT
Improving the Supply of Skills to the Sector

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

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

a) The ESSA-Sport Project

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

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




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

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

b) The National Report

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

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

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

c) The sport and education system

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

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

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

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

d) Sport Labour Market Statistics

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

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

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

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

e) European Employer Skills Survey

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

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

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

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

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

f) Consultations and conclusions

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

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

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



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**NATIONAL KEY FACTS
AND OVERALL LABOUR
MARKET**

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

a) National key facts and data

Official name: Spain

Geographical size: 506.0 thousands of square kilometres (INE, 2008)

Capital city: Madrid.

Neighbouring countries: Portugal, France, Gibraltar and Andorra. Spain is located in Southwestern Europe, bordering the Mediterranean Sea, North Atlantic Ocean, Bay of Biscay, and Pyrenees Mountains; southwest of France

Official EU language(s): Spanish

Flag: There are two red horizontal bands top and bottom of the flag with a wider (double the width) yellow band between them

EU member country: Since 1 January 1986

Currency: Euro. Euro area member since 1 January 1999

Schengen: Schengen area member since 26 March 1995


Population: 46,934,632 inhabitants (INE, 2019). Spain population is equivalent to 0.61 % of the total world population. Spain ranks number 30 in the list of countries by population. The population density in Spain is 93 per squared kilometres (241 people per mi²). The total land area is 498,000 km². 82.3 % of the population is urban; the median age in Spain is 43.6 years

Table 1) Total population per gender and categories of age

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)				
		Female	Male	0-14	15-24	25-54	55-64	65+
2016	45.977,8	50,9	49,1	15,1	10,8	44,3	12,4	18,4
2015	45.967,0	50,8	49,2	15,1	10,6	44,9	12,0	18,1
2014	45.994,9	50,8	49,2	15,1	10,3	45,4	11,7	17,8
2013	46.145,7	50,7	49,3	15,2	10,0	45,9	11,5	17,4
2012	46.324,5	50,7	49,3	15,3	9,8	46,4	11,3	17,0
2011	46.306,8	50,6	49,4	15,2	9,7	46,8	11,0	16,8
2010	46.149,1	50,6	49,4	15,5	9,7	47,0	10,9	16,5
Please indicate the source		National Labour Force Survey. Units: Thousands Persons & % (www.ine.es)						


GDP (PPP) 2018 estimate (IMF, 2019):

 Total: \$1.864 trillion (16th in the world)

 Per capita: \$40,290 (31st in the world)

GDP (nominal) 2018 estimate (IMF, 2019)

 Total \$1.506 trillion (12th in the world)

 Per capita \$32,559 (30th in the world)

Political system: Spain is a unitary parliamentary constitutional monarchy, with a head of government - the prime minister - and a head of state - the monarch. A council of ministers is the executive branch and is presided over by the prime minister. Spain is a unitary state, composed of 17 autonomous communities and 2 autonomous cities, with varying degrees of autonomy.

Trade and economic situation: The most important sectors of Spain's economy in 2016 were wholesale and retail trade, transport, accommodation and food services (23.4 %), public administration, defence, education, human health and social work activities (18.9 %), and industry (17.8 %). Intra-EU trade accounts for 67% of Spain's exports (France 15%, Germany 11% and Italy 8%), while outside the EU 4% go to the United States and 3% to Morocco. In terms of imports, 62% come from EU Member States (Germany 15%, France 12% and Italy 7%), while outside the EU 7% come from China and 4% from the United States.

European Parliament: There are 54 members of the European Parliament from Spain. Also, Spain has 21 representatives on the European Economic and Social Committee and 20 representatives on the European Committee of the Regions.

Unemployment rate: 14.7

Job vacancy rate: 0.8

Climate: temperate; clear, hot summers in interior, more moderate and cloudy along coast; cloudy, cold winters in interior, partly cloudy and cool along coast.

Time Zone: Spain has two time Zones – Central European Time (GMT + 01.00) and daylight saving time – Central European Time (GMT + 02.00). The Canary Isles however, keep Western European Time with GMT + 00.00) and daylight saving time is observed from the last Sunday in March until the last Sunday in October.

General information: Spain is a diverse country sharing the Iberian Peninsula with Portugal at the western end of the Mediterranean Sea. It is the country with the third – largest number of UNESCO World Heritage Sites, after Italy and China. Spain is considered an exotic country in Europe due to its inhabitants, relaxed lifestyle, its cuisine, vibrant nightlife, and world famous folklore and festivities. Among many places worth visiting are Spain's thriving capital Madrid, the vibrant coastal city of Barcelona, the famous "Running of the Bulls" at Pamplona, major Andalusian cities with Islamic architecture, like Seville, Granada and Córdoba, the way of St. James and the idyllic Balearic and Canary Islands. With great beaches, fun nightlife, many cultural regions and historic cities, Spain makes a great destination for any kind of trip. A country of large geographic and cultural diversity, Spain is a surprise to those who only know its reputation for great beaches.

Tourism in Spain: it represents a big economic potential, with a 82,1 million record of visitors in 2017 (INE, 2018), increasing the number of the last past years and marked the fifth consecutive year of record-beating numbers and being the second most visited country in the world. In Spanish economy this represent the 11,2 % PIB, and generated 2,56 millions of employments, that means the 13 % of the total employment. The sector generated last 2017 year 125.529 million of euros (INE, 2018). That means the 11,2 % of the (GDP) compared to the 10,2 % registered in 2010, along the crisis. That shows the healthy economy that the tourism represents for Spain. This increment also means a better result on employment in tourism sector, with 2, 56 million of new employments, 13 % of the total active occupation. The headquarters of the World Tourism Organization are located in Madrid. Spain's geographic location, popular coastlines, diverse landscapes, historical legacy, vibrant culture, and excellent infrastructure has made the country's international tourist industry among the largest in the world. In the last five decades,

international tourism in Spain has grown to become the second largest in the world in terms of spending, worth approximately 40 billion Euros or about 5% of GDP in 2006 (Bank of Spain, 2006).

Socialization: Children in Spain are highly prized and doted upon by parents and extended family. They are raised to have respect for their elders and to observe family values and obedience. The education of children is compulsory between the ages of six and sixteen, but nursery and pre-school facilities are widely available. Pre-school begins from 0-3 years of age and the next phase is for children aged between 3 years and 6 years whereby they enter primary school. This consists of six academic years from 6 years of age through to 12 years. Secondary education then takes places between the ages of 12 and 16. Once children have completed their secondary compulsory education (ESO) they have three choices: they can either enter the work force, go into further education via High school which is known as the Spanish Baccalaureate or embark upon Vocational training.

Employment and sport: Sport is growing in cultural importance, in both quantitative and qualitative measures. Therefore, it remains obvious to the governing authorities to intervene despite their unquestionable private aspect. From the Spanish Constitution of 1978 regulating the sporting phenomenon reached a definitive consecration. Until then it had not been subject to global regulation. Spanish Constitution in Article 103 set the target of government service to the public interest; Government intervention in sport took shape in Article 43.3 states that “The public authorities shall foster health education, physical education and sport also facilitate the proper use of leisure”, but this is not the only provision that enables to intervene in the sports phenomenon. The sports sector is greatly varied and multifaceted. Referring to the term coined by the Constitutional Court, whose matters affect simultaneously more than a varying degree of competence. In Spain the public sport sector exists in three levels of administrative regional governments: the Central Government, the Autonomous Communities and Local Government, in accordance with the assumed competence framework.

In addition, the subjective realm in the sporting arena is completed with the involvement of many private players, among them, not only for its importance but also by its peculiar legal status, Spanish sports federations. The legal status of the sport will be implemented by both the existence of strictly private areas, which are governed by the rules of private law, and other areas, expressly prescribed by law, entering the legal public sphere, and to apply the rules of administrative law. Currently, the Sports Law 10/1990, of 15 October, governs the legal framework and develops Sports in the field of rule, and Royal Decree 1835/1991 of 20 December on Spanish Sports Federations Registration and Sports Associations, aim to develop the regulatory aspects that are necessary for determining the federative model. The organisation of Sport in Spain is based on a system of mutual collaboration between the public and private sectors. Both sectors share responsibility for the promotion and development of physical activities and sports.

Figure 1. Sports practice in Spain (INE, 2018; p. 18).

Sports practice is on the rise, especially among women

As regards Sport, according to data from the latest Survey of Sports Habits in Spain 2015, sports practice is becoming more and more widespread. In the last few years it has increased by an average of 9 points, most notably among women.

Weekly sports practice

% population



More detailed information regarding national key fact data from Spain can be retrieved from the European Union (2019) and the document “Spain in figures” from the Spanish Statistical Institute (INE, 2018).

b) Characteristics of the overall labour market

Most important sectors of economy (use table from guidelines part 1 – NACE). The Spanish economy is the fifth – largest in Europe behind Germany, United Kingdom, Italy and France; and the fourth – largest in the euro zone, based on nominal GDP statistics. In 2012, Spain was the twelfth – largest exporter in the world and the sixteenth largest importer. Spain is listed 25th in UN Human Development Index and 28th in GDP per capita by the World Bank, thus it is classified as a high income economy and among the countries of very high human development. According to the Economist, Spain has the world’s 10th highest quality of life. In 2015, the Spanish GDP grew by 3.2, a rate not seen since 2007, before the crisis struck; such growth rate was the highest among larger EU economies that year in just two years (2014-2015) the Spanish economy had recovered 85% of the GDP lost during the 2009 – 2013 recession, which got some international analysts to refer to Spain’s current recovery as “the showcase for structural reform efforts”.

Strong GDP growth was registered also in 2016, with the country growing twice as fast as the Euro zone average. In this regard, the Spanish economy is forecast to remain the best-performing major economy in the Europe zone also 2017. Spain’s unemployment rate heavily decreased from 2013 – 2017, although the real unemployment rate is much lower, as there is an estimation of millions of people working in the grey market, people who count as unemployed or inactive but still perform jobs. The real Spanish GDP is as well about 20 % bigger, as the underground economy moves annually 190.000 million Euros. From any high income European country, just Italy and Greece have more underground economy than Spain has, so Spain has as well a bigger purchasing power and a smaller GINI coefficient (34.1 in 2017, medium and 103rd of the world, Eurostat, 2017).

Table 2) Total active population and data on unemployment and employment

	TOTAL ACTIVE POPULATION ¹	TOTAL UNEMPLOYED PERSONS	NUMBER OF PERSONS IN EMPLOYMENT ²						
			TOTAL EMPLOYED PERSONS	BY GENDER (%)		BY AGE (%)			
				Female	Male	15-24	25-54	55-64	65+
2016	38.531,5	4.481,2	18.341,5	45,5	54,5		79,4	15,2	0,9
2015	38.497,6	5.056,0	17.866,0	45,4	54,6		80,2	14,5	0,8
2014	38.514,6	5.610,4	17.344,2	45,6	54,4		81,1	13,8	0,8
2013	38.638,6	6.051,1	17.139,0	45,6	54,4		81,4	13,4	0,8
2012	38.815,0	5.811,0	17.632,7	45,5	54,5		81,3	13,0	0,9
2011	38.842,3	5.012,7	18.421,4	44,9	55,1		81,2	12,3	0,8
2010	38.760,1	4.640,1	18.724,5	44,3	55,7		81,0	11,7	0,8
<i>Please indicate the source</i>		National Labour Force Survey. Units: Thousands Persons & % (www.ine.es)							

Table 3) Total number of employed persons per economic sectors (NACE Rev.2 Codes3)

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
A - Agriculture, forestry and fishing	18.421,4	17.632,7	17.139,0	17.344,2	17.866,0	18.341,5
B - Mining and quarrying	755,3	743,4	736,6	735,8	736,8	774,5
C - Manufacturing	42,0	37,0	29,9	31,5	33,6	30,5
D - Electricity, gas, steam and air conditioning supply	2.349,7	2.223,9	2.118,7	2.141,4	2.225,0	2.284,2
E - Water supply; sewerage, waste management, remediation activities	80,5	84,6	78,7	93,8	92,3	83,6
F - Construction	132,5	138,2	128,2	113,3	131,4	123,9
G - Wholesale and retail trade; repair motor vehicles/motorcycles	1.403,9	1.161,3	1.029,5	993,5	1.073,7	1.073,8
H - Transportation and storage	2.962,5	2.860,5	2.846,6	2.866,8	2.921,4	2.968,9
I - Accommodation and food service activities	899,3	852,2	831,7	852,8	870,5	932,1
J - Information and communication	1.401,0	1.336,9	1.332,6	1.403,8	1.505,2	1.604,1
K - Financial and insurance activities	533,3	534,7	522,9	515,6	530,3	545,6

¹The Active Population also called Labour Force, is the population employed or unemployed

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

³See <http://ec.europa.eu/eurostat/documents/3859598/5902521/KS-RA-07-015-EN.PDF>

L - Real estate activities	464,6	435,7	454,1	452,7	454,1	457,9
M - Professional, scientific and technical activities	96,3	97,2	92,1	99,5	104,1	114,1
N - Administrative and support service activities	853,0	858,4	836,6	851,4	890,6	924,4
O - Public administration and defence; compulsory social security	914,7	894,3	882,8	899,3	927,9	940,0
P - Education	1.452,8	1.351,0	1.277,4	1.308,8	1.325,2	1.266,4
Q - Human health and social work activities	1.206,1	1.208,1	1.163,6	1.151,8	1.182,3	1.267,8
R - Arts, entertainment and recreation	1.462,5	1.416,2	1.365,6	1.416,5	1.442,1	1.510,7
S - Other service activities	325,2	316,1	315,7	350,3	365,2	376,8
T - Activities of households as employers	395,2	424,4	419,6	405,5	424,3	434,6
U - Activities of extraterritorial organisations and bodies	686,9	653,5	669,8	657,0	627,8	624,0
<i>Please indicate the source</i>						
National Labour Force Survey. Units: Thousands Persons & % (www.ine.es)						

Table 4) Spain Main Economy Data

	2013	2014	2015	2016	2017
Population (million)	46.6	46.5	46.4	46.4	46.3
GDP⁴ per capita (EUR)	22,014	22,340	23,271	24,107	25,115
GDP (EUR bn)	1,026	1,038	1,080	1,119	1,164
Economic Growth (GDP, annual variation in %)	-1.7	1.4	3.4	3.3	3.1
Domestic Demand (annual variation in %)	-3.2	1.9	4.0	2.6	2.9
Consumption (annual variation in %)	-3.2	1.5	3.0	2.9	2.4
Investment (annual variation in %)	-3.4	4.7	6.5	3.3	5.0
Exports (G&S, annual variation in %)	4.3	4.3	4.2	4.8	5.0
Imports (G&S, annual variation in %)	-0.5	6.6	5.9	2.7	4.7
Industrial Production (annual variation in %)	-1.6	1.2	3.2	1.9	3.1
Retail Sales (annual variation in %)	-3.9	0.9	4.2	3.9	0.7
Unemployment Rate	26.1	24.4	22.1	19.6	17.2
Fiscal Balance (% of GDP)	-7.0	-6.0	-5.3	-4.5	-3.1

⁴ GDP: Gross domestic product

	2013	2014	2015	2016	2017
Public Debt (% of GDP)	95.5	100	99.4	99.0	98.3
Inflation Rate (HICP, annual variation in %, eop)	0.3	-1.1	-0.1	1.4	1.2
Inflation Rate (HICP, annual variation in %)	1.5	-0.2	-0.6	-0.3	2.0
Inflation (PPI, annual variation in %)	0.6	-1.3	-2.1	-3.1	4.4
Policy Interest Rate (%)	0.25	0.05	0.05	0.0	0.0
Stock Market (annual variation in %)	21.4	3.7	-7.2	-2.0	7.4
Exchange Rate (vs USD)	1.38	1.21	1.09	1.05	1.20
Exchange Rate (vs USD, aop)	1.33	1.33	1.11	1.11	1.13
Current Account (% of GDP)	1.5	1.1	1.1	1.9	1.9
Current Account Balance (EUR bn)	15.6	11.2	12.2	21.5	22.2
Trade Balance (EUR billion)	-16.0	-24.5	-24.2	-18.8	-24.7
<i>Please indicate the source</i>	OCDE (2019). Spain main economic data (https://data.oecd.org/spain.htm)				



ESSA-SPORT
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3

**THE NATIONAL SPORT
AND PHYSICAL ACTIVITY
SECTOR**



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR









a) National institution responsible for sport

In Spain, the ministry in charge of Sport in the Ministry of Culture and Sport. This Ministry acts through the Higher Sports Council (Consejo Superior de Deportes, CSD), the most important Spanish sport institution which is the regulator of all the Spanish sports institutions and federations, and also the sports associations management, local and autonomic organization of sports. It is an autonomous body attached to the Ministry of Culture and Sports, whose powers and governing bodies are regulated by the Spanish National Constitution (article 43.3), the law 10/1990, of October 15, on Sport, the Royal Decree 2195/2004, of November 25 (which regulates its organizational structure and functions), and, lately, its functions and competences were updated and defined in the Royal Decree 460/2015, of June 5, approving the Statute of the Higher Sports Council, where mission, functions, structure and staff are defined.

Also CSD coordinates the national and international competitions, and manage the athletes for high performance competitions. It is in charge of international relationships and cooperation through sports, the sport sector conference, sport facilities, sport training and formation, Iberoamerican Council on Sport, the administrative court of sport and different collegiate organs, like the State Commission against Violence in Sport. CSD also manage sport federations, sport promotion, scholar-age sport programs, health through sports and high performance in sports (Olympic and Paralympic sports).








The president of CSD, is a woman, Ms. Maria José Rienda, from 2018, with the grade charge of State Secretary, has the representation and superior managing of the High Sport Council. At the same time, he presides the following organs such as: the Directive Commission, the General Assembly of the Sport, the High Sport Level Evaluation Commission, the University Sport Spanish Committee, Interterritorial Conference for the Sport and Rector Spanish Agency for the protection of the health in the Sport.

CSD has a structure through which administrate the sport competences through the Spanish state. Important to highlight its functions:

-  Authorize the statutes and regulations of the Spanish Sport Federations.
-  Recognise the existence of a sport modality.
-  Grant economic subventions to the sport federations and other entities and sport associations.
-  Promote and boost the scientific research in sport matters.
-  Promote and boost prevention, control and repression to forbid substances and not reglamentary methods to improve the physical capacity of the athletes in order to modify the competitions results.
-  Establish the proposals of minimum learning of sport certifications and technical professionals related with sport. Also, to elaborate the study planning and recognise the authorised centres to the development of the sport educational programs.
-  Authorise the plurianual expenses of the Spanish sport federations and to control their subventions.
-  Update permanently the sport facilities census in collaboration with the Autonomous Communities, with special emphasis in high performance and technification sports centres.
-  Coordinate with the autonomous communities the scholar sport program, when has national and international projection.

-  Elaborate and execute, in collaboration with the autonomous communities, the plans for construction and improvement of sport facilities for the development of high performance sport level.
-  Authorise or deny, previous consent from the Foreign Affairs Ministry, the celebration in Spanish territory of sport official competitions international level, as well as the participation of Spanish selection on international competitions.

Latest CSD strategy and main focus in Sport Spanish Policy from 2018 is based on the following topics, with most of the times are implemented through national strategies:





-  Woman and sport.
-  Inclusion in sport.
-  Eradication of violence in sport.
-  Good governance.
-  Transparency in sport federations.
-  Equal opportunities policy between man and woman in Sport.
-  Promotion healthy habits through sport and fight against obesity.

The CSD headquarters are located in Madrid and right beside the Faculty of Physical Activities and Sports Sciences of the Polytechnic University of Madrid (UPM) and next to the main high performance sport centres in Spain, where also there is an high performance athlete residence, named “Joaquín Blume”, where athletes nominated by their sports federations live and train at the high performance centre of Madrid. There athletes can be in a “internal” regime (living the whole day there) or “external” regime (just eating and training there, but not overnight).




b) National or regional laws

In Spain, national legislations about sport is mainly promoted by the government through CSD and it can be consulted on CSD website, available here: <https://www.csd.gob.es/es/csd/organizacion/legislacion-basica> . We highlight here the main national laws and royal decrees dealing with sport in Spain:










-  Law 10/1990, of October 15, on sport.
-  Retrieved from <https://www.boe.es/buscar/act.php?id=BOE-A-1990-25037>
-  Law 3/2013, of June 20, on the protection of the health of the athlete and the fight against doping in sports activities. Retrieved from https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-6732
-  Law 19/2007, of July 11, against violence, racism, xenophobia and intolerance in sports. Retrieved from <https://www.boe.es/buscar/pdf/2007/BOE-A-2007-13408-consolidado.pdf>
-  Royal Decree 1835/1991, of December 20, on Spanish sports federations and register of sports associations. Retrieved from <https://www.boe.es/buscar/act.php?id=BOE-A-1991-30862>
-  Royal Decree 1591/1992, of December 23, on sports discipline. Retrieved from <https://www.boe.es/buscar/doc.php?id=BOE-A-1993-4678>
-  Royal Decree 1251/1999, of July 16, on sports public limited companies. Retrieved from <https://www.boe.es/buscar/act.php?id=BOE-A-1999-15686>
-  Royal Decree 2195/2004, of November 25, which regulates the organic structure and functions of the Higher Sports Council. Retrieved from <https://www.boe.es/buscar/act.php?id=BOE-A-2004-20022>

-  Royal Decree 971/2007, of July 13, on high level and high performance athletes. Retrieved from <https://www.boe.es/buscar/doc.php?id=BOE-A-2007-14231>
-  Royal Decree 1363/2007, of October 24, which establishes the general arrangement of special education sports education. Retrieved from <https://www.boe.es/buscar/doc.php?id=BOE-A-2007-19326>
-  Royal Decree 94/2014, of February 14, which adapts certain titles of senior sports technician, in terms of the hourly distribution and ECTS credits of the modules, in accordance with the European Higher Education Area. Retrieved from https://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-2357
-  Royal Decree 460/2015, of June 5, which approves the statute of the Higher Sports Council. Retrieved from https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-6645

It interesting to highlight that specific sport laws are promoted from CSD to prepare major sport international events (like Olympic and Paralympic Games) or to frame a national strategy on sport for a given main topic (for example “Woman in sport” or “Inclusion in sport”). This events are named as “event of exceptional public interest”. Here we refer those three examples:










-  Spanish preparation program for Spanish athletes of the Tokyo 2020 Games, framed by Law 49/2002, of December 23, on Tax Regime of Non-Profit Entities and Fiscal Incentives for Patronage: available at <https://www.csd.gob.es/es/promocion-del-deporte/programa-de-preparacion-para-tokio-2020>
-  Order PRE / 621/2016, of April 29, which modifies Order PRE / 461/2015, of March 11, which creates the administrative body responsible for the execution of the support program for the celebration of the exceptional public interest event "Woman Universe Program". Available in <https://www.boe.es/buscar/doc.php?id=BOE-A-2016-4139>
-  Order PCI / 239/2019, of March 4, which creates the administrative body responsible for the execution of the program to support the celebration of the event of exceptional public interest "Inclusive Sports" Program. Available at https://www.boe.es/diario_boe/txt.php?id=BOE-A-2019-3189

Beside all the previous legislation, in Spain, competences in sport are delegated to the Autonomous Communities (17 in the whole country). The roles and responsibilities for the promotion and development of Sports Policy in the Spanish Autonomous Communities are established in the Statutes of Autonomy and other rules governing the Sport in the geographical area of each Community. Most part of them they have a “Sport Law”, where it is defined mainly:

-  the development, construction and management of sports facilities,
-  the coordination of regional sports federations in the territory,
-  the coordination, promotion and protection of sports associations,
-  the main legislative powers on sports policy at regional level,
-  the public funded sports programmes performed in the region,
-  the physical education and school sport policies and programmes,
-  the training of technicians, coaches and sports leaders,
-  the management of training centres for graduates in Physical Activity and Sport Sciences,
-  the regulation of sport professionals.

Because the importance of this last point with the ESSA Sport project, here we indicate the legislation at the moment in the different autonomous communities dealing with sport professionals' regulation:

Cataluña:

-  Law 3/2008, of April 23, on the exercise of sports professions. Retrieved from <https://www.boe.es/buscar/act.php?id=BOE-A-2008-9292>
-  Law 7/2015, of May 14, amending Law 3/2008, on the exercise of sports professions. https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-6015
-  La Rioja: Law 1/2015, of March 23, on the physical exercise and sport of La Rioja. Retrieved from <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-4028-consolidado.pdf>
-  Extremadura: Law 15/2015, of April 16, which mandates the exercise of sports professions in Extremadura Retrieved from http://deportextremadura.gobex.es/images/stories/ley_doe.pdf
-  Andalusia: Law 5/2016, of July 19, on Sport in Andalusia Retrieved from <https://www.boe.es/buscar/pdf/2016/BOE-A-2016-7566-consolidado.pdf>
-  Madrid: Law 6/2016, of November 24, ordering the exercise of sports professions in the Community of Madrid. Retrieved from <http://www.coplefmadrid.com/images/descargas/BOCM-20161215-1.PDF.pdf>
-  Murcia: Law 8/2015, of March 24, on physical activity and sports of the Region of Murcia. Retrieved from <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-4749-consolidado.pdf>
-  Aragón: Law 16/2018, of December 4, on the physical activity and sport of Aragón. Retrieved from <http://www.boa.aragon.es/cgi-bin/EBOA/BRSCGI?CMD=VEROBJ&MLKOB=1052518223535>
-  Castilla y León: Law 3/2019, of February 25, on the physical and sports activity of Castilla y León. Retrieved from https://www.boe.es/diario_boe/txt.php?id=BOE-A-2019-4455
-  Navarra: Foral law on access and exercise of sports professions in Navarra https://gobiernoabierto.navarra.es/sites/default/files/anteproyecto_de_ley_foral_sobre_acceso_y_ejercicio_de_las_profesiones_del_deporte_en_navarra.pdf

Finally, at local level, we have local entities (municipalities, provincial councils) with competences and responsibilities in sport, managing of Sports Services due to two factors: the degree of proximity to the family home and a greater awareness and use of local sports facilities. Private organisations and installations which facilitate the same purpose also.







c) National strategies for sport

In Spain there are some national sport strategies, and all of them led by CSD:

1) Physical Activity and Sports Integral Plan

(Plan A+D, <http://www.planamasd.es/>). Probably the main national strategy on sport promotion, presented in 2011. The Plan A+D is a tool for permanent analysis of the reality of the practice of physical and sports activity for the whole of the Spanish population that allows to implement the proposed actions that improve the reality. CSD works with the autonomous communities, the Local Corporations and the rest of the social agents - especially associative and business - that make up the State's sports system. According to legislation in Spain, many of the proposals established in the plan are the responsibility of the autonomous communities and the municipalities. For this reason, the CSD plays the role of promoter, energizer and leadership of the actions of the Plan but always with a joint work with the autonomous

communities and municipalities. Many of the actions will also require the participation of social agents to act as a channel for communicating and promoting proposals. When launched, the expectations of the plan were:

-  A Spanish society with physical activity and sports activity indexes similar to European levels, and incorporated into people's daily habits.
-  With our boys and girls, practicing moderate or intense physical and sports activity, at least one hour a day, combining curricular physical education and educational sport.
-  With rates of obesity, overweight and sedentary lifestyle sensitively decreased in relation to the current situation.
-  With a real access of the citizens of the most disadvantaged sectors to the practice of physical activity and sport as an element of social inclusion, health, education or recreation.
-  With an effective and real equality in the sports practice of women, as well as in the professional and managerial functions of sports organizations.
-  With physical activity and sport fully incorporated in the primary and secondary prevention of the public health system.

The Plan A+D was structured in different areas: physical activity and health; physical activity and sport in school age; physical activity and sport for women; physical activity and persons with disability; physical activity and elderly; physical activity, sport and social inclusion; physical activity and sport at the university; physical activity and sport at work environment; research; legislation, training, urban intervention. For every area, aims, actions and resources were determined.

2) The Spanish Agency for the Protection of Health in Sport

(“Agencia Española de Protección de la Salud en el Deporte”, AEDSAD, <https://aepsad.culturaydeporte.gob.es/inicio.html>) was born with the intention of bringing together all the competencies that the previous system distributed among different entities, which will help to avoid possible dysfunctions and will help to establish a series of interpretation criteria of the norm that are homogeneous and constant and that contribute to strengthen legal security in the fight against doping, as defined in Organic Law 3/2013, of June 20, on the protection of the health of the athlete and fight against doping in sports activity. The Agency goes on to assume the powers that the Higher Sports Council had been exercising in relation to the protection of the health of athletes. This measure supposes a remarkable strengthening of the new Agency in all aspects and should make it the fundamental reference of health protection in sports activity. Also, AEPSAD runs the service “athlete's health card”, to provide efficient access and screening of the health related issues for a given athlete (<https://aepsad.culturaydeporte.gob.es/deporte-y-salud/medicina-del-deporte/tarjeta-de-salud-del-deportista.html>).

3) High Performance Sport in Spain

High Performance centres and sport facilities.

In Spain, there are three types of sports centres oriented high performance and development. The High Performance Sport Centres (“Centros de Alto Rendimiento Deportivo”, CAR) are state-owned and / or autonomous sports facilities whose purpose is to improve sports performance by providing high performance level athletes the best training conditions and paying priority attention to the training needs

of the Spanish federations. There are four of them in Madrid, Barcelona, Granada and León. In a second level, in Spain there are the Sport Technification Centres (“Centros de Tecnificación Deportiva”, CDT) are autonomous and / or local and / or sport federations facilities intended to meet the improvement of athletes and whose activity is mainly in a given sport modality developed in the autonomous field. There are five: Cycling (Palma de Mallorca), Golf (Madrid), Rowing (Sevilla), Olympic shooting (Granada), Sailing (Santander). Finally, there are the Specialized Sports Centres are state-owned and / or autonomous facilities and / or local and / or Sports Federations whose objective is to be training centres for specific sports modalities that cannot be taken care of in the centres indicated in both previous sections.

High level and high performance athletes.

Defined by the Royal Decree 971/2007, of July 13, these athletes must have met the requirements and conditions defined in articles 3 and 4 of the mentioned royal decree, prior to being accredited as high-level, and will lose this condition in accordance with the provisions of articles 15 and 16 of said royal decree. The request for the high level condition is made through the corresponding Spanish Federation, within a maximum period of 6 months after the end of the sports competition, in which the athlete has performed the result. Once included in the Resolution, the athlete can directly request a certificate of the condition to the CSD. Athletes can search for themselves in a specific search engine available here: <https://www.csd.gob.es/es/alta-competicion/deporte-de-alto-nivel-y-alto-rendimiento/deportistas-de-alto-nivel-y-alto-rendimiento/deportistas-de-alto-6>

Classification of athletes for Olympic and Paralympic Games for Tokyo 2020 and previous participations

CSD displays those athletes already classified for Tokyo Olympic Games at <https://www.csd.gob.es/es/alta-competicion/clasificacion-olimpica-tokio-2020> and also a repository of all previous participations at Olympic, Paralympic and Mediterranean Games.

Doping control

The results Statistics of Doping Control, part of the National Statistical Plan prepared by the Spanish Agency for Health Protection in Sport (AEPSAD) with collaboration Division of Statistics and Studies Ministerial Department, indicate that the number physiological samples analysed in 2017 was 4,192, representing 1.1 analysis every 1,000 federated athlete. For the year 2016 it was not possible to provide indicators of adverse outcomes doping control because, the suspension by WADA on 18 March 2016 of the AEPSAD (as consequence non-compliance between Spanish legislation with the World Anti-doping along year 2015). This situation was maintained until 7 March 2017. As a result of the above, statistics 2017 are not comparable with previous periods since only ten months information is incorporated. 2,413 samples (57.6% of the total) were taken during the course of a competition. If results are broken down by gender, 3,116 samples were analyzed, and 74.3% were performed and 1,076 men, 25.7% were held by women. Relative results are also offered authorizations for therapeutic use along 2017: specifically they were 483, of which 320 (66.2%) belong to men and 163 (33.8%) women. The methodological details and the main results of this statistical operation can be consulted in the section dedicated to statistics available in DEPORTEData.

Figure 2. Physiological samples analysed by outcome and type of substance detected. 2017 (In percentage, MCS, 2019)

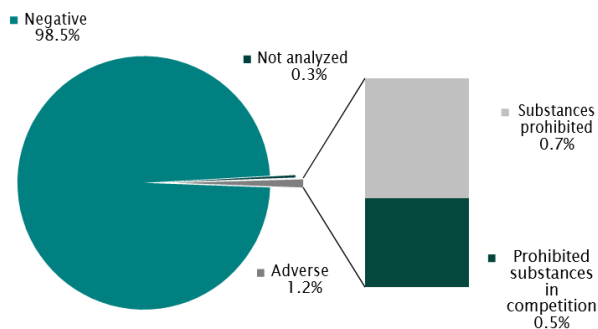
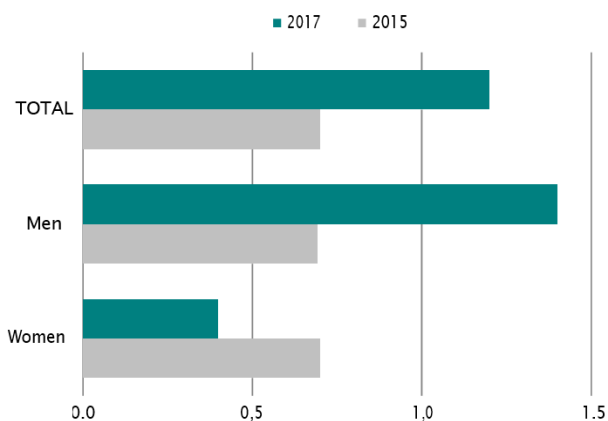


Figure 3. Physiological samples analysed with adverse outcome by gender (In percentage, MCS, 2019)



Technification in sport (Long Term Athlete Develop programmes).

From 2002, and to provide the detection, selection and monitoring of new athletes who meet the mandatory generational relief of our current representatives, the CSD runs the National Program for Sports Technification, which has become the true basis of high-level sport, coordinating the efforts, both economic and management, that were coming performing in this regard, both by the Council itself and the various public entities (Autonomous Communities, Local Entities, etc.) and the Spanish sports federations, aimed at encouraging athletes to achieve their sporting objectives aimed at the high level, developed with the following programs:

- Program of Sports Technification Centers, aimed at the detection of sports promises and their technical improvement in the territorial field, in its early stages, attending both its sports specialization and its teaching and human training.
- Sports Talent Detection Program.
- Future Spanish National Teams Program.

Spanish Sport Championships in School Age by Autonomus Comunities

(Campeonatos de España en edad escolar por Selecciones Autonómicas, CESA; <https://cesa.goltelevision.com/>). The CSD organizes annually these championships, covering 19 different sports modalities, which are held in different venues of the Spanish geography. The participants are aged between 11 and 17 years, both female and male. The objective of this Championship is to promote and






support grassroots sport competition opportunities among young people. It is a statewide competition that reflects sports development at these ages, with an important degree of physical and technical demand and provides a unique framework to promote the educational values of every school age competition. On the other hand, it is an ideal scenario to evaluate the sporting level in those ages, through actions aimed at the detection and selection of talent, within the process of sports technification. Also, since last edition in 2018, and for some modalities, inclusive championships are being held, in which athletes with and without disabilities participate jointly.

4) Sport promotion from CSD: Exceptional public interest events in Sports.

This formula is used by CSD to provide funding to national sport programmes from private corporate enterprises, to be developed through actions and programs in a given area. Every program develops their manuals and guides for corporate identity and collaboration companies that want to participate or invest in the program: companies invest in the programme through CSD and “Young Sport Foundation” so they can deduce taxes from their investment in the project. Here we present the main six programmes:




Woman Universe

(“Universe mujer”: <https://www.csd.gob.es/es/promocion-del-deporte/universo-mujer-ii>). It is a national program to promote the sport in women, at high and grassroots level. Based on the participation in trainings and alliances with big companies, to help in the funding of women sport athletes. The program that aims to promote and increase female participation in all areas of sport, to contribute to the improvement and social transformation through the values of sport. It seeks to achieve a more egalitarian society where women and sports are an essential part of the country's growth. The ongoing sport projects that look for the diffusion and promotion of women's sport through five big actions pillars:

-  Training as an element of excellence.
-  Sports development plan: from the base to the elite.
-  Visibility and promotion of women in sports and society.
-  Leadership.
-  Women, health and sport.






Support to Grassroots Sport Plan 2020

(Ayuda al Deporte Base, ADB 2020, <https://www.csd.gob.es/es/promocion-del-deporte/adb-2020-ii>) is a Plan to support grassroots level sport to increase the number of participants and create the optimal conditions for the detection of sportive talents and his integral training, in a same academic and sportive level. It is recognized by the CSD and has the collaboration of Young Sport Foundation, the Spanish sport federations, the autonomous communities and different Universities. The aim is to provide support at scholar sport and university sport, increasing the level of sport practice in both sectors. The three main actions of ADB 2020 are:

-  Support for School Sports (ADE)
-  University Sports Support (ADU)
-  Promotion of physical activity and the fight against sedentary lifestyle (ADB+).





Inclusive Sport Program

(“Deporte Inclusivo”, <https://www.csd.gob.es/es/promocion-del-deporte/deporte-inclusivo>) that seeks to promote the sports practice of people with disabilities as a tool for their social integration. In addition to being a powerful instrument for the promotion of health, sports practice favors dynamics that balance personal differences allowing the inclusion of people with disabilities in their social environments. The main ways of developing the project are:

-  Promotion of physical activity in inclusive environments.
-  Specialized training.
-  Accessibility to the sport.
-  Sports plan to promote inclusive competitions.
-  Communication and dissemination of the value of inclusive sport and its achievements.

New Goals

(“Nuevas metas”, <https://www.csd.gob.es/es/promocion-del-deporte/nuevas-metas>) is a program designed to support the high level athlete at the end of the sports career, especially those athletes who have certain specific needs or readjustments at the occupational, training, financial and psychosocial level. New Goals intends that sports practice is not a negative factor for the professional and personal future of high level athletes, providing support to athletes in the process of their withdrawal and the necessary tools that allow them a socio-labor integration as successful as possible. The action plans of this program are:

-  Employability
-  Training
-  Personal development
-  Communication and promotion.

Spain Competes

(“España Compite”, <https://www.csd.gob.es/es/promocion-del-deporte/espana-compite-en-la-empresa-como-en-el-deporte>) is a program developed by the Young Sports Foundation in collaboration with the CSD, with the purpose of contributing to the promotion and projection of Spanish companies in the internal and international sphere, the promotion of sport and the entrepreneur as an engine of growth, associated with the values of sport.

Supporting Olympic and Paralympic Sport Tokyo 2020

(“Ayuda al Deporte Olímpico y Paralímpico Tokio 2020”, <https://www.csd.gob.es/es/promocion-del-deporte/programa-de-preparacion-para-tokio-2020>) is the national strategy for the high performance athletes and it is based on grants to guarantee their training and sustainability and also the participation in National and International competitions, and also Olympic and Paralympic Games. Subventions they assure the selection, preparation, control and training for Tokyo 2020. The organization and production of sport forums, congress and meetings and the diffusion graphic and audio-visual materials within the program is provided.

High Level Athlete Care Program (PROAD)

(“Programa de Atención al deportista de alto nivel”, PROAD, <http://proad.csd.gob.es/>). Its purpose is to promote a policy of support and comprehensive attention to our athletes, expanding the measures contemplated in the new regulations and constitutes a valuable support tool that will act proactively, offering athletes personalized attention during their sports career so that it culminates in a successful socio-labor integration. Mainly, based on the protection of the health and against the doping and an integral support with a personalized attention to the athletes career until their complete integration into professional life. High-level and high-performance sport represents sporting excellence and is therefore considered of interest to the Spanish State not only for its representative function, but also for its undoubted effect of promoting physical activity and promoting the values associated with same that they identify with their main transmitters: the athletes. However, to achieve this goal, sports success must be inseparable from socio-professional success. This double success, sporty and professional (dual career), will enhance sports excellence and guarantee its effects on society. For this, it is essential to develop a program such as PROAD, which aims to compensate the debt that society has with this group of athletes who so dignified represent our country. The consideration of High Level Athlete and High Performance Athlete is the result of a long and intense preparation and dedication, which in many cases hinders or prevents the construction of alternative projects that allow the athlete an adequate socio-labor insertion.

5) CSD Training and formation in sport for sports federation qualifications.

CSD is also providing support and guidance to Spanish sports federations through different actions, the main one are:

The Higher Center for Sports Education (CSED; <http://csed.csd.gob.es/csed>) is a public teaching center, attached to the CSD, whose main objective is the training of sports technicians who assume leadership, responsibility, professional self-demand and respect for fair play values as signs of identity of his professional practice. It offers a distance, flexible and quality training, promoting a corporate culture that places the student as the protagonist of the learning process. The pedagogical model is based on a structure of sequenced content, innovative materials and a permanent and personalized tutorial action.

Continuous Training in Sport programme (“Formación continua”, FOCO program, <https://www.csd.gob.es/es/csd/enseanzas/foco>). CSD also provides continuous training to sport federations. Participants in the actual FOCO Program 2018-2020 will be the Spanish Sports Federations with special education titles, or with training plans published in accordance with Order ECD / 158/2014, of February 5, which regulates the aspects curricula, the general requirements and the effects of sports training activities referred to in the first transitory provision of Royal Decree 1363/2007, of October 24. Training activities will be requested and organized directly by the sports federations. In addition, they may request and organize training activities, the Associations of Federations recognized by the CSD, as well as the Spanish Agency for the Protection of Health in Sports. The CSD directly or through the Higher Center for Sports Education (CESED) may organize training activities that are related to the objectives of the FOCO Program.

6) Actions against child abuse in sport.

Erasmus + project “i protect” (<http://i-protect.eu/>). Project promoted by the Higher Sports Council, co-financed by the Erasmus Plus program of the European Union and with the participation of the governments of France, Luxembourg, United Kingdom, Italy and Belgium, for the development of a digital platform aimed at entities and organizations of the base sport, athletes, families, coaches and sports

managers whose objective is to provide tools applicable to the protection of the integrity of minors in sport. Also,

7) European Sport Week in Spain

(<https://www.csd.gob.es/es/promocion-del-deporte/semana-europea-del-deporte>): Created by the European Commission, celebrates during one week, for three consecutive years, events, programs and activities to promote the sport practice as education on values and to promote a healthy way of life in all sectors and ages of the population. Also organizes the BEACTIVE PRICES that recognizes different categories 7 exactly.

8) International cooperation and programmes.

The CSD has very active and fruitful collaboration at international level, through actually relation with many institutions like:

-  Spanish Agency for Development and Cooperation (“Agencia Española de Cooperación Internacional para el Desarrollo”, AECID; www.aecid.es).
-  European Union, specifically the Directorate of Sports. (www.europa.eu.int). Collaboration in the development on the “White Paper on sport” (2014-2017, <https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=LEGISSUM%3A135010>).
-  Council of Europe. (www.coe.int).
-  UNESCO (www.unesco.org).
-  World Agency Anti Doping (www.wada-ama.org).
-  Countries with actual agreements with CSD: - Andorra, Argelia, Argentina, Bolivia, Brasil, Colombia, Costa Rica, Cuba, Chile, China, Ecuador, El Salvador, Francia, Gabón, Grecia, Guatemala, Guinea Ecuatorial, Haití, Honduras, Hungría, Líbano, México, Mozambique, Nicaragua, Panamá, Paraguay, Perú, Portugal, Puerto Rico, República Checa, República Dominicana, República Serbia, Rumanía, Rusia, Túnez, Ucrania, Uruguay, Venezuela, Vietnam.
-  Iberoamerican Council of Sport (Coniberodeporte; www.coniberodeporte.org).

Screening of all this international activity can be consulted in <https://www.csd.gob.es/es/csd/relaciones-internacionales-y-cooperacion>

d) Main stakeholders representing the full breadth of the sport sector in Spain

There are many institutions and stakeholders involved in the sport ecosystem in Spain. Following the study from Deloitte (2018) “International comparative study on high level sport models”, next figure presents the main stakeholders in the Spanish sport sector, explaining the sport ecosystem in Spain and role on athlete development:

Figure 4. Sport ecosystem in Spain (Deloitte, 2018; p. 12).

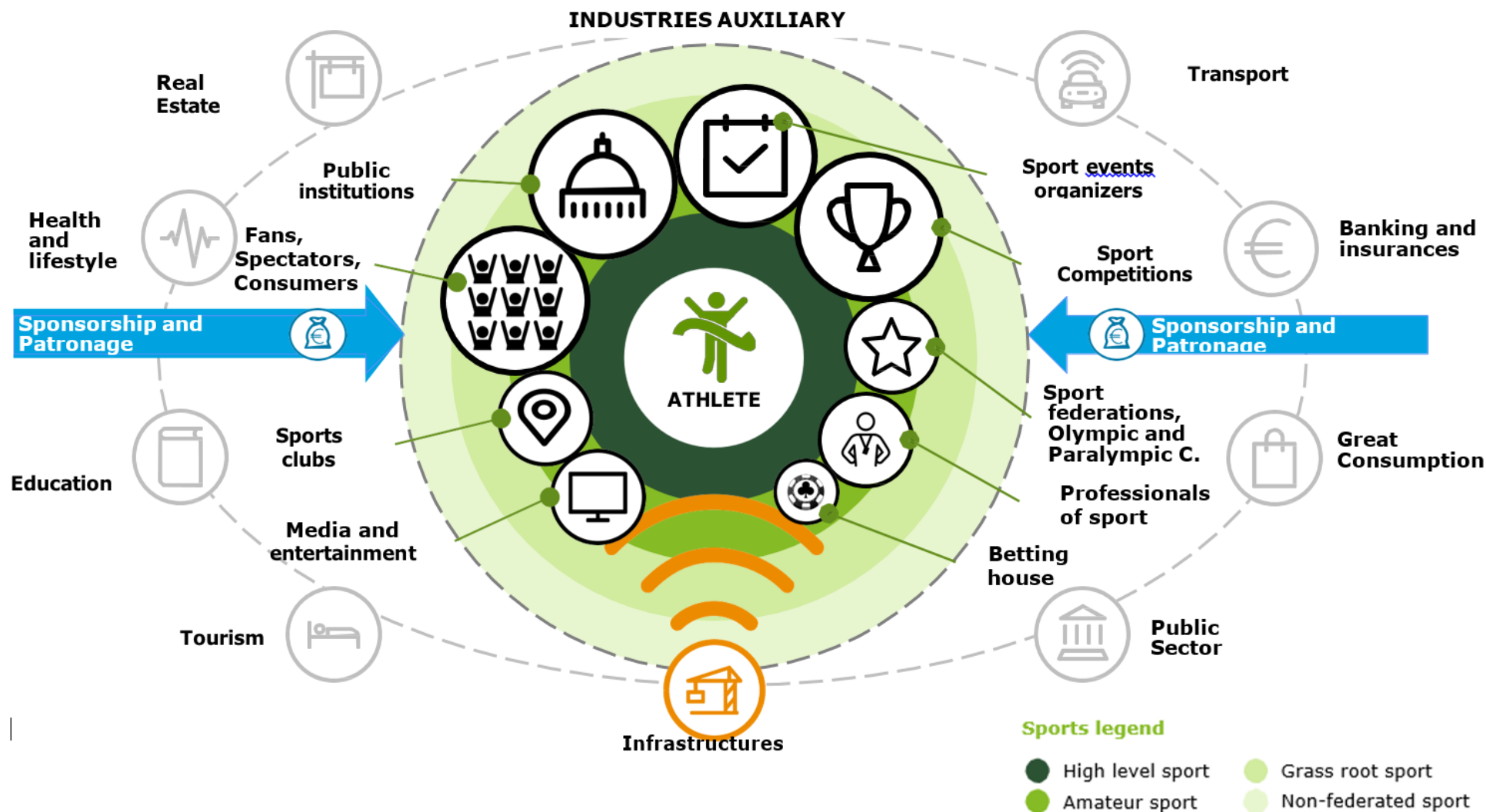


Figure 5. The management structure of Spanish sport (Deloitte, 2018; p. 14). (COI: International Olympic Committee; IPC: International Paralympic Committee; CSD: Higher Sports Council; DGD CCAA: General Directions of Sport by Autonomous Community; ADO: Support programme for high performance athletes).

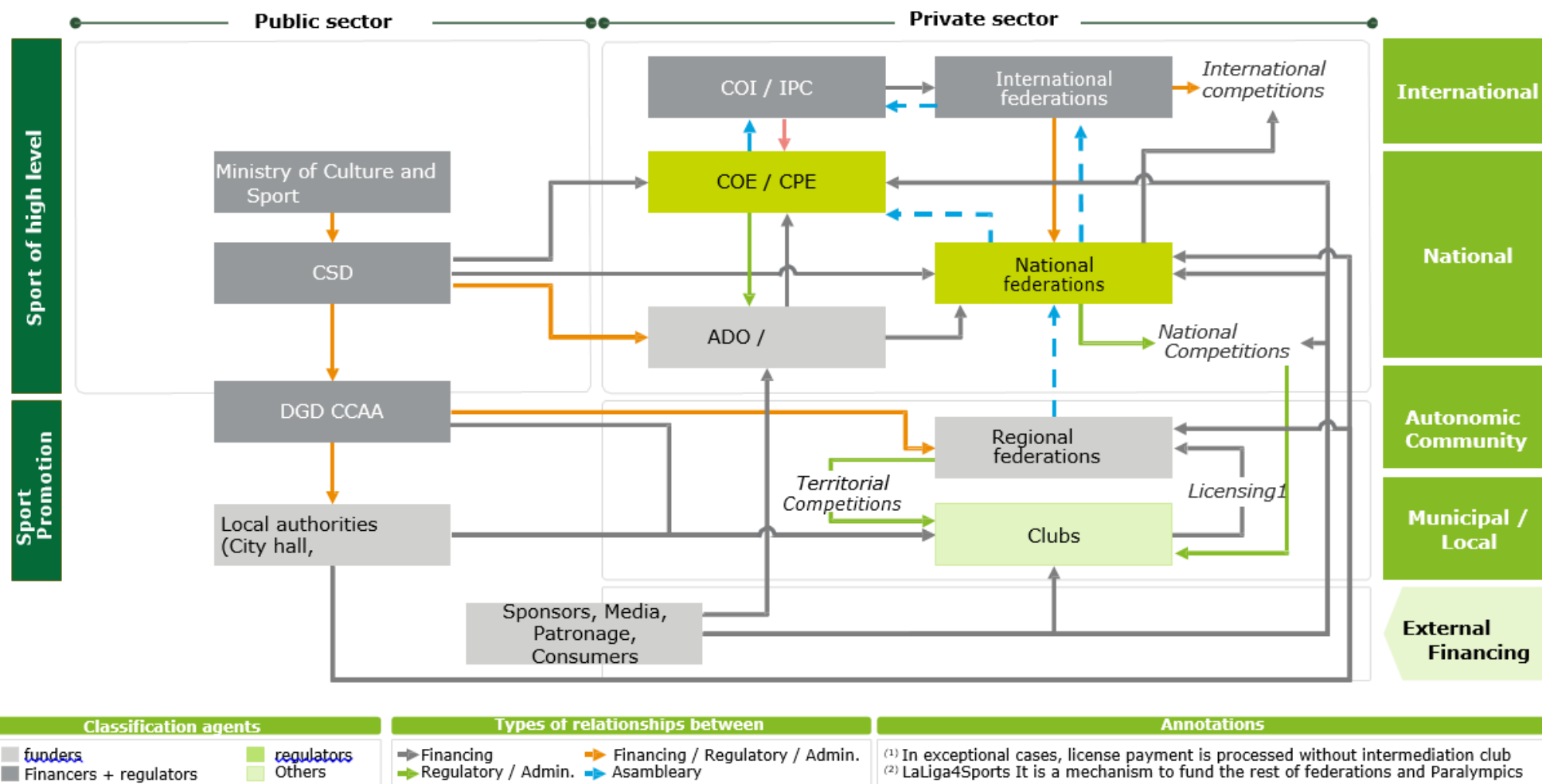
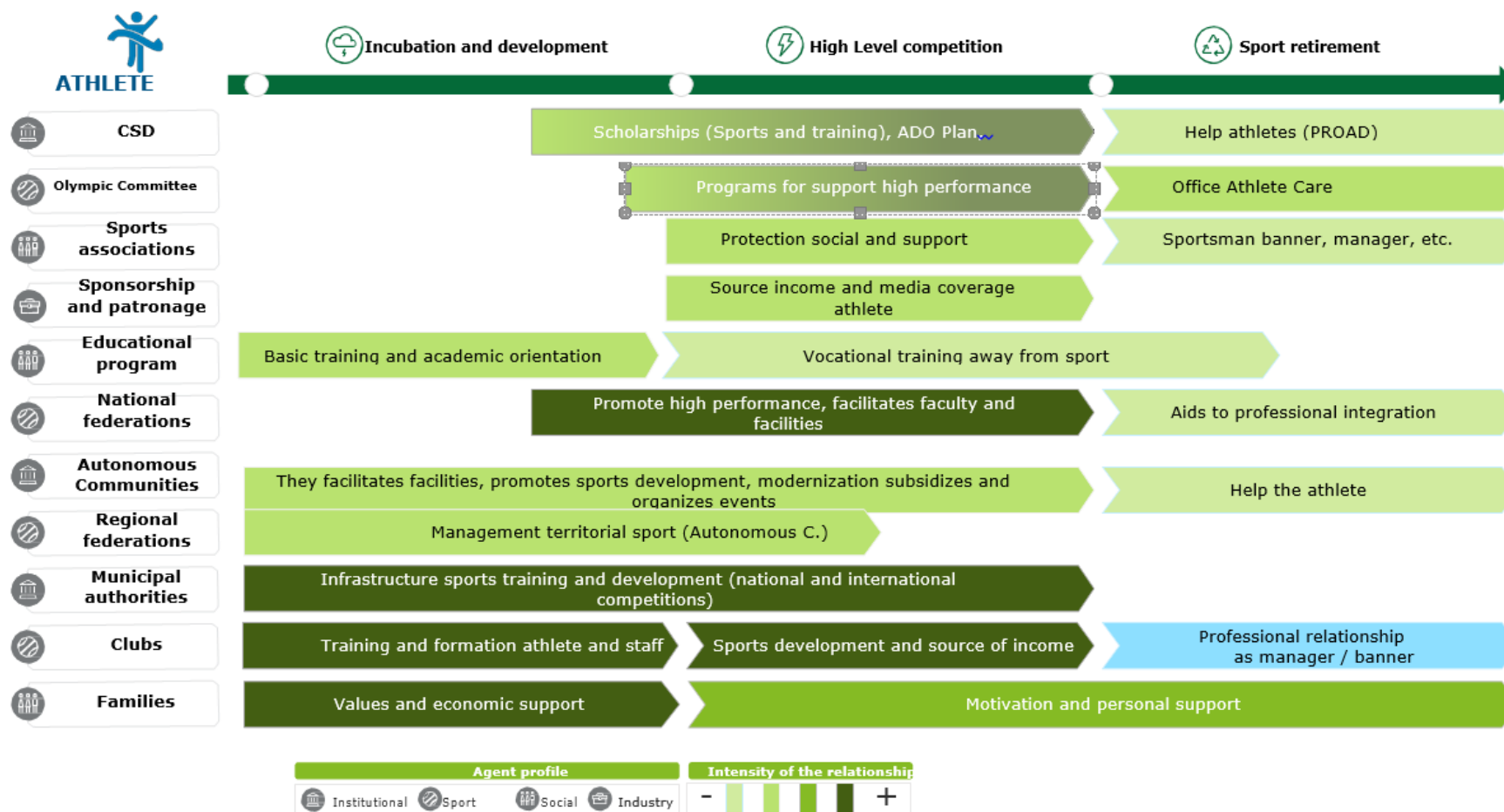


Figure 6. Stakeholders in the Spanish sport and role on athlete development (Deloitte, 2018; p. 15). CSD: Higher Sports Council; ADO: Support program for high performance athletes).



e) Sports federations in Spain

As a key stakeholder, sports federations have a crucial role in the Spanish sport structure. The information in this section comes from the Federated Sports Statistics prepared by CSD under the Ministry of Culture and Sports (Yearbook of Sport Statistics; MCS, 2019). Its main results indicate that in 2018 the total number of licenses federated sports was 3.867.000, representing an annual rise of 2.8%. The results are broken down by sex with remarkable differences. Namely 77.0% of federal licenses are men and 23.0% women. Four regions - Andalusia, Catalonia, Valencia and Madrid - account for 53.6% of sports licenses. Of all sports licenses registered in 2018, 79.5% correspond to 15 federations: football, basketball, hunting, golf, mountain climbing, judo, handball, athletics, volleyball, tennis, cycling, karate, paddle, swimming and skating.

Figure 7. Licenses in sports federations. 2018 (In thousands, MCS, 2019)

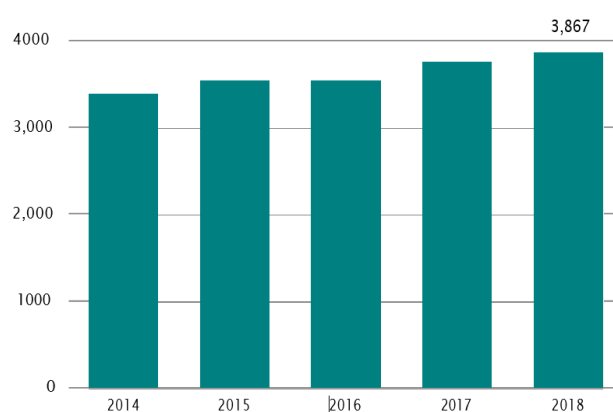


Figure 8. Licenses in sports federations by gender. 2018 (In thousands, MCS, 2019)

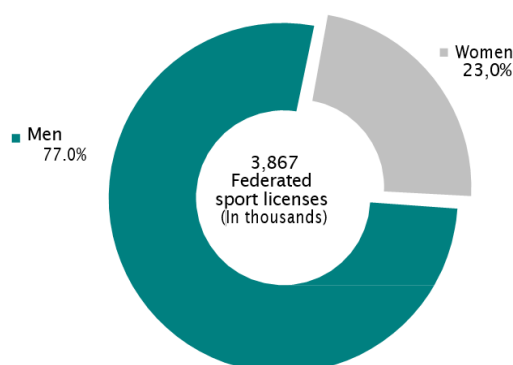


Figure 9. Licenses in sport federations by region. 2018 (In thousands, MCS, 2019)

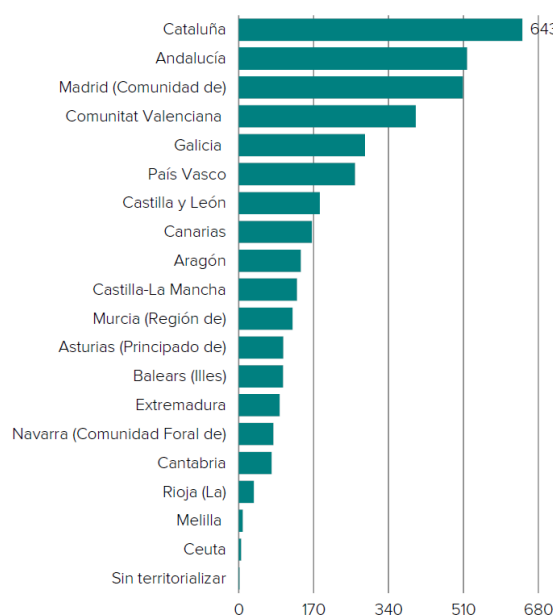
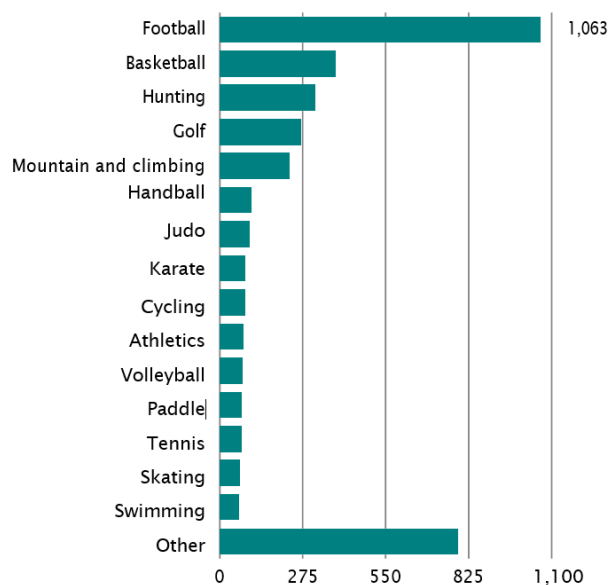


Figure 10. Licenses by sport federations. 2018 (In thousands, MCS, 2019)



When dealing with sport clubs, in 2018 the number of sports clubs was 67.512, representing an annual rise of 0.7%. On average, the number of licenses for sports club in 2018 stood at 57,3. As regards to high-level athletes (“deportista de alto nivel”, DAN) in 2018 they amounted to 4.962. In annual terms this figure represents a rise over the previous year of 6.5%. The gender breakdown indicates that 3.114 top athletes, 62,8% men and 1.848, 37.2% women. In 2018, 2.999 federations participated in national competitions and international competitions 3111, figures represent 49.1% and 50.9% respectively. It can also be pointed, so referred international competitions, including 821 medals that were reached during 2018. About records obtained in 2018 by Spanish athletes, they were specifically 473. Of these, athletics represents 22,2%; sport for persons with intellectual disabilities 19,2%; blind sports, 16.7% and swimming 14,6%.

Figure 11. Sport clubs. 2018 (Absolute values, MCS, 2019)

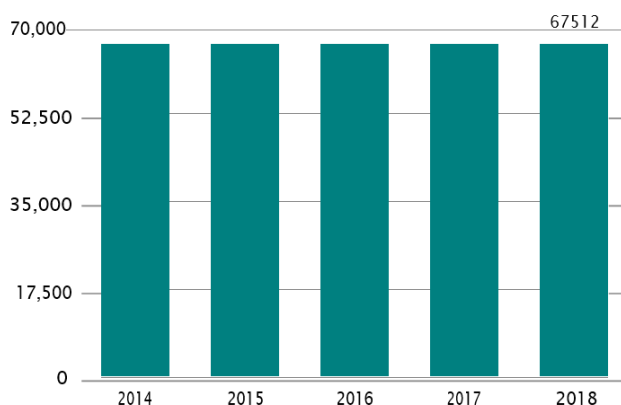


Figure 12. Sport clubs. 2018 (Absolute values, MCS, 2019)

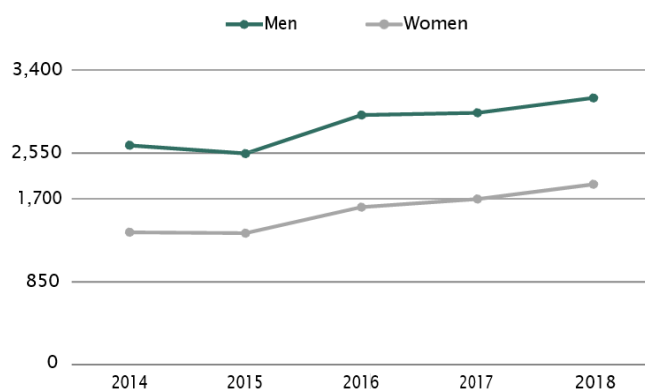
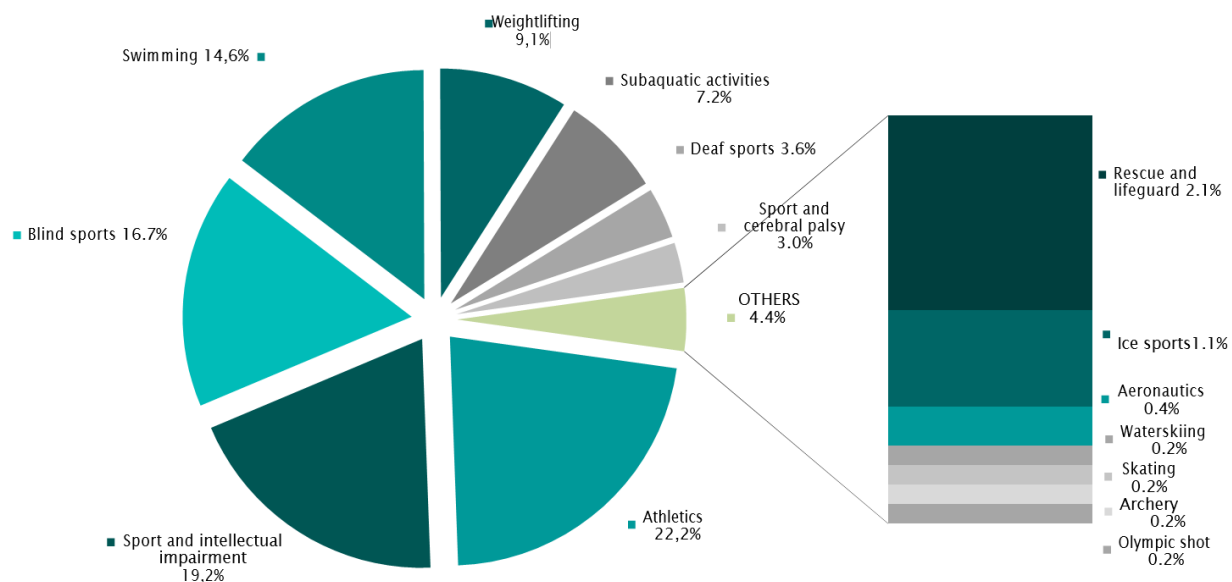


Figure 13. Spanish sport records by sport federation. 2018 (In percentage, MCS, 2019)



f) How sport is funded in Spain

1) Public expenditure related to sport.

This heading indicators for public spending on sport by the General Administration of the State, Regional Administration and Local Administration are presented. The information comes from Statistics Settlement Quotes available on the Ministry of Finance and the General Accounts of each region. The precise delimitation of budgetary programs to consider has been conditioned by the availability of breakdowns in budget sources used. The results indicate that, in the year 2017, spending on sports liquidated by the Central Government stood at 143 million euros, and the Autonomous Administration 343 million, figures represent, in terms of GDP, 0.01% and 0.03% respectively. Regarding the local Administration, spending liquidated in 2017, was 2,150 million euros, accounting for 0.18% of GDP. For a correct interpretation of the results taken into account the details contained in the methodological note to the chapter and especially for terms the General State Administration, which has been considered liquidated spending programs 336A. *Promotion and support for sports activities, 322K. Sport in school and college together the part linked to sports program 144A. Cooperation, promotion and spreading abroad.* For the regional administration, they have taken into account the functions or programs related to the development, promotion and support to the sport or its infrastructure. Local Administration has considered the spending in expenditure policy 34. *Sport*, including those caused by sports services, or any other action directly related to the sport or sports policy of the respective local authority.

Figure 14. Cleared expenditure in sport by General State Administration and the Autonomous Administration (In thousands of euros, MCS, 2019)

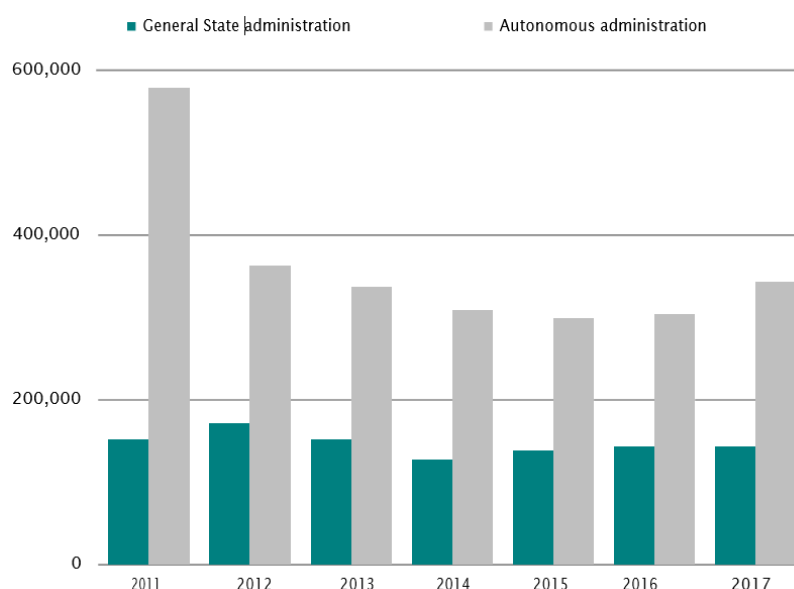


Figure 15. Cleared expenditure in sport by Local Administration (In thousands of euros, MCS, 2019)

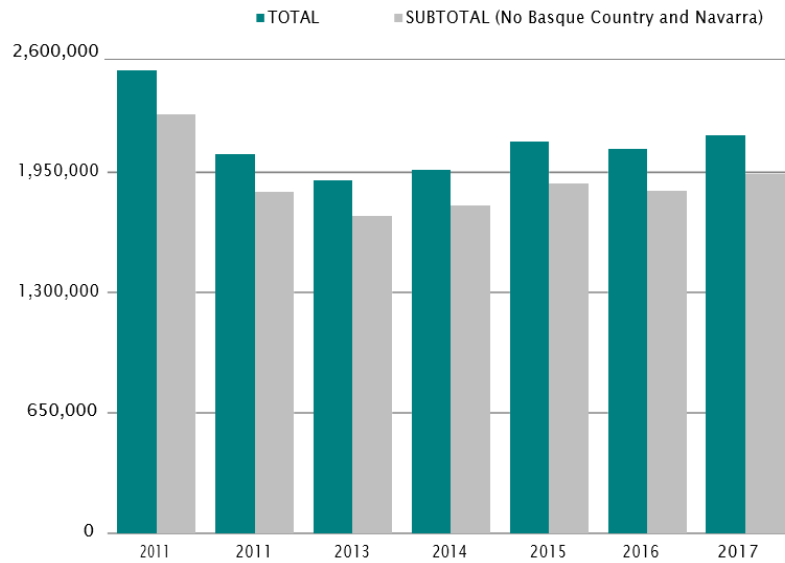


Figure 16. Expenditure paid in sport by municipalities according to population of the municipality. 2017(Mean values per euro, MCS, 2019).

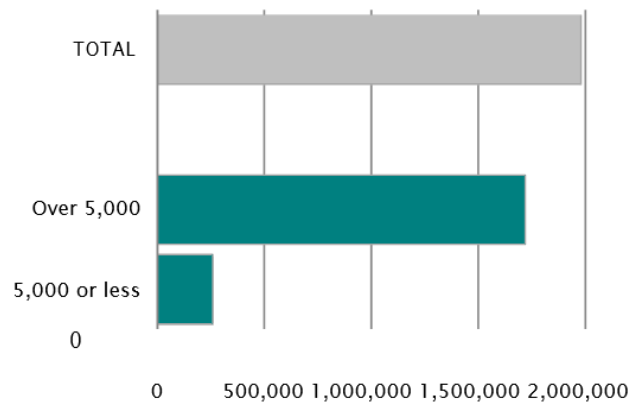
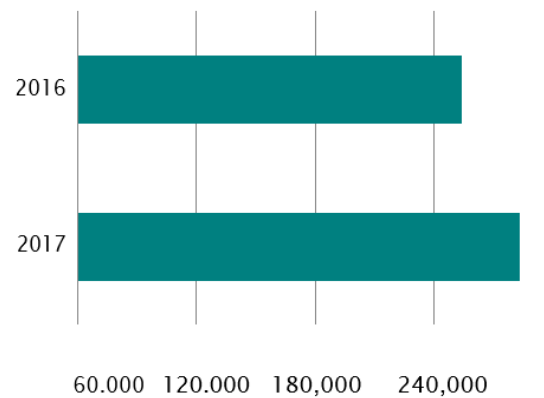


Figure 17. Expenditure paid in sport by Provincial Councils, Councils and Town Councils (In thousands of euros, MCS, 2019)



2) Household spending related to sport

Survey Family Budget, statistics pertaining to the National Statistical Plan prepared by the National Statistics Institute, allows us to estimate, through a specific exploitation, spending on certain assets related to sport conducted annually by Spanish households. The results indicate that in 2017 this expenditure was 5,686.5 million euros, representing 1.1% of total spending on goods and services by households. The average household expenditure on goods and services related to sport considered was 307.2 euros, and the average expenditure per person was 123.4 euros. The most significant component of expenditure corresponds linked to sport as recreational services and sports, 79.2%. It is also noted that the average spending per person in this type of property is above average in the regions of Aragon, Asturias, Balearic Islands, Cantabria, Catalonia, Valencia, Madrid, Murcia, Navarre and Basque Country. If indicators of the evolution of prices of certain products related to sport (statistics obtained from the Consumer Price Index Base 2016, INE) are analysed, the available results indicate that the consumer price index of recreational services and sports has increased by 0.6 points, while major sports teams has decreased by 2 points.

Figure 18. Household spending on goods and services related to sport (In million euros, MCS, 2019)

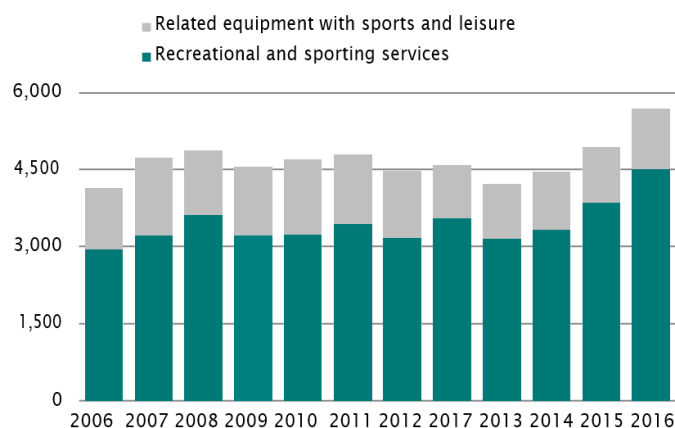


Figure 19. Household spending linked to sport by type of goods and services. 2017 (In percentage, MCS, 2019)

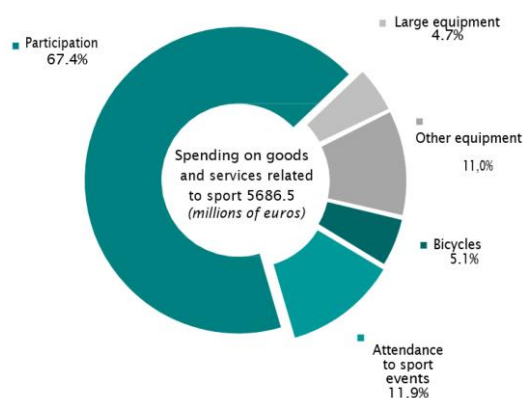


Figure 20. Household spending linked to sport by autonomous community. 2017 (Expenditure average per person in Euro, MCS, 2019)

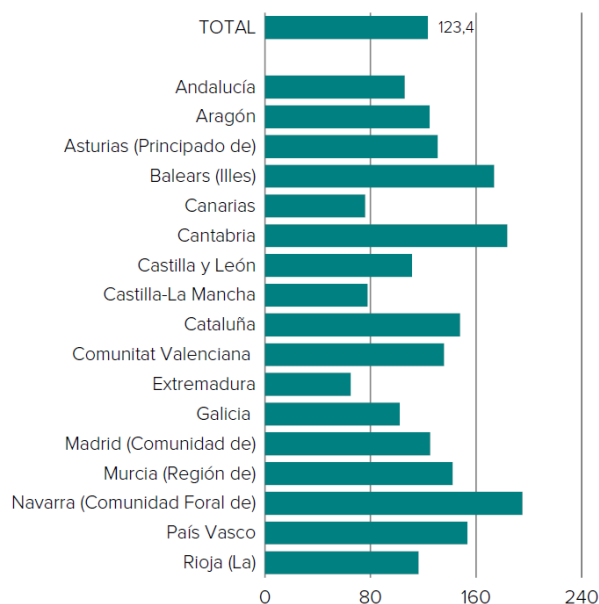
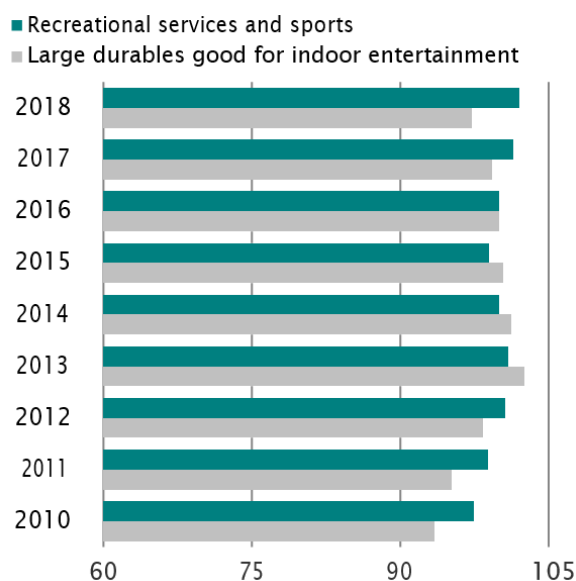



Figure 21. Consumer Price Index of certain goods and services related to sport, MCS, 2019.



g) Organization of sport at regional or local level. Role from the municipalities

The Spanish Constitution (1978), in the article 43 says that the public institutions will foster the sanitary education, the physical education and the sport and a better use of the leisure time. The law 10/1900, from 15 October, of Sport, that has from object the ordination of the sport in Spain, according with the competences that belongs to the Administration of the State, establishing the following articles:

- 🌐 Art. 1: the estate will recognize and stimulate the organization and actions for promotion developed form sportive Associations.
- 🌐 The exercise from the respective functions from the public sector and the private sector in sport will be in accordance to the main principles of responsible collaboration between all the interested.

-  Art. 2: The State administration will exercise the competences attributed by this law and will coordinate with the Autonomous communities, and also, with the Local corporations those that can affect, direct and manifestly to the general interests from the sport on a national scope.


In Spain, the competence in sport matter is distributed between the State, exercised through the CSD, the Autonomous Communities and the local Entities, being this attribution of competences in the different Statues of Autonomy, staying in all case reserved to the State, the competitive aspect on a national and international level. However, and by far, the local authorities in Spain are those how more invest in physical activity and sport in Spain, as we already presented in point 3.6.

As we already emphasize, there are autonomics laws that stablished how to promote and coordinate the sport in the autonomous community (see point 3.2.), as well as how to order its juridical regime and its institutional organization, according with the competences that the State of Autonomy and the rest of juridical order attributed to the correspondent Autonomy Community. At the same level, are this that formulated the sportive autonomic politics, defines and fixes the main lines and programmed of foment and development of sport in their different levels, and plans and organizes the sport autonomic system in coordination with the rest public administration and rest of sport agents (federations, sport associations, athletes, etc....)

Without a doubt, in Spain, the Sport has always been very bound to the municipalities, possibly, for being the administration more close to the citizen, but nevertheless, historically the role of these especially in the case of the city halls of smaller size, that has been oriented more to the promotion of physical activity and sport between the general population and versus the denominated base sport and sport for all. Other important role that played has been the management of the sport public facilities (direct management or not direct management) and the concession of subventions to the sport entities from the municipalities for the promotion of the sport between their citizens, conditioned in occasions for the lack of professional of the physical activity and sport , or the participation of sport teams and athletes in supramunicipals competitions, not having, in many occasions, a strategic planning from the local for the dynamization of the municipal sport, and falling many times, the initiative of the promotion sport physical in the sport local associations. In all case, deserves being highlighted, that the Spanish sport due his great success, because in his origin, the sport net has had exceptional support from the Local Entities.

Exists different condition ants in the time to define a role that plays the city in the different Autonomous communities, such as the sport tradition, the priority order in the municipal politics, the per cápita rent of the municipality, the weight of the sport on the sport administration budget (autonomic and local) the density of population, the geographic dispersion, the medium size of the municipalities, the management of the sport facilities, as well as the sport net from the municipality between others.

It is important to highlight, that in the municipal context has been proliferated sport services and facilities of public management, private – public or private, that has favorized that the population have more accessibility to the sport – physic activity in their different aspects. If we make a general analyze of how the regional or local sport in Spain is organized, attending to several specific profiles of activities / competitions, we can describe the following :

-  Official Federate Competitions. On a autonomic level the sport federations assumes public functions delegated by the autonomic administration, such as the organization of this competitions, where can participate sport entities registered in the correspondent autonomic register of sport entities.

-  Other official competitions. The autonomic administrations can give oficiality to several competitions celebrated by other sport organizations that are not sport federations, always being the administration who delegates the public function of organizing the official competition.
-  Sport Events. Some autonomic laws reflect the sport events as sport activites organized away from the sport federations and the rest of organizers of official competitions. Many cities promote this kind of initiatives, each more and more numerous, such as popular running races, events of urban sports, specific activities vinculated to new tendencies of fitness, to the family practice etc....
-  Official Competitions and events of big dimension. Each more is growing in Spain the organization of official competitions and international events, with a sport objective pretended by the Public Administrations and Spanish Federations but also searching to position our country in the world and take advantage from this initiative to dynamize the local economy. In this sense. On the last years, has been the sport service companies, with the hand of in many occasions, from the local associationism and the federations, who takes the initiative to ask the autonomous communities, city hall , the organization of events that involve the local population and foreign, not only form the point of view of the sport practice but also from tourism, local economy, gastronomy and culture.
-  Sport in scholar age. Usually, the initiative of the organization of the scholar sport, on the territorial context of the Autonomous Community, has been assumed the Regional Administration, who looks for support to the local Administrations for his development. In all case, in this sense there is no homogeneity in the development of the scholar sport in all communities. In some, the administration contracts part of the organization to private companies, in other cases it support on the autonomic federations, in other plays a determinant paper in the Scholar Sport aggrupation's - recognized in several laws with the exclusive function of the organization of scholar sport -. In other communities, the local phase is organized by the city hall, the provincial phase, where participates more actively the Deputations and on the regional phase, is the autonomic administration who organizes the autonomic championships.
-  Noncompetitive sport practice. In this point is important to emphasize the net role of the sport companies. At the end of XX century, thanks to the bet of local entities and autonomic administrations, grow the number of local sport facilities, but the typology of facilities, except in big cities, was focused mainly in the construction of conventional sport spaces (pavilions, swimming pools, soccer fields, and spaces for the sport practice structured) . From the end of the XX century, has taken an exceptional importance the model of facility or sport infrastructure polyvalent that will help all the profiles of population the accessibility to the physic sport practice. In this case, the weight of the initiative and in many times, the importance of the financing goes to the sport net companies sector. In this, the role of the city hall was and is a promotor role, guardianship and even strategic line of what the municipality needs, but the management of the service goes in many times on specialized companies. This new model has multiplied the practice sport – physic oriented to the leisure, the wellbeing and the improvement of the health, offering a list of services from the needs and interests of the population.
-  Urbanistic Planning get physically active the population. Important to mention in this point, the importance that has taken the urbanistic vision in some city halls to generate spaces in nature in the municipality to encourage the population to be physically active, such as healthy Parks, spaces with elements to work the force, the articular mobility, gardens with spaces for the free game, walking trails BTT routes, multisport courts, etc.

Finally, another key element to improve the city halls, above much more, is the provision of more qualified professionals in the city halls in the sports services that will foster the design of strategic plans for the promotion of the physical sport activity in the municipalities and their coordination with supramunicipals plans. Without a doubt, the professionalization of the sport through the incorporation sport entities with more qualified professionals Will be a definitive step, to ease an strategic cooperation efficient and with a future vision between all the agents of the Spanish sport movement.

We should highlight the importance of municipalities and local authorities in the promotion of physical activity and sport to the citizenship in Spain, the “sport of proximity”, to fully understand the access to sport in the Spanish society.

h) Sport habits of the Spanish population

Physical activity is the fourth most important risk factor for mortality worldwide (6% of deaths worldwide), only smoking, hypertension and overweight and obesity. The percentage of responsibility when adding physical inactivity and obesity increases considerably: 16.1% of deaths, 10.6% of lost years of life with health and 14% of health expenditure. On the other hand, it is estimated that physical inactivity is the main cause of approximately 21-25% of breast and colon cancers, 27% of diabetes, and approximately 30% of ischemic heart disease. Likewise, physical inactivity also directly influences the loss of years of health, being the sixth risk factor (World Health Organization, 2009).

Sports Habits Survey in Spain 2015 (MCS, 2019), is a part of the National Statistical Plan developed by the Ministry by the Sports Council statistical operation. The project has the support of the National Institute of Statistics in certain aspects of the sample design. This is a sample survey conducted on a sample of 12,000 people aged 15 and older living in the country and provides information on the habits and practices of Spanish sport. The results indicate that in 2015, 53.5% of the population aged 15 and older practiced sport in the last year. Most of them, 86.3%, with vigorous intensity, at least once a week. Age, sex and educational level are crucial variables. Notable differences by sex show that sport continues to be higher in men than in women, even if considered in annual terms (59.8% in men, compared to 47.5% in women), or observed weekly terms (50.4% versus 42.1% in women).

Figure 22. People who practiced sport weekly and type of modality practiced (Percentage of the total population studied, MCS, 2019)

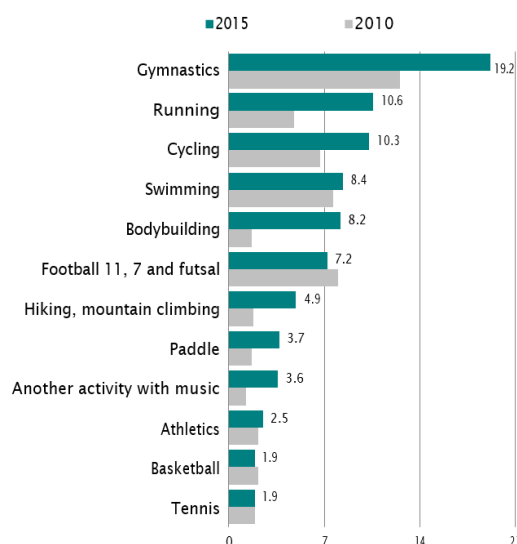
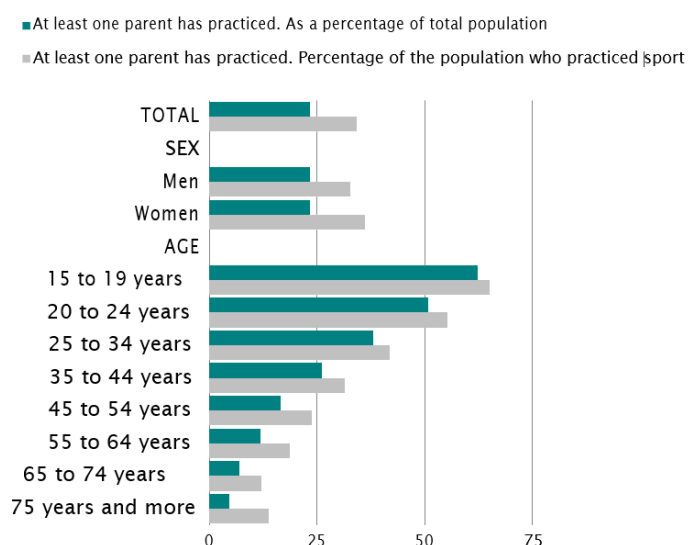
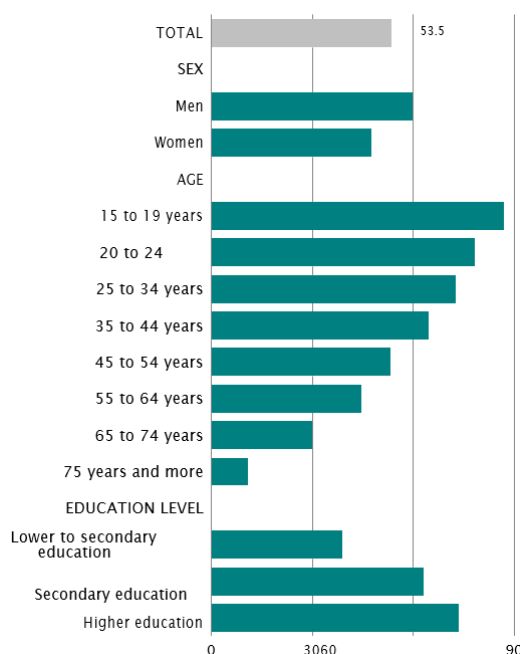


Figure 23. People according parents' engagement in sport, 2015 (MCS, 2019).



Among the most practiced sport modalities in weekly terms, we found gymnastics 19.2%, running 10.6%, cycling 10.3%, swimming 8.4%, bodybuilding 8.2%, 11 or 7 a side football or futsal 7.2%. Among those who practice sports, 34.2% said that at least one of their parents has practiced this activity. In relation to parental involvement in sports activities of children, 41.6% of the population who have children under 18 at home do sport together with them, 42.2% usually accompany them to the trainings and 35.2% accompany them to competitions.

Figure 24. People who practice sports in the last year according to sex, age and level of education. 2015 (In percentage of the total population investigated of each group, MCS, 2019)



Because of its importance, the survey separately investigates the practice of walking or taking walks. The results show that 70.6% of the population often this activity and 68.2% at least once a week. Regarding the habit of walking and its relationship to sports, 81.1% of the population states that usually walks or play sports weekly. The survey also investigates both assistance, face sports events, such as access to them through audio-visual media, showing that 81.7% of the population attends in person or accessed through

audio-visual media to a sporting event at least once a year. Namely 37.1% of the investigated population has attended in person and 79.5% accessed by media. Regarding sports equipment, the most common are bicycles, 63%, 55.9% of adults and 28.1% of children; balls, 59.3% noting that 51.3% of the population has footballs and 27% of basketball. More than half, 54.1%, has rackets, 35.3% of tennis rackets, 22% table tennis rackets, and 21.9% of paddle tennis. 40.3% of the population has chess at home. It should be noted that since the last survey (2010), a notable increase in rates weekly sports, higher in women and in younger is observed. The gender gap estimated weekly sports in 2010, more than 15 percentage points, has declined markedly to stand at 8 percentage points. By type of sport performed in weekly terms they are become more important gymnastics, running or body building, with notable increases in the period. Cycling, swimming and soccer are still very frequent activities in the studied population.

According to data reported by the Ministry of Health, Social Services and Equality (2018), obesity continues to increase in Spain, which already affects 17.4% of the adult population (18 and older). Considering obesity and overweight together, more than half (54.5%) of adults are overweight. In the last 30 years the prevalence of obesity in adults has multiplied by 2.4, from 7.4% in 1987 to 17.4% in 2017. Obesity is more frequent in men (18.2%) than in women (16.7%). The difference by sex in adults is at the expense of those under 65, surpassing women to men from that age. Overweight, like obesity, is more frequent in men, but the difference is much greater (44.3% men vs. 30% women) and remains in all age groups. In 2017, the gradual increase in the prevalence of childhood obesity continues, reaching more than one in ten children (10.3% in 2-17 years), slightly higher than in 2011 (9.6%).

Figure 25. People who usually walk or stroll weekly and links with the sport practice. 2015 (Percentage of the total population studied, MCS, 2019)

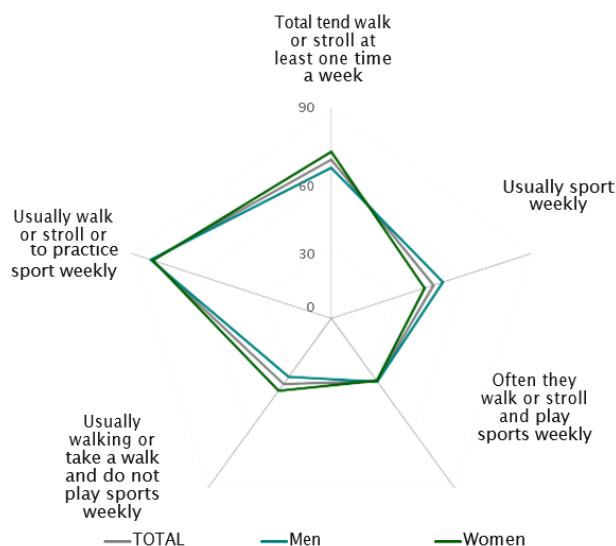
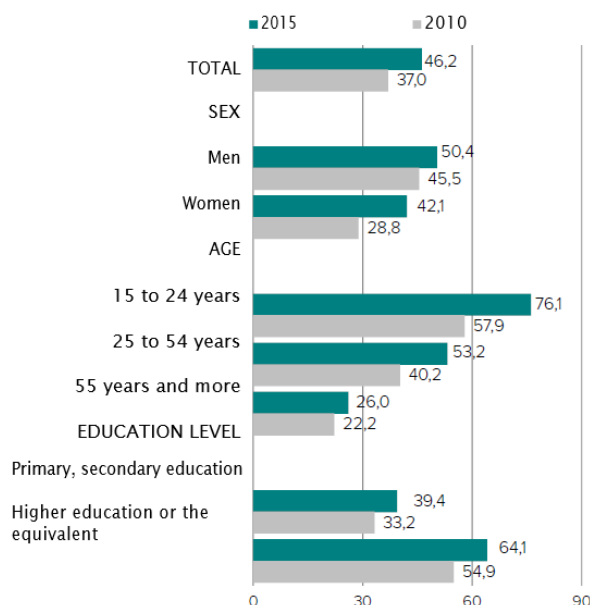


Figure 26. Evolution of the weekly sports (Percentage of the total population investigated in each group, MCS, 2019)



In Spain, working life is already mainly sedentary. Men and women report that they spend most of their main activity sitting, in similar proportions (38%). The increase in mainly sedentary main activities observed in 2011 remains. In free time, 37.8% of the population aged 15 and over report that they occupy it almost completely sedentary (reading, watching television, going to the movies, etc.), although together a downward trend seems to be observed. Sedentary leisure time is higher in women (41.9%) than in men (33.5%). This difference in favor of men occurs in all age groups except that of 45 to 54 years, and this less sedentary lifestyle in women of this group is the first time observed in the ENSE series. Sedentary lifestyle is more frequent in less favored social classes, from 24.3% in class I to 46.7% in class VI. This occurs in both men and women although it is more pronounced in the latter. 35.3% of the population between 15 and 69 do not reach the level of healthy physical activity recommended by WHO. Failure to comply with the recommendations is greater in women (37%) than in men (33.5%) and in less well-off social classes (39% in class VI vs. 30.1% in class I), and differences by class Social are older in women than in men.

May, Del Villar and Jiménez (2017) point out in the report “Thermometer of Sedentary in Spain”, that 13.4% of annual deaths in our country related to cardiovascular diseases and different types of cancer are attributed to physical inactivity. Regarding the economic cost, they indicate that, worldwide, the cost of physical inactivity in health care systems in 2013 was 53,800 million dollars. But if direct costs are added to direct costs such as lost productivity, physical inactivity has been responsible for a total cost of \$ 61.7 billion worldwide. In the case of Spain, according to the Report cited above, analysing information regarding the economic impact of premature deaths and diseases caused by physical inactivity in our country, this represents a direct expenditure of more than 1,367 million euros per year. In addition, it should be noted that it is the second country in the world with a higher percentage expenditure, in relation to direct health expenditure.

Data from national survey are centered in the population over 15 years old. In this regard, the data from the study “Physical Activity, Sedentarism and Obesity in Spanish Youth” (PASOS, Gasol Foundation, 2018) analysing the level of physical activity and sedentary lifestyle of children and adolescents (between 8 and 16 years old) evaluated through a representative sample and with objective methods. In total, 3,803 children from 245 educational centers in the 17 autonomous communities participated, which have been evaluated

by 13 research groups throughout Spain. Main results highlight that the degree of non-compliance with the WHO physical activity recommendations is accentuated among girls: 70.4% does not reach the recommended level compared to 56% of boys. 72.4% of secondary school students do not meet the recommendation, compared to 55% of primary school. In turn, the study demonstrates that adolescents in 4th ESO (16 years) perform 106 minutes less physical activity per day (average) than children under 3 years of primary school (8 years). Also, more than half of children and adolescents do not comply with the recommendations for the use of screens during the week (54%), a situation that worsens during the weekend, when almost 80% spend more than two hours a day ahead of the computer, mobile, television or other digital devices. In addition, there is a greater predisposition to the use of screens by adolescents - from 12 to 16 years -, with respect to elementary school children - from 8 to 11 years. In the same way, non-compliance is more pronounced in the male gender during childhood and adolescence. During the week, the use of screens is much greater in the adolescents of the 4th year of the ESO (144 min. Average day) compared to the participants of the 3rd grade. On the weekend, this difference reaches 172 minutes. Finally, more than a third of Spanish children and adolescents (34'9%) are overweight or obese according to Body Mass Index (BMI) - specifically, 14'2% are obese and 20.7% are overweight. It is important to highlight that, in the last two decades, the percentage of children and adolescents who have abdominal obesity has increased by 7.9% (Gasol Foundation, 2019).

i) Sport and tourism in Spain

As presented in 2.1 section, tourism is a key area for Spanish economy. Caixabank research (2017) shows that tourism directly and indirectly employed 2.5 million people in 2015, representing 13 % of total employment, while this figure climbs to 16.2 % including jobs generated indirectly. Forecasts indicate that Spain will welcome 84 million tourists in 2017, compared to 75 million in 2016. New technologies have radically overhauled the industry value chain, and promote a big challenge both for the labour market and regulatory framework.

Tourism in Spain is well established as a key sector for the economy, and the latest figures reveal a buoyant industry: tourism accounts for 16 % of Spanish GDP. Tourism is a vital sector in Spain's economy, based both on size and buoyancy, as well as its ability to impact other economic activities. Just how dynamic the tourism sector has been is made evident by the pace of growth in the last few decades, outstripping the expansion of the global economy. Furthermore, long – term prospects are equally upbeat.

Sport and activity tourism create a big impact on the Spanish Global economy. Sport related tourism: practiced and registered in resort close to the numerous beaches, in all littoral of Spain. Thanks to a great hot climate, nearly all year, in some Spanish regions, allows the affluence of tourists that practises different sports, water sports and others as Mountain bike, running, etc.

Also, tourism related to sport events is a key issue. Sport events such as football matches, tennis great slams and running races as some examples. Means also great number of affluences of tourism. If we refer to football, the football boost Spanish tourism and is moving forward with more and more followers and generates an important business. South Korea, Japan and China are the main source markets for Spanish football, but the United States registered 20 % of all purchases. It was the country that acquired most tickets to watch "La Liga" matches. This effect, little by little, is being extended to more and more clubs.

Girona began its international conquest with two friendlies in India, while Eibar, the third most followed club in Japan, stimulates this relationship to the point that the commercial and institutional ties between the city and the country do not stop growing. And these are just two examples. Beneficial for Spanish Economy: All this growth reflects in economic data. It is a global industry that, like any other, aspires to grow and generate

more revenues each season. This can also have a positive impact on society, given that La Liga and its clubs contribute with 1.3 million euros in taxes every year.

Figure 27. Tourists residents in Spain and international tourist's entries for sport reasons and all associated costs, 2018 (MCS, 2019)

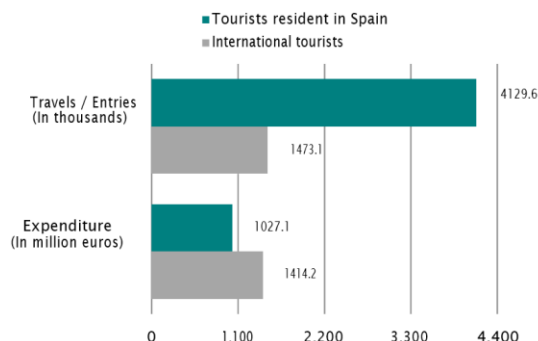


Figure 28. Travels of Spanish residents performed primarily for sporting reasons by destination. 2018 (In percentage, MCS, 2019)

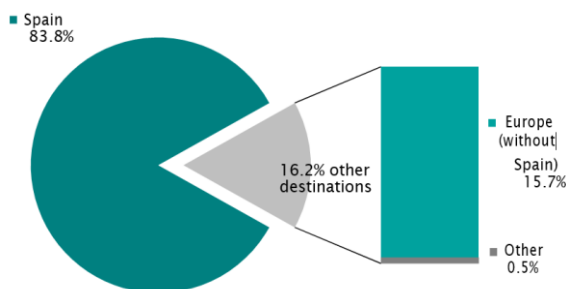


Figure 29. Trips of Spanish residents performed primarily for sport reasons and main type of accommodation. 2018 (In percentage, MCS, 2019)

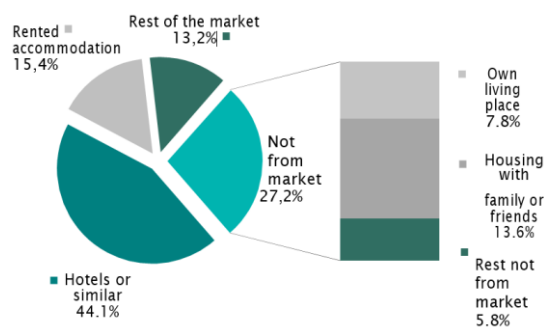
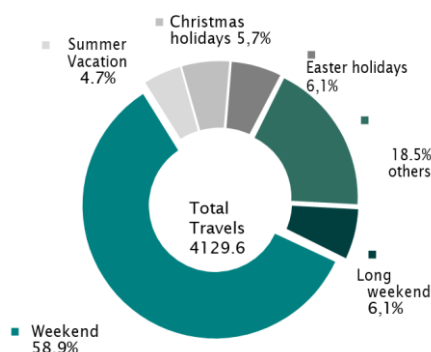


Figure 30. Trips of Spanish residents for sport by vacation time. 2018 (In percentage, MCS, 2019)



The new levels of growth have only been achieved through evolution, internationalization and innovation. The football market is expanding and now the whole world follows Spanish Football and bears part of the income of the clubs. Could this dynamic growth and internalization have a positive effect on the promotion of new destination? According to experts yes, but under some conditions. The first is that at least one of the teams should be sufficiently mediatic to arouse interest: Socio – economic impact of professional football in Spain highlights the importance of the sport’s role on tourism. It is the second concept that most influences the “Spanish brand” behind tourism and followed by gastronomy and culture.

The results come from a holding of two operations official statistics, survey Residents Tourism (ETR / FAMILITUR) and Tourism Expenditure Survey (EGATUR) belonging to the National Statistical Plan and developed since 2015 by the National Statistics Institute. The results indicate that 4.1% of all trips made in 2018 for leisure, recreation or rental of residents in Spain were initiated primarily for sporting reasons. These 4.1 million trips have added international tourist entries that are made primarily for sporting reasons, 1.5 million in 2018, representing 2% of total trips made for leisure, recreation or vacation this collective. Also, indicators of total spending associated with trips that are made primarily for sporting reasons, which amounted in 2018 to 1,027.1 million euros for residents in Spain and 1,414.2 million euros for international tourist tickets are also offered. One of every four trips of residents, 26.3%, are related with sports activities. This data stands at 11.8% for foreign visitors. In response, the frequency of attendance at sporting events is higher in foreign inflows, 3.2%, that trips of residents, which stands 1.7%.

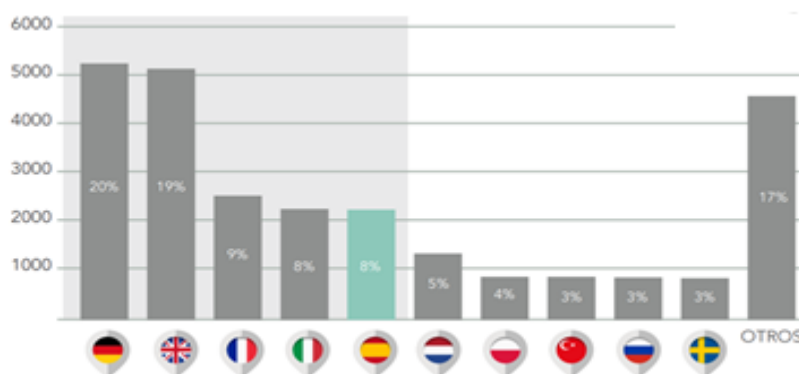
j) The fitness sector in Spain

Spain is the fifth largest fitness market in Europe. The sector grew 2.5% in 2018 and generated 2,291 million euros, although it remained behind Germany, the United Kingdom, France and Italy. In fact, Spain grew less than the rest of the countries in the euro zone, which registered a rise of 3.4%. The progression of the sector has been slowing down in recent years, which invites us to think that the industry is reaching maturity. Proof of this is that, among the top ten fitness markets, Spain was the one that grew the most in 2017, a reality that did not happen in 2018. In the last year, the United Kingdom, Italy and Poland grew at a faster pace. This follows from the European Health & Fitness Market 2019 report (EuropeActive and Deloitte, 2019) which reflects how this industry has reduced its growth rate in recent years. Spain with its upward trend in the fitness world, increasing the number of users by 130,000, and 4,650 operating clubs; it is one of the five most important countries in this sector in Europe. Regarding prices, the average monthly fee is 39,40 euro and the global profit of the industry reaches 2.235 millions of euro per year (Lifefitness, 2019).

The 10 % of the population is registered in Sport Centers, comparing to the European media that represent 7 %. One of each 2 citizens practice sport once a week and one of every three is a sport center partner. In the fitness industry there is no one unique employer body. We can find public sector, the recruitment is by the officially municipality human resources department with characteristics based on academic and university qualifications for high profiles and federation and other sport certifications for technician’s profiles.

Main operators in fitness services are “Altafit” (58 clubs in SPain), “Anytime fitness” (48) “Mcfit” (36), “Servicio” (35), “Basic fit” (33), “Supera group” (29), “Metropolitan” (22), “Body factory” (22), “Viva gym” (19), and “Go fit” (15) (Lifefitness, 2018); also, the main operator of microclubs fot fitness in “Curves” (74) (Deloitte, European Health & Fitness Market, Report 2019).

Figure 31. Fitness profit per European country for 2018 year (In thousand euros; Deloitte, European Health & Fitness Market, Report 2019)



The industry in Spain is divided between low-cost, premium operators, municipal facilities managers and boutique centers. The low-cost segment grew in 2018 thanks to the 15 clubs that Altafit incorporated and the six that Viva Gym inaugurated, while the concessional category increased its portfolio of centers and customers. This reality is what has caused the Spanish market to be atomized. The proof is that only 7% of the 4,650 sports facilities in the country are operated by the main gym chains, such as Altafit, which at the end of 2018 had 59 centers, Anytime Fitness, with 48 facilities or McFit, with 36 clubs. It is estimated that 26% of the 5.3 million subscribers are customers of gym chains, and not independent centers. With a total of 5.33 million subscribers (+ 2.5%) and a penetration of 11.4%, Spanish fitness still has travel and space to grow. It is estimated that there are 4,315 physically active people in the country for each open gym and, however, each club serves an average of 1,146 subscribers (Lifefitness, 2019). If the potential clients who do sports are attracted, the number of clients could triple in the coming years.

k) Voluntary sector and non-profit sport sector

In Spain there is a national law from 1996 regulating the voluntary sector, also in charge for the sport sector (Law 45/2015, of October 14, on Volunteering). The number of non-profit sport sector is growing significantly during the last years, but from the period of 2011 – 2015, because of the crisis, there was a reduction of their number, and also the grants and subventions available for them. The NGOs receive grants and subventions from the Spanish Agency of International Cooperation. Also, private funding and sponsoring. The non-profit sector works with sport and migrants, sport and inclusivity, sport and international cooperation. The history / culture of volunteering strongly was born in Olympic Games from Barcelona, which allow to train in specific sport volunteering. Also, with the NGOs, need the support of volunteering staff to support their activities, as they cannot have a big budget for human resources. Today there are many trainings for volunteering and some specific on sport volunteering because of the big demand that exist. A very good picture of the volunteering sector of sport in Spain is the recent study “Guide of sports volunteering” (Spanish Platform for Volunteering, 2018). Examples of formation opportunities in this field are:

- Carlos III University organises a free course 12 hours’ duration. “Training in sport volunteering”.
- Alicante University also offers formation
- Office of the Sport Volunteer in Valencia
- Sport volunteers La Coruña.
- Skate federation of Madrid. Sport volunteer course. Also is free with 16 hours of duration.



ESSA-SPORT

Improving the Supply of Skills to the Sector

4

SPORT LABOUR MARKET STATISTICS



4. SPORT LABOUR MARKET STATISTICS

The data presented in this section comes mainly from two sources: the Yearbook of sports statistics (MCS, 2019) and the specific resource for data in the sport sector in Spain: DEPORTEdata: is the system used by the Ministry for the storage and dissemination of statistical results of the sports field on the Internet. It includes most of the sports statistical information that the Ministry produces, systematizes or disseminates and incorporates the corresponding methodologies. DEPORTEdata is based on the National Statistics Institute methodology.

a) Sport employment in Spain from Spanish data and resources

The Active Population Survey, from National Statistics Institute (INE, 2019) allows us to estimate, through a specific exploitation, employment in certain economic and occupations related to sports activities: it is employment taking place in enterprises engaged in sport activities, such as facilities management, activities of clubs and fitness centres among others, or manufacture of sports goods, as well as which corresponds to the occupations of athletes, coaches and sports instructors. The results indicate that the average volume annual employment linked to sport in 2018 amounted to 214.100 people, which is in relative terms 1.1% of total employment in the average annual period. The most significant differences compared to total employment recorded by age, with a higher proportion of 16- to 24 years, 19.7% versus 5.1% in overall employment, and 25 to 34, 32.1 % compared to 19.6% in the total. Sport-related employment is also characterized by higher than average academic background, presenting higher education rates higher than those observed at national level: 51.6% versus 42.9%. 90% of sport employment is salaried (higher than that observed in the total), and has rates of temporary and part time employment rates higher than those recorded in total employment.

There are adequate opportunities for professional development and lifelong learning to support career development in the sector in Spain. Spanish situation for the last 10 years have been of crisis, and 4 years ago, the macro economy is getting better. The situation is better and for example for the VET system, which is improving and creating many of jobs. But there are not many opportunities for professional development in this sector. There is a very good offer or learning and university offer but in Spain we have statistic data that reflects the situation it could be better. More if we compare with other European countries. Also, the supply of education and training meet the needs of employment. In fact, too well, as data shows the professionals in the sport sector are overqualified. With the economic crisis, the employment has been reduced, but the offer and quality of the higher education and training is very high. To cover the needs, there are not enough jobs to cover all the population complete qualified. That has made many young people have moved to other countries to find a job. In sport labour market, is the same situation. Today in 2018, the situation is better, and the unemployment has been reduced, but still superior than European level.

Figure 32. Average annual employment linked to certain occupations or sports activities (In thousands, MCS, 2019).

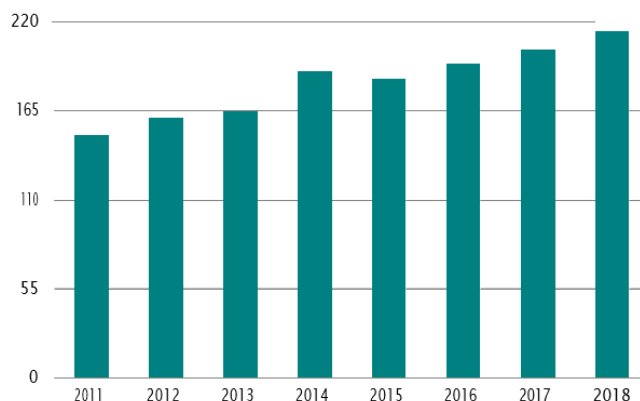


Figure 33. Average annual employment related to certain occupations or sporting activities by various characteristics (2018) (In percentage, MCS, 2019)

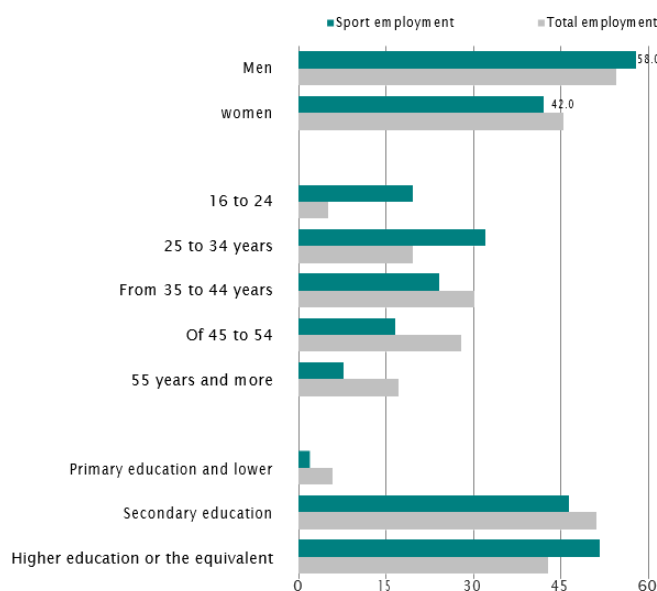
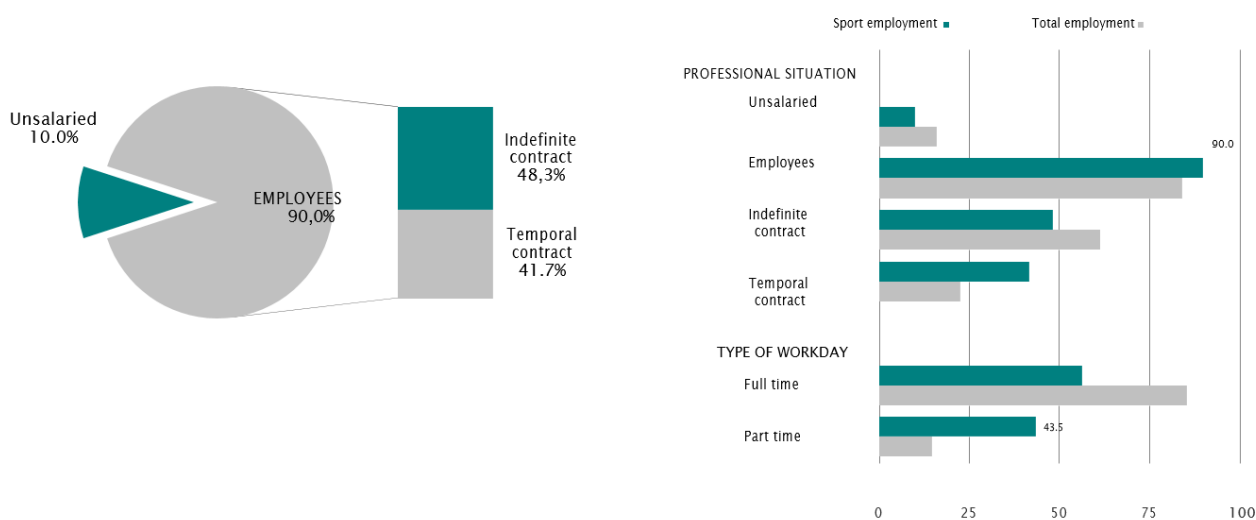


Figure 34. Average annual employment linked certain occupations or sporting activities by professional situation and type of day (2018). (In percentage, MCS, 2019)



As mentioned in 3.2 section, about the laws in Spain dealing with sport professionals' regulation is depending not from the central government, but from some of the different autonomous communities. So, the sector is in charge of different professional profiles: ie physical education teachers, coaches, physical trainers / personal trainers, sport managers, etc. with different academic backgrounds, i.e. for example, the main academic bachelor related to the field in the sector is the graduated in Physical Activity and Sports Science. There is a national professional association (of graduates in physical education and physical activity and sports sciences), and also in almost all autonomous communities.

In this regard, we bring here the study from Pérez Villalba, Bernal García, Gómez Chacón, & Grimaldi Puyana (2018) where they stated “the existence in Spain of a market segmentation by professional scope for the collective of university graduates in Physical Activity and Sports Science who are collegiate members in one of the 17 Spanish professional associations. Each professional scope (teaching, management, health, competition and out-of-school sports) show different tendencies with respect to the working conditions that they offer to professionals. These conditions determine whether they fall into a primary market, characterised by stable and well-paid jobs, or a secondary market, with instable contracts and low wages. Another conclusion is that this market segmentation, in some cases, triggers the phenomenon of multiple employment. In view of the poor working conditions of the main job, people are forced to find additional occupations to complement the number of hours and/or the income of the first position. However, analysing the reasons that drive people into multiple employment, it was observed that insecurity and/or the need for higher income are not the only triggers. There is an important percentage of people in the sports field that take other jobs within the scope of physical activity and sports for personal fulfilment. This need, or opportunity, for fulfilment occurs in a higher percentage of men compared to women. It is presumed that this difference may be due to the fact that women have less hours of spare time, as a result of the persistent old-fashion difference in domestic behaviour between men and women, by which the former spend less hours taking care of the home and family than the latter” (Pérez Villalba, Bernal García, Gómez Chacón, & Grimaldi Puyana, 2018).

1) Business related to sport

The results cited are from the Central Business Directory, statistical operation prepared by the INE. For the delimitation of the sports field they have been considered companies with sport main economic activity. The number of companies listed in Central Companies Directory (CCD), whose main economic activity is sport, amounted to 34,529 in early 2018. This figure represents 1% of all companies listed in CCD. The results confirm the growing trend in recent years. Most of them, 81.9%, 28,278, corresponding to sports activities such as facilities management activities, sports clubs or gyms. 0.8% is mainly engaged in the manufacture of sports goods. Companies engaged in wholesale less sporting goods in specialized stores account for 17.3%. 43.1% are companies without employees, 42.5% are small in size, 1 to 5 employees; 13.3% have from 6 to 49 employees and the remaining 1.1% are larger companies, with 50 employees or more. Per region, more than the half are concentrated in the regions of Andalusia, 14.7%, Catalonia, 17.3%, Valencia, 10.4% and in the Community of Madrid, 15%.

Figure 35. Companies linked to sport by economic activity. 2018 (In percentage, MCS, 2019)

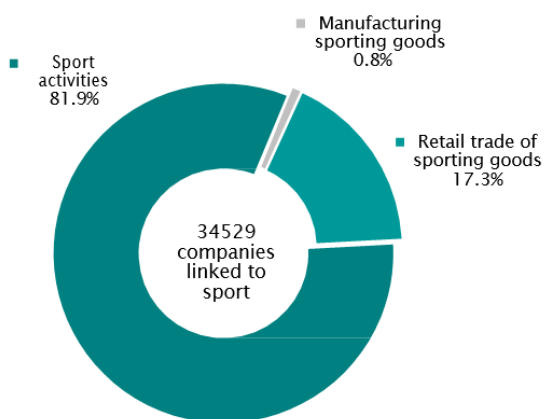


Figure 36. Enterprises linked to sport 2018 (Absolute values, MCS, 2019)

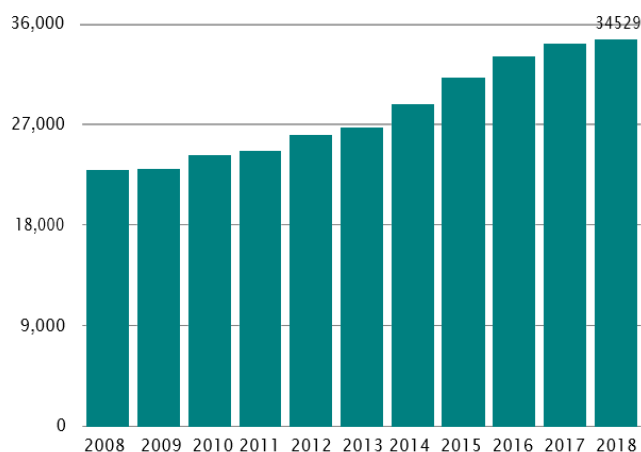


Figure 37. Companies linked to sport by autonomous community. 2018 (absolute values, MCS, 2019)

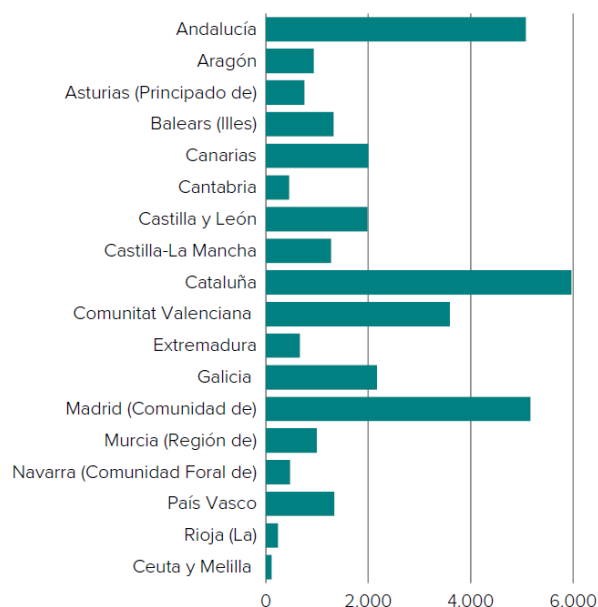
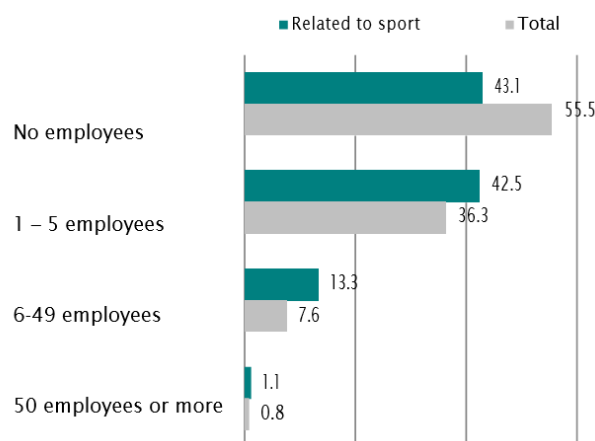


Figure 38. Sport companies by size. 2018 (in percentage, MCS, 2019)



2) Facilities and spaces for sport

The statistical exploitation of the National Sports Facilities Census, conducted in 2005 by the Higher Sports Council, with the cooperation of the competent units in the field of autonomous communities, allowed to estimate the total number of sports facilities in 79,059. These facilities included a total of 176,201 sports spaces. Most of them, 91.3%, are conventional sports facilities, 5.7% singular sports areas and the remaining 3% activity areas. Almost half of the sport zones conventional, 45.9% were tracks, 19.7% pool vessels, rooms 18%, 8% fields, 7.3% tracks wall and 1.1% longitudinal spaces.

Figure 40. Facilities and sport spaces. 2005 (absolute values, MCS, 2019)

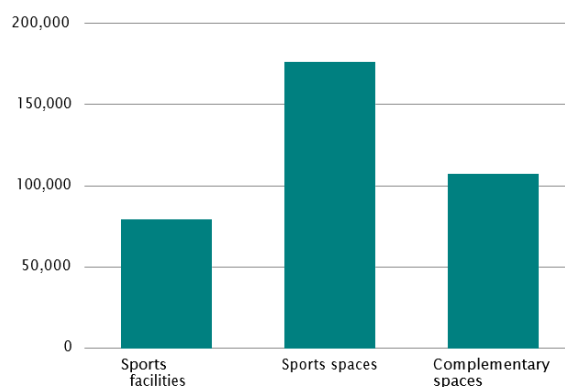
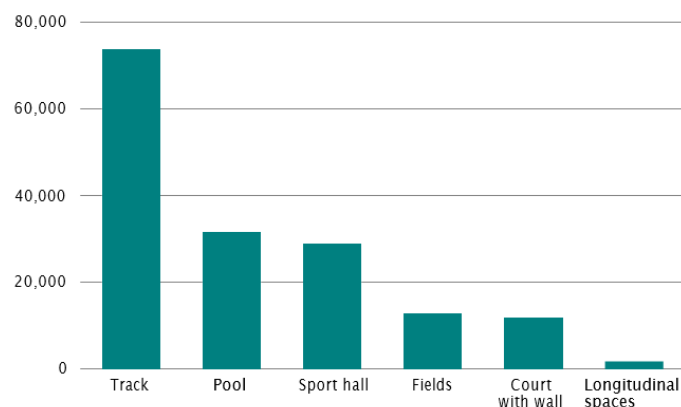


Figure 39. Conventional sport spaces per typology. 2005 (absolute values, MCS, 2019)



So that refer to the main activities in conventional spaces, it can stand swimming, with 19.2%, followed by activities such as football, soccer or gymnastics representing 13.7%, 9.7% and 8, 5% respectively. Considering the sport zones unique, 27.8% They correspond to areas of popular and traditional games 10.5% to riding spaces, 8.2% to winter sports areas and 7.8% to golf courses. Most areas of activity are terrestrial areas, 79.7%, followed by water areas, and 17.8% air areas, 2.5%.

In this regard we must highlight the existence in Spain of the Spanish Federation of Sport Facilities Entrepreneurs (“Federacion Española de Empresarios de Instalaciones Deportivas - FNEID”), established in 1997, being the official representative of the enterprises of the sector. Also, there is a national state collective agreement for sports facilities and gyms (Ministry of Employment and Social Security, 2018) regulating the workers conditions relationships in the sector. Also there are several autonomous communities that already regulated this collective agreements, framed into their autonomic sport law development.

3) Foreign trade of goods related to sport

The data of foreign trade in goods related to sport come from a specific operation of Statistics of Foreign Trade of Spain, prepared by the Department of Customs and Excise of the State Tax Administration Agency from two statistical operations belonging to the Statistical Plan national, the external trade statistic and statistic trading of goods between States of the European Union. In this operation they have been considered three groups of goods: articles and sports equipment; clothing and footwear for sports and leisure and yachts and other boats for sport leisure. As a whole, in 2018, the value of exports of goods linked to sports stood at 1,029.7 million euros compared to imports, reaching 2,080.3 million euros. The most significant component in 2018 were articles and sports equipment, which they accounted for about imports of 1,017 million euros, compared with exports of 635.3 million euros. Exploitation analyses trade flows by classifying them by geographic area of origin and destination. According to their findings, the European Union was the largest destination of Spanish exports of products related to sport analysed, and if imports are analysed by origin of imported goods, include China and the European Union. Specifically, with respect to sporting goods and equipment, the European Union was the destination of 84.5% of Spanish exports in 2018, and, as regards imports include China, the country from which the 38, 1% of such assets, and the European Union with 49.1%.

Figure 40. Foreign trade of goods and sports equipment (In million euros, MCS, 2019)

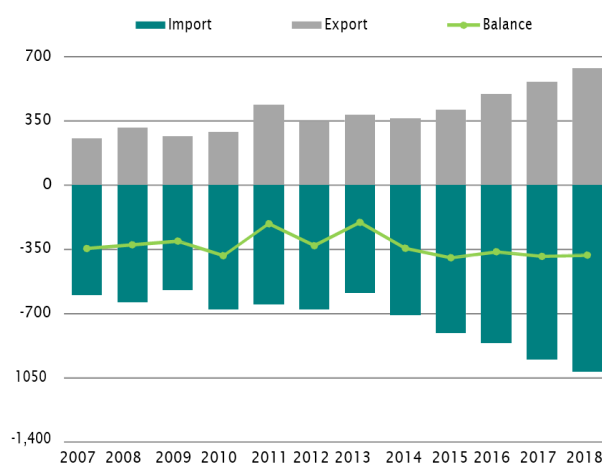


Figure 41. Foreign trade of goods related to sport by product type. 2018 (In million euros, MCS, 2019)

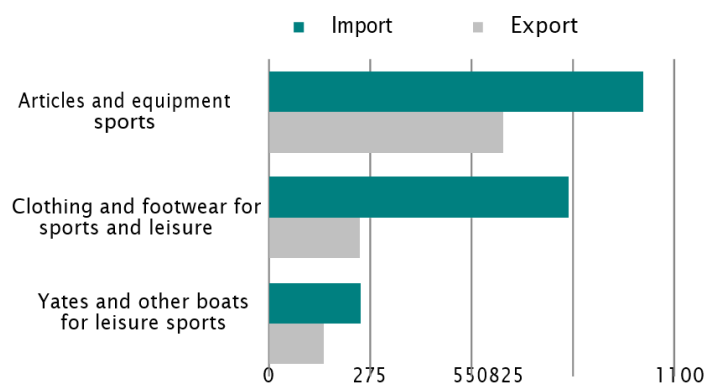


Figure 42. Exports of goods and sports equipment by geographical area. 2018 (In percentage, MCS, 2019)

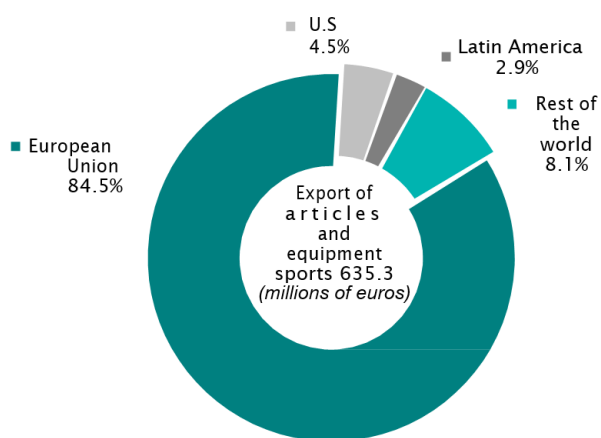
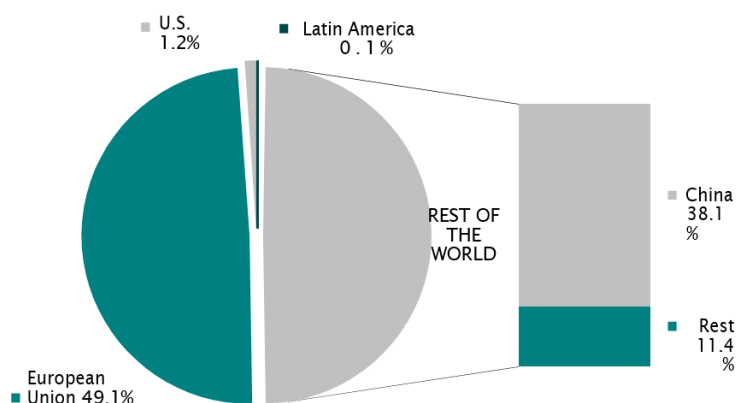


Figure 43. Imports of goods and sports equipment by geographical area. 2018 (In percentage, MCS, 2019)




b) Existing Spanish statistics on employment from desk research activities

The following summarises and highlights some of the main findings of the Spanish statistical report from Eurostat figures. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Spain in 2018 was 141.955. This represents a very high growth rate of 22.87% since 2011 (109.476 at that time).** This is the total of all those paid staff working in organisations which have their main purpose as Sports Activities and those working in Sport Specific occupations in other types of organisations.

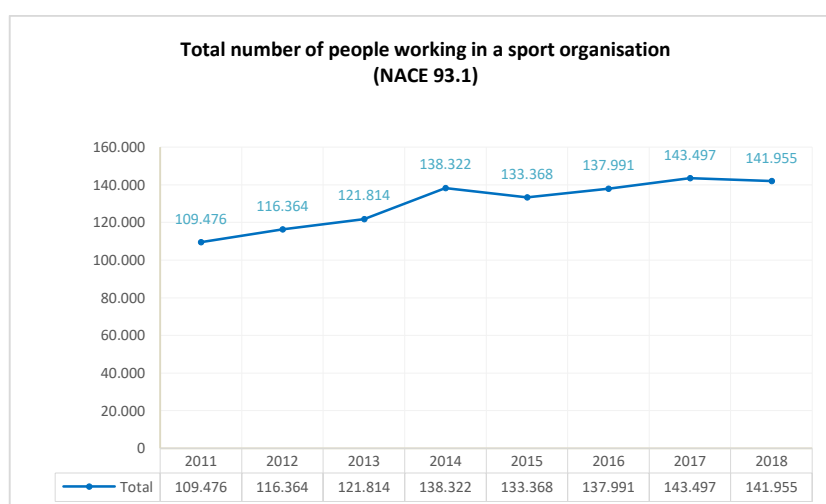
c) Total number of people working in Spanish sports organisations

This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working for organisations classified as '93.1 Sports Activities' within the EU NACE database. This comprises:

-  Operation of Sports Facilities
-  Activities of Sports Clubs
-  Fitness Facilities
-  Other Sports Activities

It is important to note that the figures here are for **all** staff working in these types of organisations and will include, for example, managers, cleaners, receptionists, office staff, catering staff etc. as well as staff with a sport specific occupation. Staff with sport specific occupations are covered later in greater detail. All figures in this 4.2. section of the document belongs to Spain, as country.

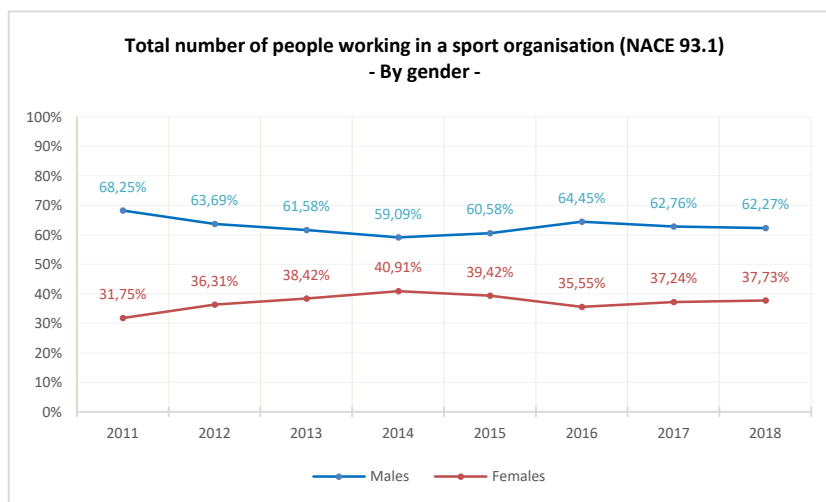
1) Total number of people working in all occupations in Spanish sports organisations and growth rate



The total Spanish working population in sports organisations (all occupations) as of 2018 was 141.955. This compares with a figure of 109.476 in 2011. Thus, there is a growth during this period of 32.479 (22.87%). The last year 2018 decreased a little bit respect 2017. Remarkable is 2014, as a year that also increased much more respect the year before. Given that this increase is very significant, further research should be done in order to find the reasons for this increase (new sport policies, investments, etc.).

2) All People Working in Spanish Sports Organisations by Gender

The number of male employees in 2018 exceeds the number of females (by 24.5% of the total workforce). This gender difference of almost one third of total employees is far away from the European average (11,8%, in favour of males). The year 2011, this difference was bigger (36,5%), but now remains very similar to that year and the trend seems to follow that pattern, being 2014 the year with less difference (23,6%). In fact, the female workforce was decreasing from that year (almost a 5%), while male is growing (more than 5%) in 2016. From 2016 to 2018, the difference become smaller. The percentage and the pattern seems to be very different in the Spanish case than the European gender differences.

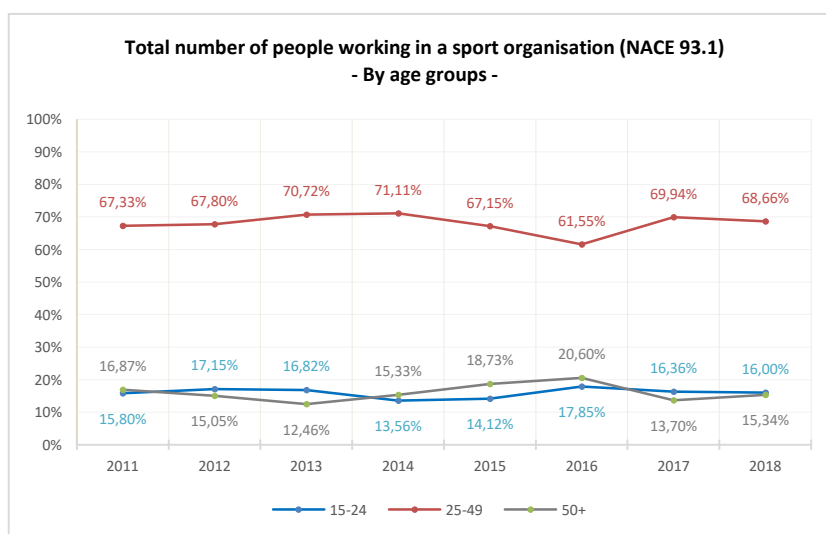


Highlighting 2017, as the higher number in workers decreasing just a little in 2018, but remarkable high number, in both genders, male (88.448) and female (53.594) respect preceding years. The result is an increasing evolution in the number of workers males as well as females, surpassing the economic crisis, but still with an enormous difference between genders.

3) All People Working in Spanish Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old - 22.693 (17.85%); 25-49 years old - 97.371 (61.55%); 50+ years old - 21.749 (20,60%)

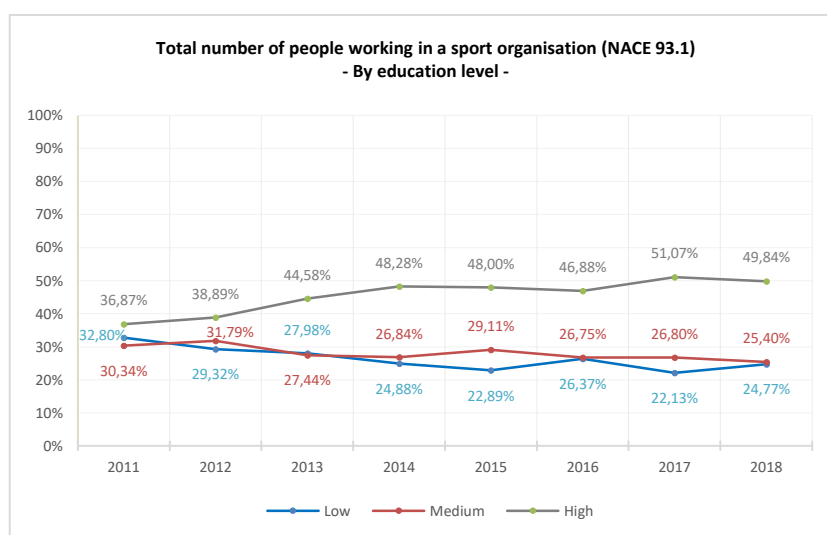


It is interesting to note a relative decrease of the 25-49 age group (almost 10%) until 2016, and its recovery the last two years up to previous data in 2011. Also, the increase of the two other groups, both from 2013 until that year 2016, where they decreased, especially the 50+ group, with less than 5%. This might suggest a polarization in the age of the workers: older workers are leaving the sector, but are not being replaced by younger recruits whose numbers are not incrementing in the same way, while age group 25-49 is increasing from 2016. When comparing with European data, it seems the younger Spanish workers are significantly less (almost 8%), and middle aged workers are also less (11%) that their European peers.

4) All People Working in Spanish Sports Organisations by Level of Education

In 2018 the workforce was broken down by education level as:

Low (ISCED 0-2)	35.194 (24,77 %)
Medium (ISCED 3-4)	36.093 (25.40 %)
High (ISCED 5-8)	70.824 (24.77 %)



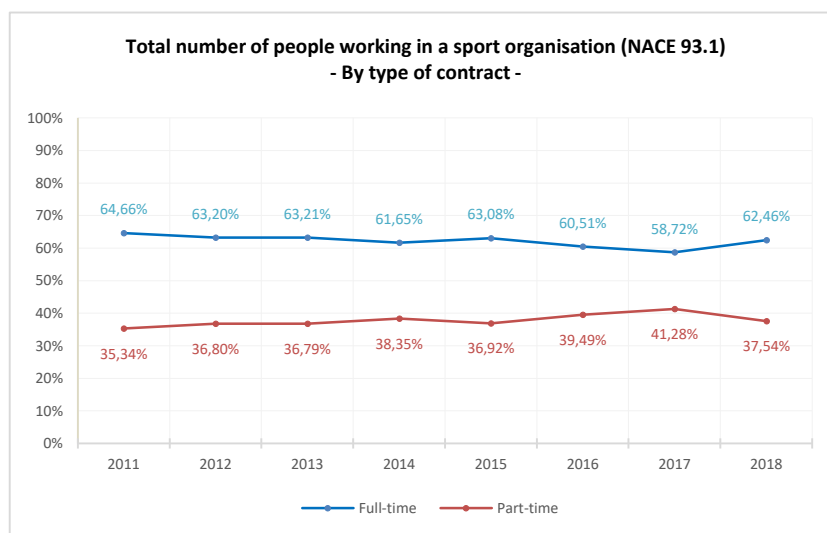
2011-2018 shows a general increase in the proportion of the high education group (up to almost 15%), while both low and medium education workers dropped a 5% (medium education) – 8% (low education) groups. We can indicate that there is, based on the numbers, a probable over qualification in the sport sector in Spain, situation different in 2011, where the three levels were very similar. Again, data are different from the European data, as medium education is 24% below European percentage (50,96%), and high education workers percentage is more than 14% over the European average; also, low education percentage is 10% higher in Spain than Europe.

5) All People Working in Spanish Sports Organisations by Type of Contract

In 2018 the workforce was broken down by type of contract as:

Full-time 88.723 (62.46%)

Part-time 53.319 (37.54%)



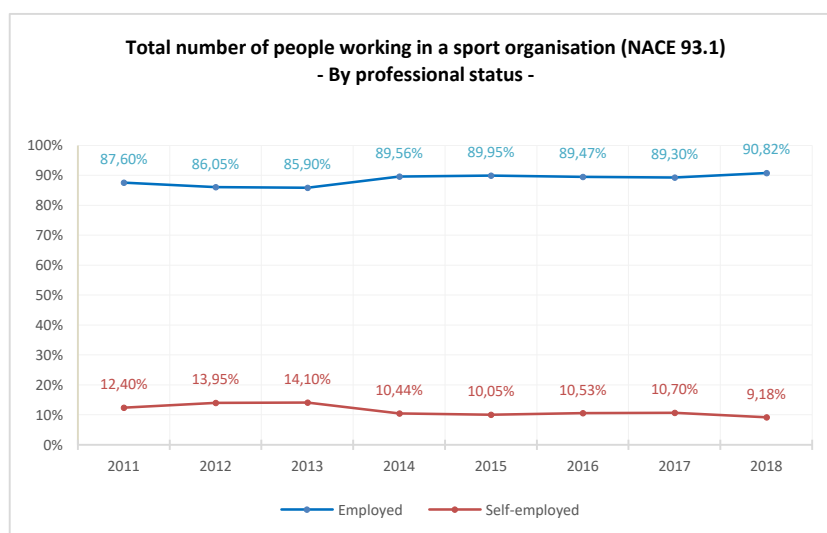
There is tendency along the years where the gap between the two types of contract has decreased from 29,32% (2011) to 17,17% (2017) difference. This difference in favour of full time contracts is still higher than in Europe, where in 2018 was 11,3%. Important to highlight the significant number in part time contracts in Spain, probably due to the special situation and characteristics on sport organisations that needs only few hours a day to develop the work or even some seasonal works, summer or winter. Because of this casuistry and type of work, delimited activity on the time employed is very often and high number of part time contracts.

6) All People Working in Spanish Sports Organisations by Professional Status

In 2018 the workforce was broken down by professional status as:

Employed 128.757 (90.82%)




Self-employed 13.020 (9,18%)



2011-2018 shows that the number of employed staff slightly increased more than 3% with the same decline in self-employed. Overall, we can say that there appears to be a preference for employed staff in Spanish sports organisations, similar than in European average (a 4% difference in general). Important to highlight the self – employed, had the higher number in 2013, with 17.109 workers self – employed, and five years after, it revealed a decrease of 5%.

d) People Working in a Sport Specific Occupation in All Types of Organisation (Sport and Non-Sport)

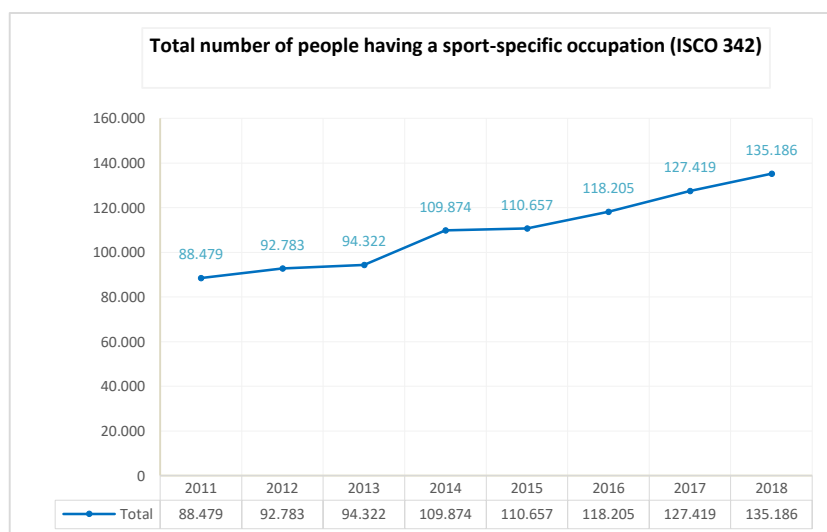
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

-  Athletes and Sports Players
-  Sports Coaches, Instructors and Officials
-  Fitness and Recreation Instructors and Programme Leaders

It is important to note that the figures here are for staff working in all types of organisations: sports organisations and other types of organisations (for example, fitness staff in hotels etc.). Unlike NACE 93.1, ISCO 342 excludes occupations such as cleaners, managers, receptionists, office staff and caterers etc.

1) Total Number of People Working in Sport Specific Occupations and Growth Rate in Spain

The total working population in sports specific occupations (sport and non-sport organisations) in 2018 was 135.186. This compares with a figure of 88.479 in 2011.



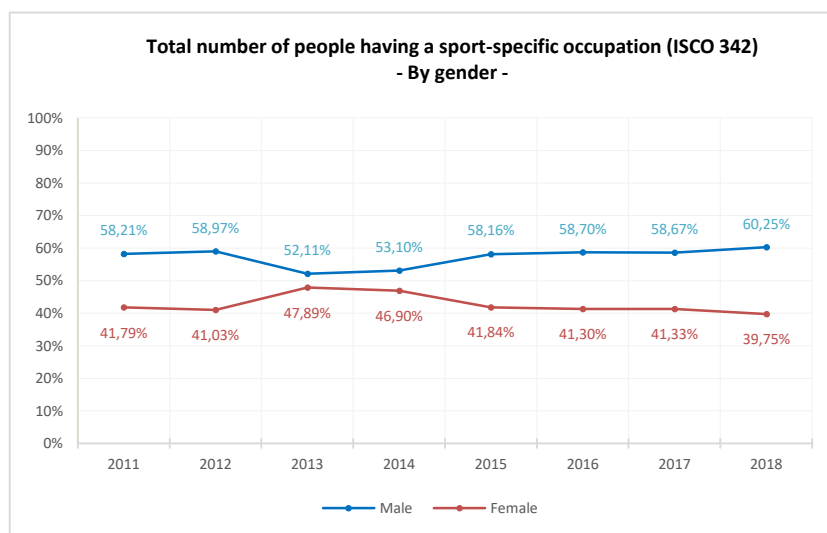
Thus, there was a growth during this period of 46.707 persons (34,5%). If the graph is analysed year after year, it shows that the number of people having a sport specific occupation has been increasing year by year, especially in 2014. This is a different trend that the European, where there was a decrease from 2012 to 2013, and from then, a continuous growing. We can conclude that Spain has grown a 34,5% more than the double of Europe in the sport specific occupation sector from 2011 to 2018 (16,1%). The positive evolution is realistic with the end of the economic crisis. Probably an explanation is the positive effect of the healthy economic recovery from 2011.

2) People Working in Sport Specific Occupations by Gender in Spain

In 2018, the number of people working in sports specific occupations breaks down as:

Male 81.405 (60.35%)

Female 53.702 (39.75%)



This shows almost no change from 2011. This 20,6% difference in favour of males is still higher than the almost 15% difference at European level for the same year 2018. However, difference where lower years before, where this difference was reduced to less than 5% in Spain (2013) and less than 8% in Europe (2012).

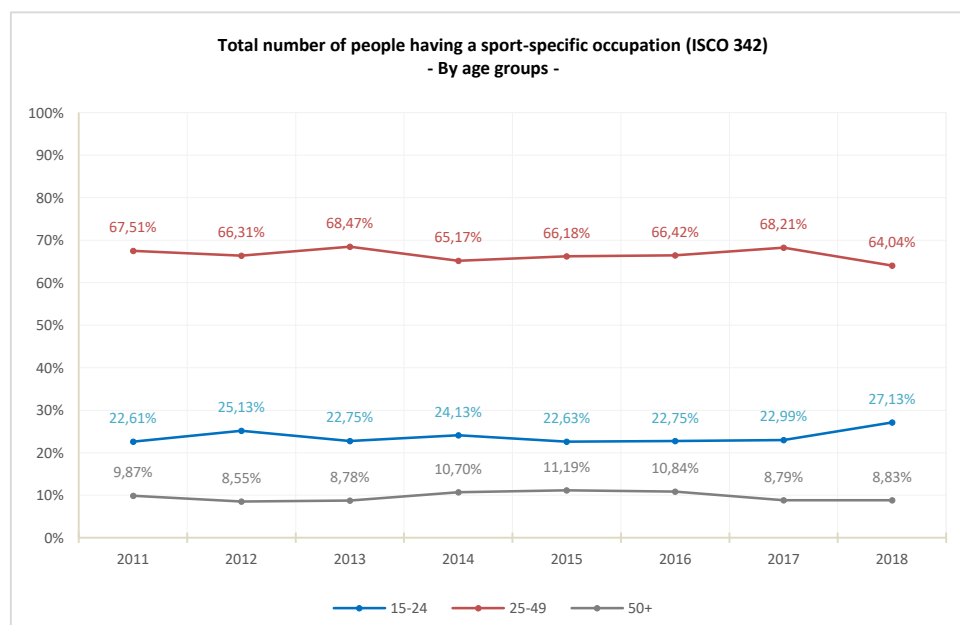
3) People working in sport specific occupations by age in Spain

In 2018 the workforce in sport specific occupations was broken down by age as:

15-24 years old 36.675 (27.13%)

25-49 years old 86.582 (64.04%)

50+ years old 11.935 (8.83%)



In proportion, 2011-2018 shows a plateau in all age groups, being 1/3 of all employees in the 25-49 years old age group, more than 1/5 in the 15-24 years old age group and 1/10 in the more than 50 years old group. However, last year 2018 showed an almost 5% increase in 15-24 years old age group, with the same decrease for the 25-49 group. Probably this is due because in the Spanish sport labour market the importance of vocational training is increasing, allowing this group age from 15 until 24 the possibility of accessing to the sport sector. In Europe (2018), the 25-49 year group was 56,7%, while 15-24 years and more than 50 years groups were 25,2% and 18,1%, respectively.

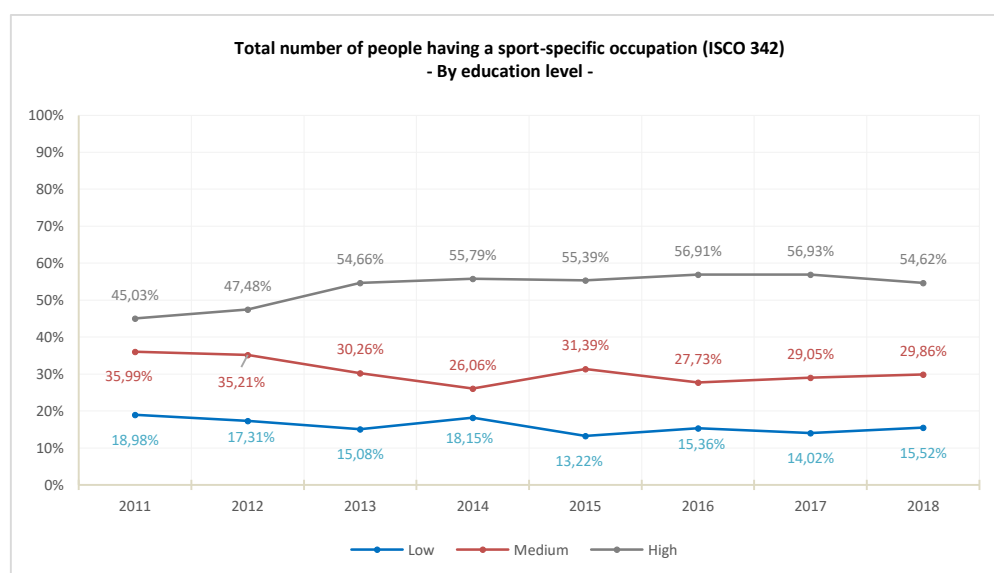
e) People working in sport specific occupations by level of education in Spain

In 2018 the workforce in sport specific occupations was broken down by education level as:

Low (ISCED 0-2): 20.970 (15.52%)

Medium (ISCED 3-4) 40.346 (29.86%)

High (ISCED 5-8) 73.796 (54.62%)



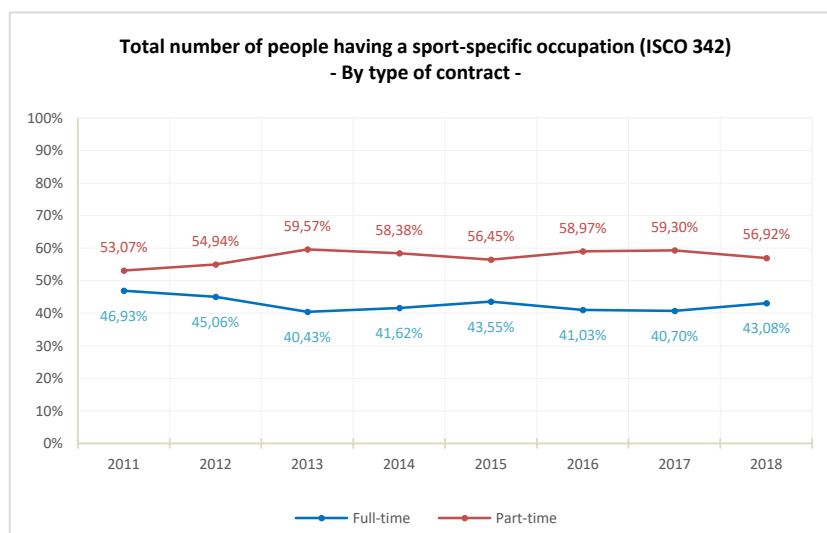
2011-2018 shows that High Education has increased by 11,88% until 2016 (a 9% at 2018) and Medium Education has decreased around a 5% difference while the Low Education level decreased by around 4,5%. Recruitment is coming predominantly from the Middle and High Education groups. People having a sport specific occupation in Spain are clearly represented mainly by high level of education. Whether skills demands in the sector require such a high number of higher education graduates may be worth exploring in the future. However, we can still see an over qualification of professionals in the sport sector.

1) People working in sport specific occupations by type of contract in Spain

In 2018 the workforce was broken down by type of contract as:

Full-time 58.267 (43.08%)

Part-time 76.996 (56.92%)



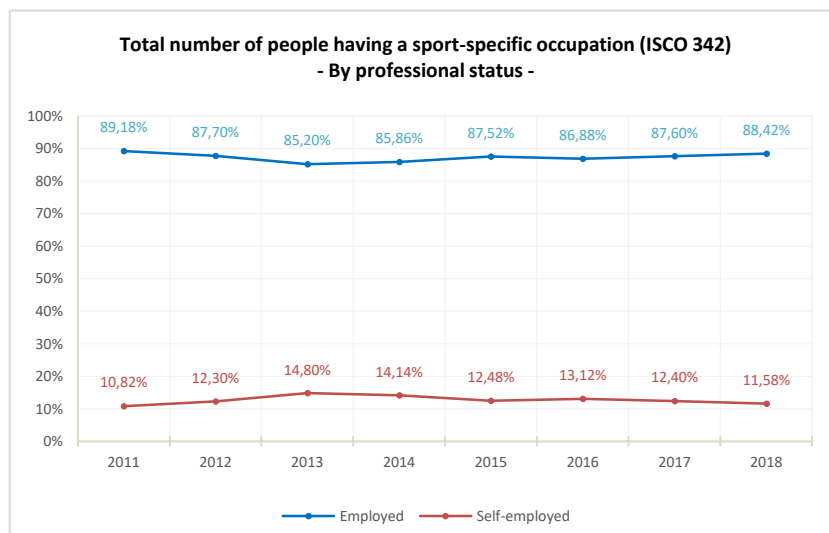
2011-2018 evolution shows that there is a need for both part-time and full-time contracts in sport specific occupations. However, the situation has significantly changed as the proportion of full-time contracts declined by 3% as the part-time contracts increased by the same percentage. This may suggest a high need for flexibility in training offers for the sport specific occupations to meet their needs. This proportion appears different than in Europe, where full time contracts are above in percentage and number over the part time contracts (52,18% vs 49,82%). Almost 2/3 of the contracts in sport specific occupations in Spain is part time, while in Europe they are less than 50% of the total contracts in the sector (2018). The Spanish case probably is a special condition that happens in sport industry, because in our country it is very related by the duration of the activity or the season of the year: a percentage of the contracts are related with to the season, summer / winter and the duration of the activity.

2) All people working in sports specific occupations by professional status in Spain

In 2018 the workforce was broken down by professional status as:

Employed 119.464 (88.42%)

Self-employed 15.641 (11.58%)

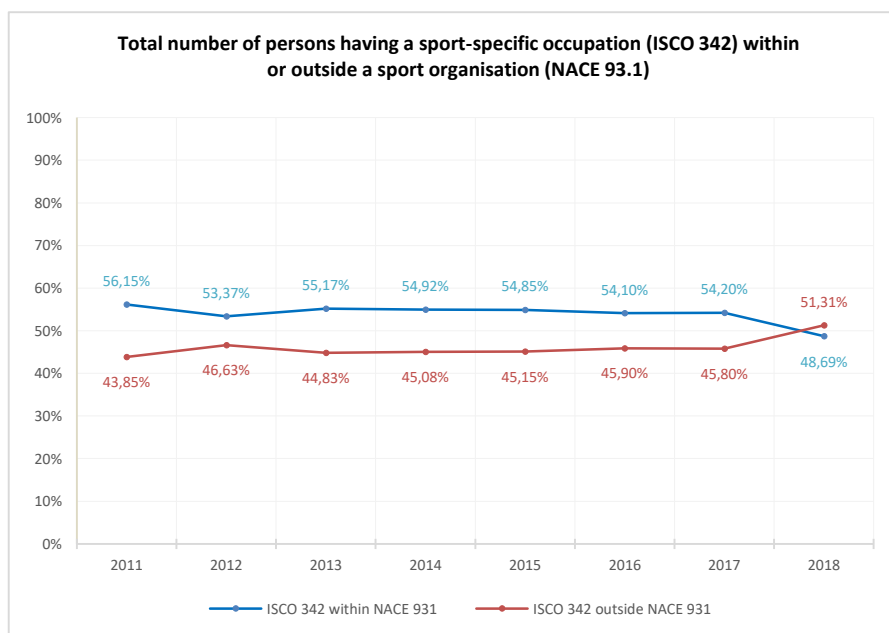


The main professional status is employed versus self-employed (almost a 90-10% relation along years). A remarkable point is that the lower difference was obtained in 2013, the worse year of the economic crisis in Spain, where this relationship was almost 85-15%. In comparison with European mean data, where the proportion is 70-20%, there is a big difference in relation to the Spanish market.

3) Total number of people working in sport specific occupations and growth rate inside sports organisations and in other types of organisations in Spain

The total Spanish working population in sports specific occupations for the year 2016 breaks down as follows:

In sports organisations - 63.947 (48.69%) ; In other types of organisations - 54.258 (51.31%)



This shows that the percentage of people working in a sport specific occupation outside sports organisations remained similar from 2011 until 2017. But in the year 2018 there was a significant change, and now those professional outside sports organizations are higher in number than those into it. This means the sport industry keeps on growing and needs the support of sport specific professionals inside sport organization but also outside. These percentages are very close to the European ones for 2018, where still professionals in a sport specific occupation within sports organisations are slightly above those outside (51,5% vs 48,4%).

f) Total Employment in the Sports Sector

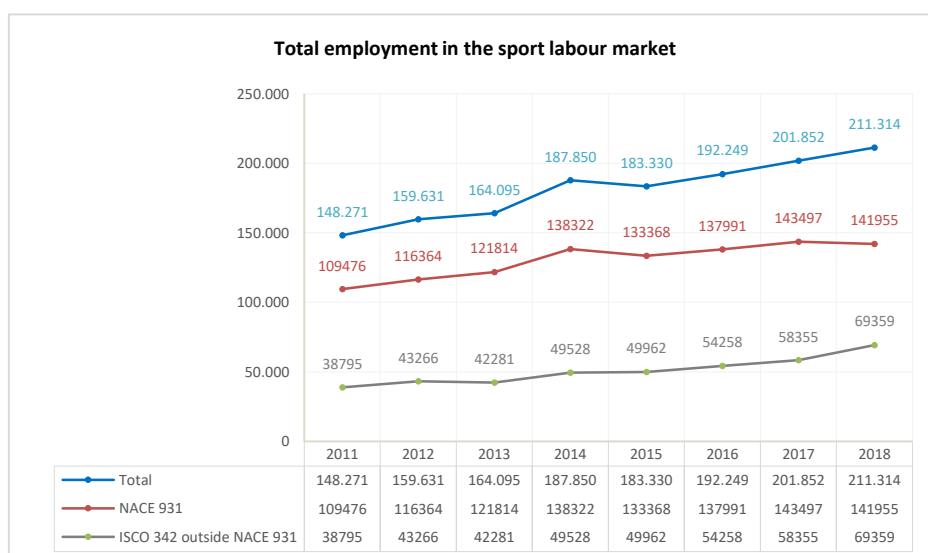
This section uses Eurostat figures for the period 2011-2016 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- Athletes and Sports Players
- Sports Coaches, Instructors and Officials
- Fitness and Recreation Instructors and Programme Leaders

It also calculates the total size of the sector by adding all staff employed in sports organisations (this will include sport specific occupations and others such as managers, catering staff, cleaners etc.) with all those in sport specific occupations (Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders) employed in other types of organisations.

1) Total Employment (All Occupations in Sports Organisations + Sport Specific Occupations in Other Types of Organisation) in Spain

Combining the number of people working in sports organisations with the number working in sport specific occupations in other types of organisations shows the size of the overall sport and physical activity labour force in Spain.



The number of employees in sports organisations (all occupations) combined with those in sport specific occupations in other types of organisations:

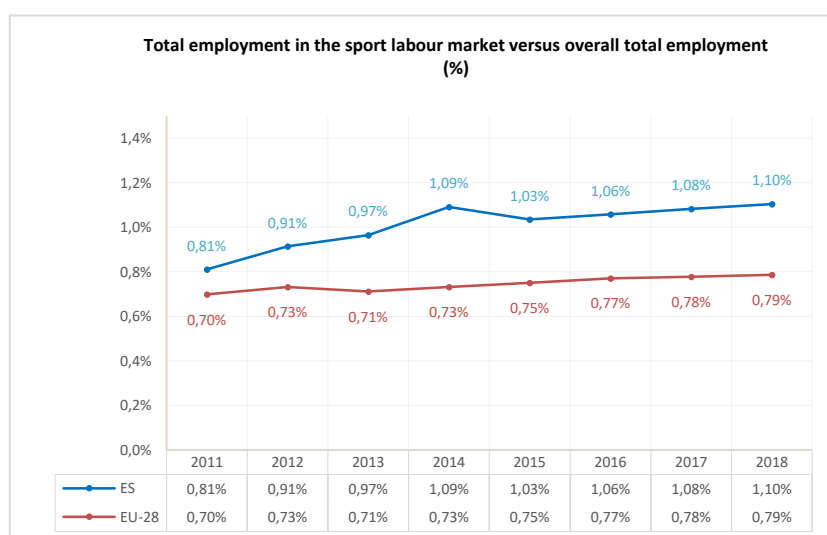
2011 148.271

2018 211.314

This shows an overall increase rate of 22.8%, being the last year the one with a change in the path of those professional in and out the sport sector contribution to the total amount. The total employment in the sport labour market, grows in a linear way, except slightly decreased in 2015. But again from 2016 until 2018 grows and very much according to the regeneration from the economy and supported in Spanish member state and situation of the recuperation of the tourism, economy and of course employment after the crisis.

2) Comparing employment in sport and physical activity in Spain with the rest of the EU

The size of the Sport and Physical Activity workforce in Spain is higher (by 0.31%) than that in the EU 28 as a proportion of total employment. In Spain 1.10% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole in 2016. Also, this increasing comes from 2011, where the gain in Spain from that year was a 0,29%, where Europe was 0,09% (a 0,20% different in growth in the last 8 years).



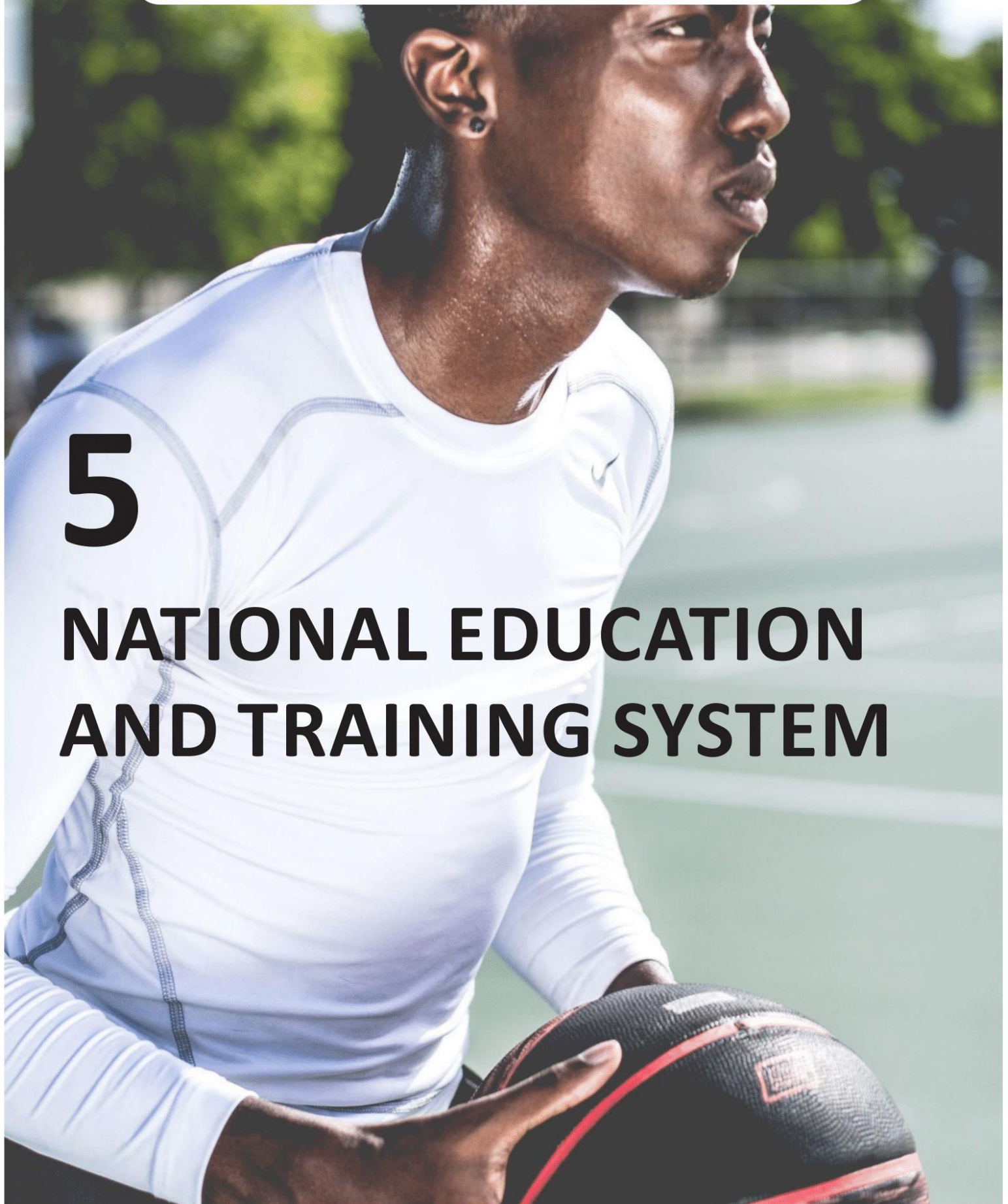


ESSA-SPORT

Improving the Supply of Skills to the Sector

5



**NATIONAL EDUCATION
AND TRAINING SYSTEM**







5. NATIONAL EDUCATION AND TRAINING SYSTEM

a) Key features of the education system in Spain

The Law on the Improvement of the Quality of Education, modifying the one from 2006 Education, was passed in 2013. Its implementation finished in the academic year 2016/2017. This reform recognises the need to combine quality and equity in the training provision. School enrolment is not enough to meet the right to education, but quality is a constituent element of that right. One of the main characteristics of the administration of the education system in Spain is the decentralisation: educational competences are shared between the General State Administration (Ministry of Education and Vocational Training) and the authorities of the autonomous communities (Departments for Education):

-  The central education administration executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system
-  Regional education authorities develop the State regulations and have executive and administrative competences for managing the education system in their own territory.

Schools have pedagogical, organizational and managerial autonomy for their resources. Participation of the education community in the schools' organization, governance, running and evaluation.

















-  Declining trend in the early school leaving rate (19.0% in 2016), although it is still far from the European average (10.7% in 2016) and the 15% objective planned in Spain for 2020 (10% in the EU)
-  Objectives of the implemented reform:
 - Reduce the early school leaving rate.
 - Improve the educational results (rate of excellent students and rate of students holding the lower compulsory secondary education certificate).
 - Improve employability and stimulate students' entrepreneurial spirit.
 - Prepare students for the exercise of citizenship, as well as for active participation in the economic, social and cultural life, with a critical and responsible attitude and capable of adapting to the changing situations of the knowledge-based society.
-  Principles of the implemented reform:
 - Increase in school autonomy.
 - Reinforcement of the management capacity of school leaders, external evaluations at the end of each stage.
 - Rationalisation of the educational provision.
 - Flexibility of pathways.
 - Transmission and implementation of values which promote personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice, as well as helping to overcome discrimination of any kind.
-  Main new elements:
 1. External evaluations, formative and diagnostic, at the end of the stage, and focused on the level of acquisition of skills
 2. Changes in the administration and management of the education system: curriculum and distribution of competences, participation in the running and governance of public and publicly-

funded private schools, school autonomy, mixed-membership governing and teaching coordination bodies, public school management and evaluation of the education system

3. Reinforcing, at all stages, the learning of core subjects which contribute to the acquisition of key skills for the academic development of students
4. Programme for the improvement of learning and performance in compulsory secondary education, basic vocational training, the anticipation of the pathways into bachillerato and vocational training and the transformation of the current 4rd year of compulsory secondary education into a preparatory year with two different paths
5. Bridges between the different training paths and within them, so that none of students' decisions is irreversible
6. Integration of civic and constitutional education into all the subjects of basic education, including the acquisition of social and civic skills in the daily dynamics of teaching and learning processes.

Special emphasis will be placed on the following areas in order to transform the education system: information and communication technologies, promotion of multilingualism and modernisation of vocational training.

Spain has prioritized the modernization and flexibilization of its education system:

-  Improve efficiency in education expenditure by improving human resources performance, adjusting public prices to the real cost of education and rationalising educational provision.
-  Establish new criteria in the system of grants and financial support in post-compulsory and university education.
-  Raise the performance of education and training systems and overall skill levels
-  Ensure personalised attention to students.
-  Reduce early drop-out by reforming compulsory and post-compulsory education. Increase the number of young people who, once they have successfully completed compulsory secondary education, continue studying bachillerato or intermediate vocational training cycles.
-  Attractiveness and relevance of vocational training of the education system, by designing a vocational qualification for students who leave compulsory education with no certificate
-  Implementation of dual vocational training in the education system.
-  Encourage the completion of training periods by vocational training teachers, or the work placement module in other autonomous communities or EU countries.
-  Establish bridges between training paths.
-  Improve foreign language learning.
-  Continue improving higher education enrolment rates, in both university and vocational education.
-  Reform and improve the quality and efficiency of the Spanish university system, and increase the number of foreign students and teachers.
-  Prepare and implement the lifelong learning plan.
-  Increase the current percentages of participation in lifelong learning, reaching a 15% of adults.
-  Strengthen ties between higher education institutions, employers and the labour market in order to adapt study programmes to labour market needs.
-  Promote the employability of young people through education, training, foreign language learning and information and communication technologies.

- 🌐 Encourage mobility through grants and financial support.

b) Stages of the education system in Spain

Pre-primary education is up to 6 years of age. Although it is not a compulsory education stage, the second cycle is free in all publicly-funded schools (public schools and publicly-funded private schools). Public schools providing it are called pre-primary schools and those also offering primary education are called pre-primary and primary schools.

Basic education is compulsory and free in publicly-funded schools. It lasts ten years and it is divided into two stages:

- 🌐 Primary education, provided in primary schools. It covers six academic years, usually studied between the ages of 6 and 12
- 🌐 Compulsory secondary education, studied in secondary schools, between the ages of 12 and 16. At the end of this stage, students receive the first official certificate, the Lower Compulsory Secondary Education Certificate, which allows them to have access to upper secondary education or the world of work.

Upper secondary education is also provided in secondary schools. It lasts two academic years, usually studied between the ages of 16 and 18. It offers two possibilities: Bachillerato (general branch) and intermediate vocational training (professional branch). The latter is also provided in vocational training integrated institutions and in national reference institutions.

The reforms of vocational training provision include:

- 🌐 Creation of basic vocational training cycles: they can be taken by students aged 15-17, among other entry requirements that have been established
- 🌐 Development by the education authorities of dual vocational training in the education system.

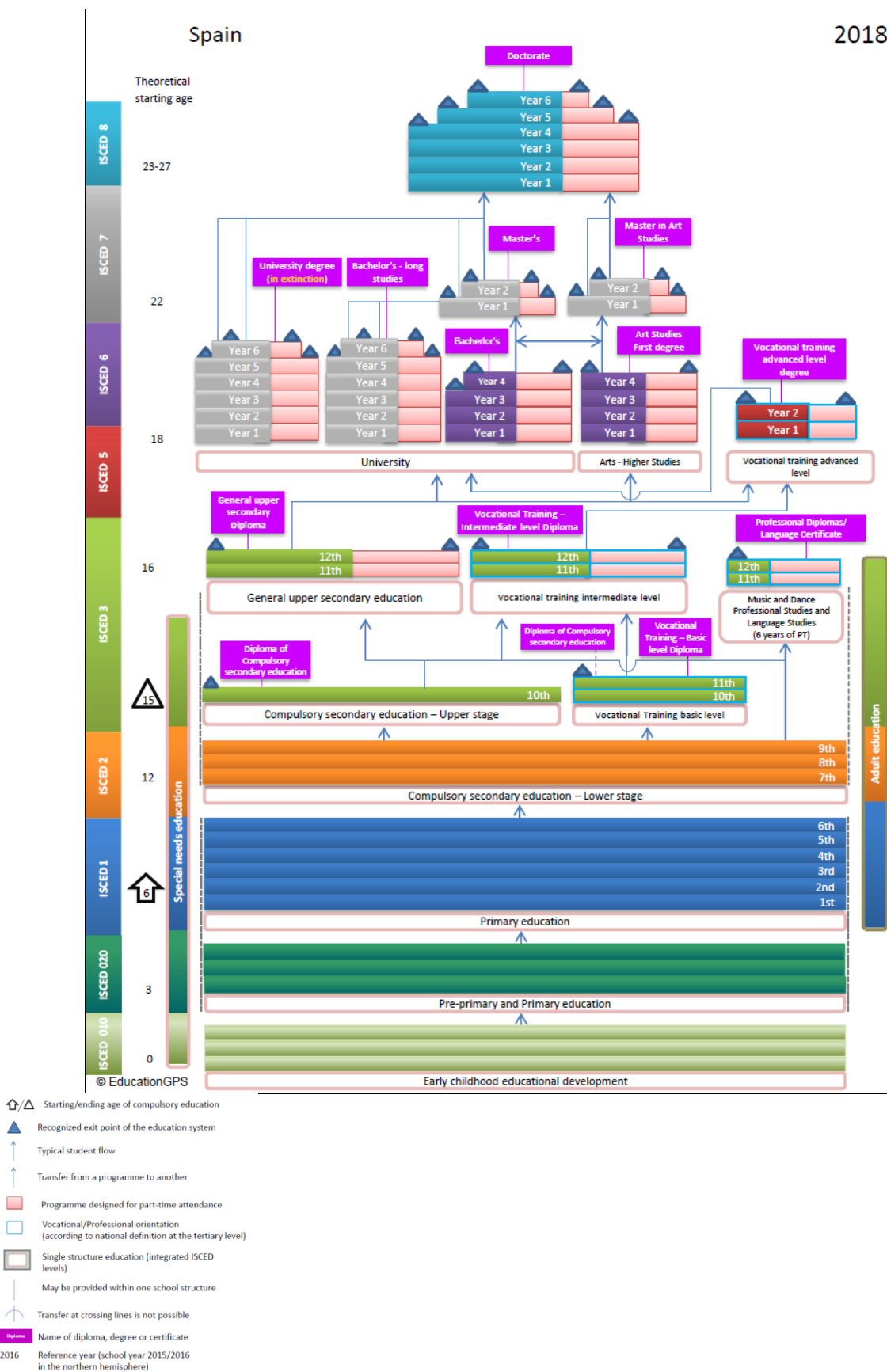
Higher education comprises university and professional studies. University education is provided in universities and advanced vocational training is provided in the same institutions as those offering intermediate vocational training.

Adult education and training covers different types of provision offered by the education and employment authorities, provided by institutions from different nature. Classroom-based education leading to the award of official degrees of the education system is provided in ordinary schools or specific schools for adults. Adult education and training is aimed at people aged over 18 and, as an exception, workers aged over 16 who cannot attend school in ordinary regime or high performance athletes.

Apart from these studies, the Spanish education system offers specialized education:

- 🌐 Language education, including the teaching and learning of different languages at levels A1, A2, B1, B2, C1 and C2 according to the Common European Framework of Reference for Languages (CEFR). These studies are provided at official language schools.
- 🌐 Artistic education, including elementary Music and Dance education, professional artistic education and advanced artistic education. These studies are provided in different specific schools, according to every kind and level of education
- 🌐 Sports education, organized in intermediate and advanced training cycles and provided in the same institutions as those providing vocational training.

Figure 44. Structure of the Spanish educational system (OECD, 2018a).



Spain has developed its qualifications framework for lifelong learning, known as the Spanish qualifications' framework ("Marco Español de Cualificaciones", MECU). It is based on learning outcomes and aims to link and coordinate different education and training subsystems. The framework will include qualifications obtained in compulsory, post-secondary and higher education, and will integrate validation of non-formal and informal learning processes. The Royal Decree on the introduction of MECU is the legal basis for its implementation, although this decree has yet to come into force. It defines levels and level descriptors for referencing the MECU to the European qualifications framework (EQF) levels. It was developed in consultation with main stakeholders and supervised by the national advisory bodies. The higher four levels of MECU will be linked to the qualifications framework for higher education ("Marco Español de Cualificaciones para la Educación Superior", MECES), which has been put in place separately. This framework has been self-certified against the framework for qualifications of the European higher education area (FQ-EHEA) as part of Spain's continuing commitment to the Bologna process. The self-certification followed the procedures and criteria set down for such work within the Bologna process and involved a committee of senior Spanish and international experts and stakeholders. The information from this section comes mainly from OECD (2014 and 2018b).

1) Policy objectives

One of the main objectives in developing a national framework compatible with the One of the main objectives in developing a national framework compatible with the European qualifications framework (EQF) and those in the European higher education area because of the European Higher Education Area and Bologna Process (QF-EHEA) is to make Spanish qualifications easier to understand by describing them in terms of learning outcomes; it should also clarify relations between them. It is expected that this will improve the extent to which stakeholders are informed about national qualifications, raising trust and making mobility easier. The MECU aims to support lifelong learning, including qualifications acquired through formal education, but also integrating validation of non-formal and informal learning. It also aims to link initial vocational education and training (IVET) and continuing VET, and improve access and participation for everyone, including the disadvantaged. Adult participation in lifelong learning stood at 9.8% in 2014 and 9.9% in 2015, slightly below the EU average of 10.7%.

Of special attention and lively discussion are levels 3 and 4 of the national qualifications framework, where formal vocational qualifications/titles, regulated by the Ministry of Education, and professional qualifications/certificates, under the remit of Ministry of Labour, would be assigned. They are different in the learning they represent but can be linked to the same level of the catalogue. Another important aim is to support transition and progression possibilities within the various subsystems of education and vocational training; examples include progression from short cycle to university programmes and opening up higher education for non-traditional learners, who might have no school leaving certificate.

The levels within MECES are labelled 1 to 4 and correspond to the four levels of the FQ-EHEA: técnico superior (advanced VET), grado (bachelor), master (master) and doctor (doctorate). Of these, the first is a non-university higher education level included to support and promote lifelong learning. Some advanced VET is considered higher education but is undertaken outside the university system; such advanced VET studies may be recognised not only for admission to university but also as ECTS credits where subjects/learning outcomes are properly aligned.

Development of the Spanish national qualifications framework for lifelong learning aims to strengthen the links between education and employment but there are various challenges at different levels. Dialogue and interaction with, and developing trust among, different stakeholders from education and employment is



considered a cornerstone and key success factor for the development and implementation of a comprehensive NQF. Government is taking initiatives to support cooperation between universities, businesses and research centres but university governance and financing systems do not create a favorable environment, so fostering cooperation remains a challenge. The future of the 2013 Organic Law for improvement of the quality of education is questioned and the reform of the teaching profession remains on hold. Including VET qualifications, especially at levels 3 and 4, remains a challenge because VET qualifications at these levels are not only awarded by different bodies (Ministry of Education and Ministry of Labour), but are of different nature, workload, delivery and quality assurance mechanisms, some of which are less regulated. There seems to be less confidence and trust in the ways these qualifications can be mapped together. Putting the framework into the lifelong learning perspective, and including non-formal and informal aspects of learning in the framework, is regarded as complex. Including qualifications resulting from non-formal or informal learning uses recognition and validation processes widely implemented only in recent years. Further application of MECES is an integral part of both external and internal quality assurance mechanisms undertaken within Spanish higher education, nationally and within the autonomous regions. NQF development in Spain also shows the importance of political processes and cycle on the implementation of European tools, such as the EQF. Adoption of the Royal Decree on MECU will be an important step towards implementation.





2) Advanced vocational training

It comprises a series of programmes which provide qualifications for a number of professional fields, as well as access to employment and active participation in social, cultural and economic life. Vocational training is a priority area within the education and economic policy of Spain, and has become one of its main action lines. An ambitious package of reforms in legislation introduced a series of important changes in this type of provision, so as to contribute to adapt the training offer to the demands of the different productive sectors, to increase the educational offer, to advance towards the integration of vocational training in the education system, and to strengthen the cooperation between the different education authorities, as well as with other social agents and with the entrepreneurial sector. When it comes to the education system, since December 2013, vocational training provision has been reformed and changes in the conditions for admission to advanced vocational training have been introduced.





The National Institute for Qualifications (INCUAL, 2019), depending on the Labour Ministry, is the institution in charge to design and implement VAT qualifications in Spain. It is an administrative body attached to the Ministry of Education and Vocational Training that prepares and keeps updated the National Catalog of Professional Qualifications and the corresponding Modular Training Catalog. The professional qualifications, once published in the BOE, are the reference for the design of the Professional Training titles of the educational system and the certificates of professionalism of the Vocational Training for Employment (competence of the State Public Employment Service, SEPE).

Advanced Vocational Training is organised in training cycles, which have a modular structure. It includes a vocational module, which requires the preparation of a project during the last stage of the training cycle. The different training cycles are related to any of the 26 professional families established in the National Catalogue of Professional Qualifications. Among many, there is a family for “Physical Activity and Sports”, which we will develop in this document. INCUAL also act as quality assurance of the different VAT qualifications. The aims of INCUAL are the following:











-  To train workers to practice.
-  To promote quality training.

-  To provide information and guidance on training and qualifications for employment.
-  To encourage entrepreneurship by incorporating the training offer of shares to enable it to perform business activities on their own.
-  To evaluate and officially accredit vocational qualifications, whatever the form of acquiring it.
-  To encourage public and private investment in the skills of workers and make the best use of resources devoted to training.

The main instruments and actions of INCUAL are:

-  The National Catalogue of Professional Qualifications, modular structure, including the content of training associated with each qualification.
-  A process of recognition, evaluation, accreditation and registration of qualifications.  Information and guidance on vocational training and employment.
-  The evaluation and improvement of the quality of the National System of Qualifications and Vocational Training, to provide relevant information on the operation of this and how they fit in the individual training needs and the production system.

The aim of vocational training within the education system is to provide learners with professional qualifications, to facilitate their adjustment to changes in society and in the labour market which may take place during their lives, as well as to contribute to personal development and the exercise of democratic citizenship, promoting at the same time inclusion, social cohesion and lifelong learning. The objective of advanced vocational training is to provide students with the professional, personal and social competences which will allow them to:

-  Engage in a professional activity related to the general competence area of the relevant Vocational Training programme
-  Understand the organisation and characteristics of the relevant productive sector, the mechanisms for professional insertion, the pertinent labour legislation and the rights and obligations arising from labour relationships
-  Consolidate the habits of discipline, individual and teamwork, as well as the ability for self-learning and for critical analysis
-  Establish interpersonal and social relationships, both at professional and personal levels, based on the peaceful resolution of conflicts, the respect to others and the rejection of violence or any kind of prejudice and sexist behaviour
-  Prevent labour and environmental risks, and implement measures to work under conditions of good health and safety
-  Develop a motivating professional identity for future learning, and be able to adapt to the evolution of production processes and to social changes
-  Promote creativity, innovation and entrepreneurship
-  Use information and communication technologies, as well as the foreign languages required in their professional activity
-  Communicate effectively both at professional and personal levels
-  Manage their professional careers, analyzing the most suitable training itineraries in order to improve employability.









On the basis of the minimum requirements the Ministry of Education and Vocational Training establishes for the entire State, the education authorities of the Autonomous Communities are responsible for the annual organisation of the academic year for non-university levels, which include advanced vocational training.

3) VAT family for Physical Activity and Sports

The frame of reference taken to delimit professional qualifications in Sports Physical Activities has been the sports sector, understood as the set of activities that affect the practice and direct management of physical and sports activities. This includes both the competitive-associative and recreational fields. It has been distributed in three large professional areas: High performance sport, Recreational physical-sports activities and Prevention and recovery activities. Sport is an emerging niche occupation, as evidenced by the fact that in the last ten years the employment of the sector in the European Union has grown by 60%, with more than one million employees in main activity and about two million in secondary activity (INCUAL, 2019).

In addition, it is capable of mobilizing more than ten million volunteers. As mentioned in section 4.1., the Survey of Active Population, official statistic belonging to the National Statistical Plan prepared by the National Statistics Institute, allows to estimate, through a specific exploitation, employment in certain economic activities and occupations linked to sport. The results indicate that the average annual volume of employment linked to sport amounted to 214.100 people, which is in relative terms 1.1% of total employment in the average annual period. The most significant differences compared to total employment recorded by age, with a higher proportion of 16- to 24 years, 19.7% versus 5.1% in overall employment, and 25 to 34, 32.1 % compared to 19.6% in the total (see section 4.1.) Employment linked to sports is also characterized by higher than average academic training, presenting higher education rates higher than those observed in the national group, 50% versus 41.9%.

The mainstreaming training of this Family Physical and Sports Activities with other professional families that make up the National Catalog of Professional Qualifications (CNCP) is found in:



-  Health: in first aid administration as the first intervener.
-  Hospitality and Tourism: in activities and entertainment services.
-  Sociocultural and Community Services: in activities and animation services.
-  Administration and Management: in sports management services.
-  Personal Image: in services related to body care, as well as means of body expression related to animation.
-  Safety and Environment: in relief and rescue services, as well as in hyperbaric interventions (underwater diving).
-  Maritime fishing: in hyperbaric interventions.
-  Agrarian: in activities and services related to equine livestock.

At present, there is no national regulation. Only some Autonomous Communities distinguish between physical education teachers, coaches, monitors, instructors and referees, but in a very ambiguous and generic way (see section 3.2).

In the 2014-2015 academic year (INCUAL, 2019), a total of 10,522 students enrolled in Special Education Sports Education. This figure represents an increase of 4.9% over the previous year, continuing the rise observed in recent years. With regard to the non-university education of the General Regime, in the 2013-2014 academic year, 24,347 students were in professional training related to sports, a figure that represents 3.8% of the total number of students in this type of education. Students enrolled in university education -

diplomatures, bachelor's degrees, degree and master's degree- linked to sports amounted to 21,468, 1.4% of this type of teaching. From the 2003/04 academic year to the 2013/14 academic year, this professional family increased its enrollment by more than 260%. Currently, there are three Professional Training Titles and 17 Professional Certificates have been prepared, of many other Professional Qualifications. Please check section 6 to see more actual data regarding training system in Spain.

The working group of this professional family has so far completed 35 qualifications, published by Royal Decree in BOE; Of which, 9 qualifications have already been fully updated by Ministerial Order, and another 25 have undergone partial modifications. Six Gymnastics Qualifications are in preparation, and the preparation of the Qualifications of alpine, Nordic, snowboard, free style and cross-country or mountain skiing is planned in the short term. At the moment, the two most important VAT formation related to sport in Spain are the following (both 2000 hours).

-  Higher Technician in Teaching and Socio-Sports Animation (TSEAS).
-  Higher Technician in Physical Conditioning (TSAF).

d) Higher education system in Spain

Higher education is integrated by university education, advanced vocational training, specialised education, which includes advanced Artistic education, professional Plastic Arts and Design studies, and advanced Sports education. In Spain, University they have their law, from 2001, updated with some decrees in the last years. It belongs to the ministry of Education and Vocation Training. Higher education qualifications correspond to the levels and qualifications established in the Spanish Qualifications Framework for Higher Education and to the levels established in the European Qualifications Framework (see table 5). Important to highlight is the tool for the Higher Education System quality assurance in higher education in Spain, where an accreditation and quality system was develop: the National Agency for Accreditation and Quality Assessment ("Agencia Nacional de Acreditación y Evaluación de la Calidad –ANECA), is the body in charge of the accreditation of university studies in Spain.



Table 5. Spanish Qualifications Framework for Higher Education.

Spanish Qualifications Framework for Higher Education			European Qualifications Framework
LEVELS		QUALIFICATIONS	LEVELS
1	Advanced Technician	Vocational Training Advanced Technician Plastic Arts and Design Advanced Technician Sports Education Advanced Technician	Level 5
2	Bachelor	Bachelor's Degree Advanced Certificate in Advanced Artistic Education	Level 6
3	Master	Master's Degree Master's Degree in Artistic Education Bachelor's Degree of at least 300 ECTS credits including at least 60 ECTS credits at Master's level, which has obtained this level of qualification by resolution of the Council of Universities	Level 7
4	PhD	Doctoral Degree	Level 8




Source: Drawn up by Eurydice Spain-REDIE (National Centre for Educational Innovation and Research (CNIIE), Ministry of Education and Vocational Training (MEFP) on the basis of current regulations.

1) [EQF and University in Spain](#)

In 2009, the Spanish Government entrusted the Ministry of Education with the drawing up of the Spanish Qualifications Framework. In 2011, the Sustainable Economy Act demanded the creation of this framework in order to encourage and increase the mobility of students and workers. The Spanish Qualifications Framework is a national qualifications framework that includes lifelong learning. It organises qualifications according to levels and comprises from the most basic to the most complex learning. It includes:

-  Qualifications obtained outside the education system through in – service training, work activity, collaboration with NGO, etc.
-  Qualifications obtained in the education system.

The proposed framework has eight levels and the level descriptors, defined in terms of knowledge, skills and competences, and are inspired by the level descriptors of the European Qualifications Framework for Lifelong Learning, but adapted to the national context. The Spanish Qualifications Framework aims to correlate and coordinate the different subsystems of education and training and include the qualifications obtained in compulsory, post-secondary and higher education, as well as integrate the validation of non – formal and informal learning. Main objectives of the Spanish Qualifications Framework are:

-  Make qualifications more understandable by describing them in terms of learning outcomes.
-  Improve citizen´s information on national qualifications, as well as facilitate and promote mobility.
-  Support lifelong learning and correlate initial vocational training and vocational training for employment, as well as improve access and participation in this type of training, especially of people with some kind of disability.

- 🌐 Facilitate the identification, validation and recognition of all types of learning outcomes, including those related to non formal and informal learning.
- 🌐 Facilitate transition and progression between the different training subsystems.
- 🌐 Develop procedures for the recognition of non – formal learning.
- 🌐 Reduce early school leaving.

The Ministry of Education and Vocational Training, through the Directorate General for Vocational Training, coordinates the development and implementation of the Spanish Qualifications Framework in cooperation with the Ministries of Employment and social security, of Industry, Energy and Tourism, and of Economy and Competitiveness. Other social actors are also involved in the development of the Spanish Qualifications Framework:

- 🌐 Companies, through the Spanish Confederation of Business Organisations or the Spanish Confederation of Small and Medium- Sized Enterprises
- 🌐 Institutional bodies, such as the Sectorial Committee for University Policy
- 🌐 Consultative bodies, such as the State Council for Education, the Council for Vocational Training and the University Council.
- 🌐 Departments for Education of the Autonomous Communities.

University education is organised into Bachelor, Master and PhD programmes. From the 2015/16 academic year, universities are free to decide whether to implement a model offering Bachelor degrees of 3-4 years and Master degrees of 1-2 years' duration respectively, which may facilitate the mobility of both Spanish and foreign students. Under the principle of autonomy of universities, the university system is granted with the development of a public service of higher education through research, teaching and study. The university system has the following functions:

- 🌐 Creation, development, transmission and critical analysis of science, technology and culture
- 🌐 Training of students for professional activities in areas which require applying knowledge, scientific methods and artistic creativity
- 🌐 Dissemination, appreciation and transfer of knowledge at the service of culture, life quality and economic development
- 🌐 Dissemination of knowledge and culture by means of the extension of university education
- 🌐 Lifelong learning.

The current legislation assigns the following general objectives to university education:

- 🌐 Facilitate the acquisition of the qualifications demanded by the productive sector and by the public sector, and to improve adaptability to social and economic changes
- 🌐 Promote quality, competitiveness and the internationalization of universities
- 🌐 Foster scientific productivity, transfer of knowledge, technological development and innovation in all branches of knowledge
- 🌐 Facilitate university governance, by means of promoting measures which guarantee the exercise of government and managerial functions, the review of internal management and governance procedures and the implementation of good practices in accordance with internationally recognised criteria of quality and efficiency in management
- 🌐 Increase transparency, internal control of finances and budgetary balance, as well as an external evaluation of their activity

- ✎ Encourage talent recruitment, international mobility and collaboration with international reference universities and research institutions
- ✎ Promote measures to attract private national and international investment, so as to contribute to the financing of the objectives of the university, especially in the area of research, transfer of knowledge and creation of innovation and technology-based business projects.

Each university designs the organisation of the academic year and includes it in their statutes. As a general rule, the university school year has 220 school days, and is divided into two semesters:

- ✎ First semester: it runs from the beginning of the academic year, mid-September, to the end of January or beginning of February, when students sit the final examinations for the subjects taken during the first semester and the partial examinations for annual subjects
- ✎ Second semester: it extends from the beginning of February to the end of May. The examinations corresponding to this semester, as well as the final examinations for the annual subjects, are held in June.

Universities allow for the retaking of exams through extraordinary examination calls, which can be held in July or September, to be decided by each university.

2) Universities in Spain

Generally, the duration of the academic year comprises a minimum of 175 days, distributed between the first fortnight of September and the end of June. School holidays are distributed throughout the course: Summer period, generally beginning at the end of June: 12 weeks approximately. Christmas: approximately a fortnight. Easter: between 8 and 11 days approximately. The corresponding official holidays set at State, regional and local level (between 7 and 12 days). During the summer holidays, institutions may remain open until the end of the month of July. The same applies with work days that are not holidays during the Christmas and Easter breaks.

In Spain there are 87 Universities (48 public and 39 private). The oldest one is the University of Salamanca, founded 1218 (from the XIII century. More concentrated in big cities such as Madrid or Barcelona. The Spanish Constitution, recognise a State and the right to the Education. The expedition and regulation of all the academic university titles are in the article 149.1.30 of the Constitution. Higher education is divided into Bachelor (180 – 240 ECTS) / Master (60- 120 ECTS) / Doctorate.

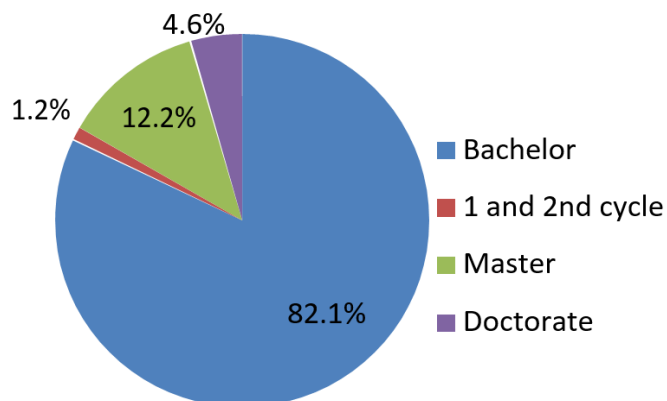
Table 6. Number of students at university in Spain by level 2016-2017 (SIU, 2019).

	Total	Grade	1 and 2nd cycle	Master	Doctorate
Total	1564943	1284041	19,211	190143	71548
Face to face	1328254	1092911	18,343	147650	69,350
No presential	236689	191130	868	42493	2,198
Public UNiv.	1309300	1099097	17,366	124892	67945
Face to face	1160006	962372	17,334	114242	66058
No presential	149294	136725	32	10,650	1,887
Private Univ.	255643	184944	1,845	65251	3,603
Face to face	168248	130539	1,009	33,408	3,292
No presential	87395	54405	836	31,843	311

The number of students enrolled in the University System Spanish stood at 1,564,943 for 2016-2017 course, 1.1% more than in the previous year. Bachelor students and first and second cycle represent 83.3%, with a total figure of 1,303,252, compared to 1,321,698 the previous year (-1.4%). This student drop is partly due to the decline in population in the age group between 18 and 24 years (-0.4% in the last year). But

nevertheless, the number of master students has increased by 11.2% over the previous year, bringing the total enrolment in 2016-2017 of 190,143 course versus 171,043 of previous year (SIU, 2019). The number of visiting foreign students is around 100.000 each academic year.

Figure 45. Students at the university in Spain by level of studies 2016 – 2017 (SIU, 2019) In percentage



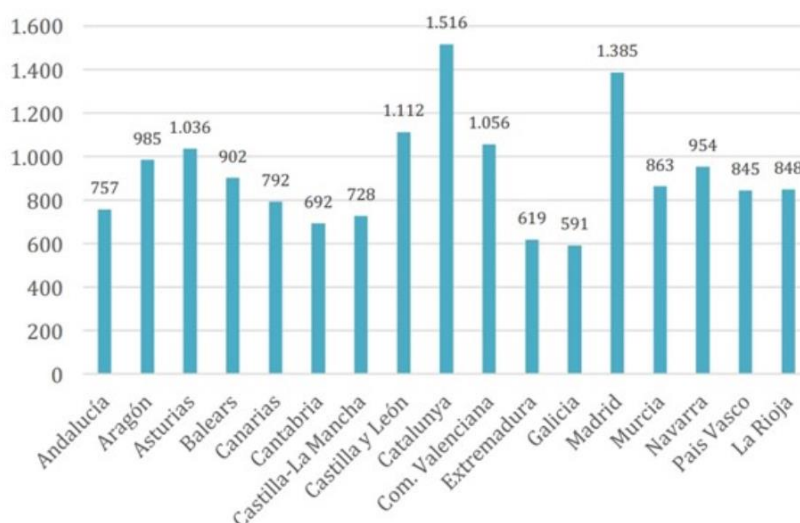
3) Cost of studies in high education

In Spain, as the competences in education has been transferred to the Autonomus Comunnities, the variety in cist per ECTS and/or academic year differs from a region to another. Also, the type and level or studies are determinant. Following the study from the Observatory of the Universitary System (2016) stated the following and remarkable information:

Since the introduction of degrees adapted to the EHEA and the flexibility of the price range, the tuition prices in the universities of Spain have diverged significantly. In the 2016/17 academic year, enrollment in the same studies can cost more than three times in one autonomous community than in another.

- 🌐 By areas, humanities studies tend to have the lowest prices, and health sciences have the highest prices. The biggest price difference between them is in Catalonia (€ 857 difference per course), followed by Castilla y León (€ 791 per course) and Aragon (€ 724 per course). On the other hand, in Andalusia all the studios have the same price.
- 🌐 Autonomous Community, and in terms of grades, in first registration Catalonia has the highest minimum and maximum prices. It is followed by Madrid and Castilla y León which, together with Catalonia, are the only ones with minimum prices above € 1,000 per course. Galicia is the cheapest community, followed by Extremadura and Cantabria with minimum prices also below € 700. Andalusia, with a single price of € 757 per course, is below the maximum price of the rest of the Autonomous Communities, which are always above € 800.
- 🌐 As for qualifying masters, Catalonia (€ 2,470 per course), Castilla y León (€ 1,967 per course) and the Community of Madrid (more than € 1,700 per course) have the highest prices. Highlights the master's degree that enables the practice of law at the University Carlos III of Madrid, which costs € 4,960 per year. Castilla-La Mancha (between € 728 and € 1,132 per course) and Andalusia (€ 821 per course) are positioned as the cheapest autonomous communities where to study master's degrees.

Figure 46. Cost per academic year in a Bachelor degree in a Social Science degree (where sport sciences studies mainly belong in Spain, also in Health Sciences). In euros per region.



- 🎓 Doctorate. The annual tuition for academic tutoring costs up to 7 times more in the more expensive community (Castilla y León, € 422 per course) than in the cheapest one (Andalusia, € 60 per course). The doctoral thesis exam can cost more than double (€ 260 in Castilla - La Mancha, € 118 in Galicia).
- 🎓 There are two more factors that make the tuition price more expensive: the repetition of subjects (which can multiply up to 5 and 6 times the base price) and the origin of the student (some communities apply differentiated prices to national students from non-member states of the EU and non-residents in Spain).

In general, prices and criteria for their establishment are not consistent between autonomous communities.





4) University in Spain at international level

Measures to place Spanish universities within a better position for internal cooperation and international competence:

- 🎓 Creation of strategic alliances. The aim is to develop studies leading to official university degrees or programmes and projects of international excellence in conjunction with other institutions. This cooperation may be among universities, with Public Research Organisations, with businesses and other agents of the Spanish System of Science, Technology and Innovation, which may belong to other countries.
- 🎓 Flexibilisation of the organisation of university studies and promotion of their autonomy. In a manner compatible with the EHEA, curricular diversification and the capacity for innovation give universities the responsibility for designing and proposing study plans which they believe are more attractive and in line with their resources and interests. The National Agency for Quality Assessment and Accreditation (ANECA) is responsible for the evaluation of the study plans and the degrees offered by universities, as well as for the accreditation of their quality. Some Autonomous Communities have created within their territories quality assessment agencies with the same functions as the National Agency.
- 🎓 2015-2020 Strategy for the Internationalisation of Spanish Universities. Drawn up by the Working Group for the Internationalisation of Universities, this Strategy comes as a response to the Internationalisation Strategy for the European Union approved by the Commission in 2013. The

Working Group, coordinated by the General Secretariat for Universities under the Ministry of Science, Innovation and Universities, has counted with ample participation from other ministerial departments, universities and other stakeholders of the university system, including companies and civil society organisations. On the basis of their diagnosis of the internationalisation of the system and university institutions, they identify the challenges to be faced in an open environment of collaboration and international competition in higher education, and propose a system of specific objectives and actions for their development. The objective for 2020 is 'to consolidate a strong and internationally attractive university system which promotes the mobility of the best students, teachers, researchers and administration and services staff, educational quality, the potential of Spanish as a language for higher education, the internationalisation of R&D&i training programmes and activities, contributing to improving Spain's attractiveness and international competitiveness, as well as to the socio-economic development of its immediate environment based on knowledge'.

In order to achieve this objective, 4 main strategic lines are established:

-  Consolidate a highly internationalised university system
-  Increase the international attractiveness of universities
-  Promote the international competitiveness of the environment
-  Intensify cooperation in higher education with other regions of the world.

The Strategy presents the timing for the implementation of the results and indicators proposed for the first two years. It will be monitored by a commission coordinated by the General Secretariat for Universities with the participation of the ministries involved in its development, the General Conference for University Policy and the Council of Universities.



ESSA-SPORT
Improving the Supply of Skills to the Sector

6

**NATIONAL SPORT
EDUCATION AND
TRAINING SYSTEM**



6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM














Sport in Spain is in charge of the Ministry of Culture and Sport. The actual law in Spain dealing with education is the Law for the Improvement of Quality in Education (LOMCE) 2013.

a) Physical Education in scholar curriculum.






The LOMCE is the law that regulates the education. In general in Spain, scholar Physical Education is less than 3 hours per week, away from the European standards and the international recommendations. As competences in education are transferred to the autonomous communities, there are many differences between regions: actually, the distribution of Physical Education hours into communities are: Extremadura, Castilla La Mancha, Ceuta and Melilla, Canary Islands, have 3 hours per week and Cantabria has 2 hours and a half. The representatives of the Physical Education teachers and Sport Scientist are very active in the promotion of the augmentation of the hours of PE class along the week: they are elaborating with his committee of experts a new document about the "Increasing of Physical education hours in the curriculum of Secondary, Bachiller and Vocational Training in his schedule". The proposal is: to increase in 3 periods per week on specific subject about sport and Physical Education. That means 1 additional hour. Even some schools, mainly in the private sector, increase this option, with more hours or incorporating swimming as an extra hour in PE.

b) Sport qualifications provided in Spain at higher education






























In 2006, ANECA provided a deep study of the armonization between Sport Sciences studies the EHEA. After that study, the actual bachelor in Physical Activity and Sport Science was re designed. The European study model selected for the design of the degree in Spain, adapts in our opinion to the balanced model, for the homogeneous treatment of scientific, practical and applied contents. The basic structure of the title presented in the ANECA White Paper (2006, p. 250) for this degree is presented below (see figure 1):






















-  Proposed denomination: Physical Activity and Sports Sciences.
-  Proposed scientific area for universities: social sciences or medical sciences (almost 90% of the universities belongs to the first option).
-  Degree credits: 240 ECTS
-  Duration of studies: 4 years
-  Hours per ECTS credit: 25 h.
-  Title designation: Physical Activity and Sports Sciences
-  Proposal for the percentage of content distribution:
-  64% core (Includes the proposed contents)
-  36% of compulsory, optional subjects (determined by each University)
-  Structure of studies by years: 2 + 1 + 1
-  In the first two years the core contents of basic disciplinary knowledge will be taken.
-  The third year the core contents of applied knowledge and a part of the option of a career guidance itinerary.
-  The fourth year the optional contents of a career guidance course will be taken, including a specific practicum in the chosen itinerary. In this regard, practicum and the bachelor final project had at least a charge of 18 ECTS (with at least 6 ECTS each).

At moment of creation of this report, the uinversitary bachelors dealing with sport sciences in Spain approved by ANECA are the following:

-  Bachelor in Physical Activity and Sport Sciences
-  Double Qualification in Physical Activity and Sport Sciences and Physiotherapy.
-  Double Qualification Physical Activity and Sport Sciences and Nutrition with Diethetic.
-  Double Qualification Physical Activity and Sport Sciences and Sport management.
-  Bachelor in Sport Management.








The universities in Spain providing this main bachelor in Physical Activity and Sport Sciences are:

-  Alcalá University ,bachelor
-  Alicante University, bachelor
-  Almeria University, bachelor
-  Autonoma University of Madrid, bachelor
-  Basque Country University, bachelor
-  Cadiz University, bachelor
-  Camilo Jose Cela University, bachelor*
-  Castilla – La Mancha University, bachelor
-  CEU Cardenal Spínola , bachelor*
-  La Coruña University, bachelor
-  Deusto University Guipuzcoa, bachelor*
-  Deusto University Vizcaya, bachelor*
-  Extremadura University, bachelor
-  Euncet Business School, bachelor*
-  European University Miguel de Cervantes, double bachelor (physiotherapy)*
-  European University Miguel de Cervantes, double bachelor with Nutrition and Diethetic*
-  European University of Atlantic, bachelor*
-  European University of Madrid, bachelor in sport management*
-  European University of Madrid, double bachelor*
-  Francisco de Vitoria University, bachelor*
-  Granada University , double bachelor
-  Granada University, bachelor
-  Huelva University, bachelor
-  Isabel I University, bachelor*
-  King Juan Carlos University, bachelor, double bachelor with primary, double bachelor with physiotherapy
-  Las Palmas de Gran Canaria University, bachelor
-  Leon University, bachelor
-  Lleida University, doble bachelor
-  Miguel Hernandez from Elche University, bachelor

-  Murcia Universidad Catholic, bachelor*
-  Murcia University, bachelor
-  National Institute of physical education of Catalonia, bachelor
-  National Institution of Physical education of Catalonia, Lleida, double bachelor
-  Nebrija University, bachelor*
-  Pablo de Olavide University, bachelor
-  Polytechnic University of Madrid, bachelor
-  Pontificia Comillas University, double bachelor*
-  Ramon Llul University, bachelor on sport management*
-  Saint Jorge University, bachelor*
-  Salamanca Pontificia University*
-  San Isidro University Center, bachelor*
-  San Vicente Martir Valencia Catholic University*
-  Sevilla University, double bachelor and bachelor
-  Superior Center of Education Alberta Gimenez, bachelor*
-  Tecno Campus, bachelor and double bachelor*
-  Universidad Alfonso X el Sabio. Bachelor, double bachelor with physiotherapy*
-  University Central of Catalonia*
-  Valencia University, bachelor
-  Vigo University, bachelor
-  Zaragoza University, bachelor

(* private Universities).

This bachelor has 5 professional orientations, but it is the same degree with no title specializations. They are: Teaching in Physical Education, Sports training, Physical activity and health, Sport management and Sports Recreation. The main areas of professional competence of this bachelor has been lately published at national level (Ministry of Science, Innovation and Universities, 2018) been the main the following:

-  Educative intervention.
-  Prevention, adaptation and improvement of physical and sports performance and health through physical condition and physical exercise.
-  Promotion of healthy and autonomous habits through physical activity and sport.
-  Intervention through the manifestations of the human movement.
-  Planning, evaluation and direction-organization of resources and physical activity and sport.
-  Method and scientific evidence in practice.
-  Performance, deontology and professional practice in the context of interventions.



Also, according to the website of the professional association of Physical Activity and Sport Sciences degrees, in Spain at the moment there are 63 Masters and 35 doctoral programs related to Physical Activity and Sport in Spanish universities.

c) Sport federations in the delivery of sport education



Sports formation and teaching is configured within the educational system as Special Regime Teaching, in order to train sports technicians in a particular sport modality or specialty. From 2007, this formation has an academic recognition, but those entities (for example, sport federations or teaching center) must be accredited to deliver their certificates. This formation is regulated by the Royal Decree 1363/2007 on sport formation.

“The organizational model of sport in Spain is organized from the bodies of the Autonomous Communities competent in sports and the Higher Sports Council (CSD) itself, based on the structure formed by sports clubs and associations, grouped into federations of territorial scope and national, around the competitive practice of one or several sports modalities or specialties, without discarding recreational practice. There is a clear intervention from the Administration in this structure through sports promotion and technification programs, and those aimed at high competition. Within this structure, and during the process of sports initiation and technical specialization directed towards the high performance of the athlete, the sports technician is one of the key figures. The technician assumes, in each of the stages, the function of directing the process and collaborates in implementing the necessary means to achieve the objectives that are set, both formative and performance” (Royal Decree 1363/2007).



So this legislation recognizes and regulates the structure, training and curricula of the sport technician, and gives to it academic recognition. Also, it establishes the ordering of the teachings leading to the titles of “Sports Technician” and “Senior Sports Technician”. The lessons are organized in hierarchical cycles, based on the modalities and sports specialties recognized by the Higher Sports Council. They are also organized in modules and blocks of sports training. The overcoming of the previous cycle is a requirement for access to the next, allowing the assimilation and progressive consolidation of knowledge in real training or competition situations.

-  Sport Technician: corresponding to middle grade and defined by two cycles: initial cycle of medium grade (Level 1, 400 hours of minimum training) and final cycle of medium grade (Level 2, 1000 hours of minimum training). The teachings of the middle grade will respond to the appropriate competences to perform the functions of the professional profile corresponding to the sports initiation, sports technification and conduct of the sport activity or practice, distributed for the initial cycle and the final cycle according to the context conditions sports-labor of the modality or sport specialty in question.
-  Senior sport technician: corresponding to high grade and defined by one cycle: cycle of superior grade (Level 3, 750 hours of minimum training). The teachings of the higher level will respond to the appropriate competences to perform the functions of the professional profile corresponding to the training, management of teams and athletes of high sports performance, driving with high levels of difficulty in the modality or sports specialty in question.

Every cycle is composed by different sport education modules, which constitutes the coherent training unit that is associated with one or several competition units, or with professional, socio-educational and sports objectives of the title:

-  Specific modules of sports education: constituted by training directly referred, among others, to technical, organizational or methodological aspects of the sport modality or specialty itself.
-  Common modules of sports education: constituted by the training associated with the professional competences that support the processes of "sports initiation", "sports technification" and "high

performance", regardless of the modality or sports specialty, as well as those objectives typical of sports education.

-  Practical training module: constituted by the training part associated with the competences, which is necessary to complete in the real sports and professional environment.
-  Final project module.

In the case that the sports education modules they are referred to the National Catalog of Professional Qualifications, they will include the training specifications included in the corresponding training modules of the Catalog related to the professional competences that are intended to be developed through the module. This is the official and recognized way to deliver a sport education in a given modality, and most part of the Spanish Sports federations are under this model. However, some sport federations are using the previous model used before 2007, and these formations are considered under "the transitory period".

The Higher Sport Council provides the knowledge and structure to the Spanish Sport Federations to deliver official sport formation using the above mentioned regulation. However, many sport federations the run their own formation apart from the official model, even complementing it. One case, as an example, is soccer. The Royal Spanish Soccer Federation have official title in Sport Technician and Superior Sport Technician in Soccer and Futsal, but they have also different initiatives in formation:

Communication Skills for Football (40 hours). Social Networking for the Football (40 hours), English for Football (40 hours) and European Opportunities of training and employment on Football (40 hours), Federative Training on Sport Directors. They provide this training using virtual Campus. School of Trainers (quality stamp). Federative Training on Sport Directors. II Course on Goalkeeper Trainers. Training on sport Management Fifa / CIES. Máster on Football Trainer. Máster on Fitness Trainer appeal to soccer. Máster on Injuries Prevention. Also, they organize congresses and seminars, like II International Congress on injuries Prevention in Football.

Related sport formation, also CSD offers continuous training possibilities through FOCO (Continuous training) program (see section 3.3.5).

d) Other important issues

Other vocational and professional qualifications (VAT) offered in sport and physical activity are provided by formation training centres and also, private universities. In Spain there is system for the recognition of informal and non-formal education in sport. For example, sport experience for retired athletes can be accounted for sport technician recognition. Also, many private companies (many of them related with the fitness sector) offers their own private and non official certificates, many of them depending on the fitness modalities they offer.

There any qualifications required by law to work in sport or required under the rules of federations. In fact, the official certification and title from the federation is compulsory to exert the profession, and professional intrusion is prosecuted by the law. Also, same situation for Physical Education teachers. Also, in regions and autonomous communities with specific law on the regulation of the sport sector, introduced in the last years, professional roles are defined by them (see section 3.2). The new law about the regulation in sport professional qualifications is defining who and with which qualification has the right to train a special sport discipline or regulate the grade of coordination in a sport center, as well as the direction from that sport center. In local level, the administrations try to regulate the employers that can work, or lead an specific activity from a specific population. Nowadays the direction, coordination of sport practice is much more regulated, than years ago, because of the importance of the health population, and the responsibilities the

technicians, have on the people who receives a sport class. Still there is a lot of work to regulate, because there is always sport practice in private and not controlled. But the reality is decreasing, because of the pressure and supervision of the Official College of Licensed in sport and physical education is having on this topic.

e) Training and education related with sport in numbers

The data relating to sports education Special Regime and those of the General regime related to sport, come from the statistic non-university education, prepared by the Ministry of Education and Training in collaboration with the autonomous communities. Data linked to sports university education has been obtained from the Statistics of University Students prepared by the Ministry of Science, Innovation and Universities. In both cases it comes to projects included in the National Statistical Plan. In the academic year 2017-2018 a total of 10,755 students were enrolled in Sports Education Special Regime. As regards non-university education to the general regime, in the academic year 2016-2017, 30,779 students were enrolled in vocational training linked to sport, representing 4.3% of all students in this type teaching. Students enrolled in university education (bachelor, master, doctoral and 1st and 2nd cycle related to sport sciences reached 22,045, 1.4% of such studies.

Figure 49. Sports Education students enrolled in the Special Regime (Absolute values, MCS, 2019)

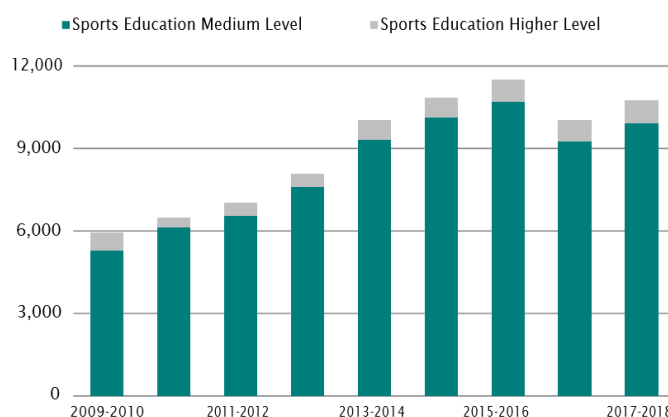


Figure 50. Sports Education students enrolled in the Special Regime Medium Level. 2016-2017 (In percentage, MCS, 2019)

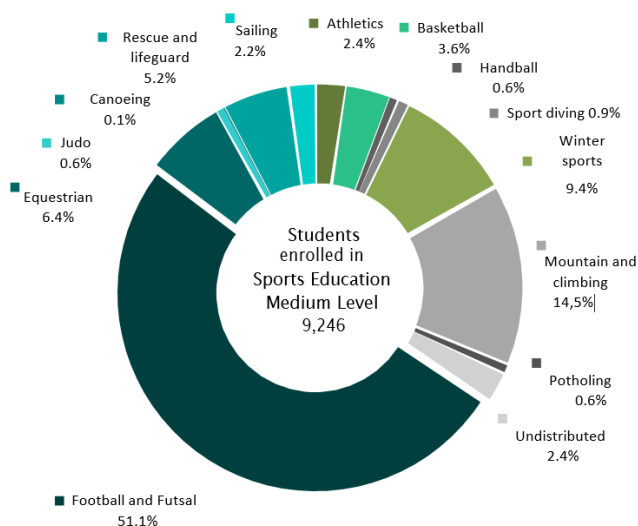


Figure 51. Sports Education students enrolled in the Special Regime Higher Level. 2016-2017 (In percentage, MCS, 2019)

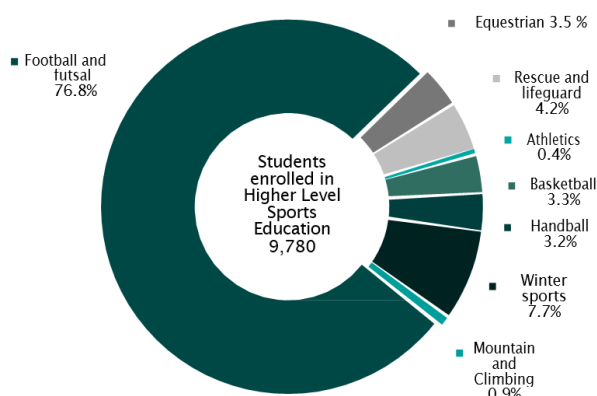
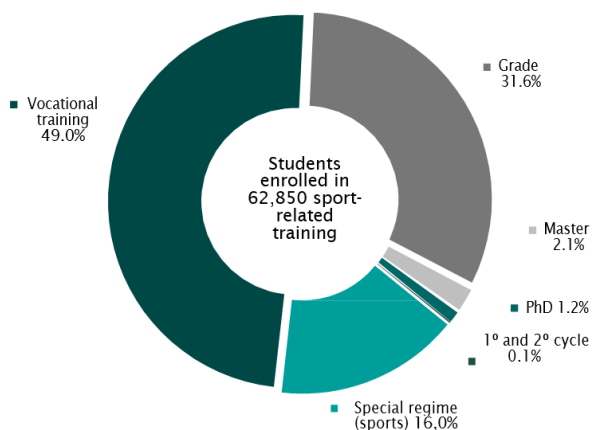


Figure 52. Students enrolled in sport related training. 2016-2017 (In percentage, MCS, 2019)



f) Coach (sport technician) training

It provides information on training provided by sports federations or by the competent regional administration on sport. It contains information from *formations conducted in the strictly sport federation field* and those formations known as *formations of the transitional period*, which are promoted by the sports administration of autonomous communities or cities, and they can count on the participation of the sport federations. For a correct interpretation of the data is to be noted that for the training of trainers in the strictly level at sport federation, and no data were available from Football Federation for 2017 so no information is provided for this sport. The number of coaches trained in the strict federal level during the year 2017 was 8,109, with a total of 404 courses provided. Related gender, results indicate that 75.3% of the trained coaches were men and 24.7% women. Referring to formations of the transitional period during 2017, the number of trainers formed was 2575 along 172 courses. The results by gender indicate a 54.8% of the trained coaches were men and 45.2% women. It is important to highlight that these formations are different from official Sports Education formations of the education system.

Figure 53. Training of sports coaches strictly in the sport federation by sport modality. 2017 (Coaches formed, MCS, 2019)

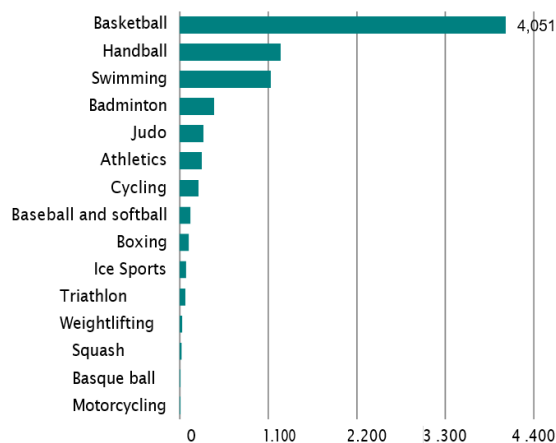


Figure 54. Training of sports coaches strictly in the sport federation by level. 2017 (Coaches formed, MCS, 2019)

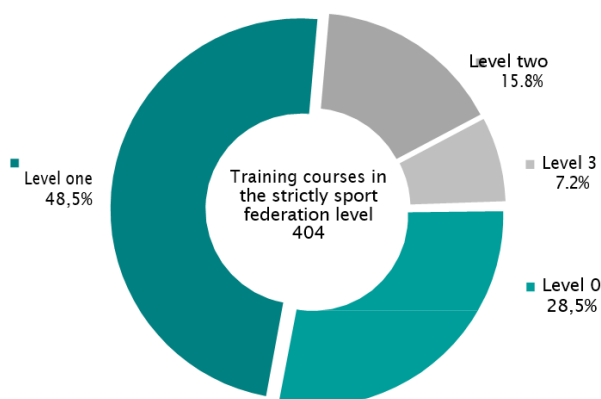


Figure 55. Coaches trained in the transitional period per sport modality. 2017 (Coaches formed, MCS, 2019)

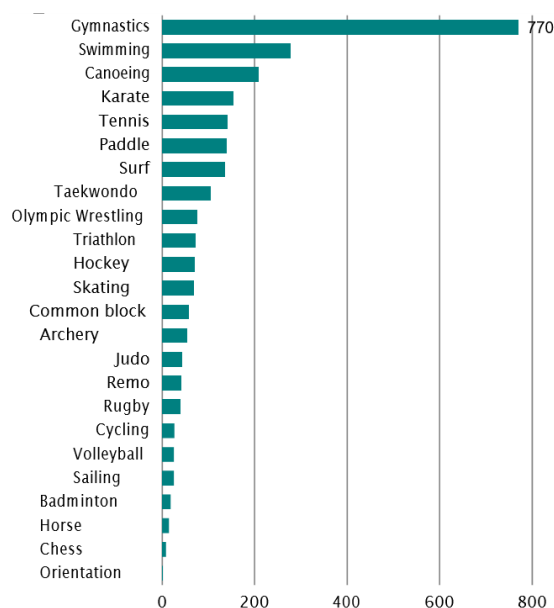
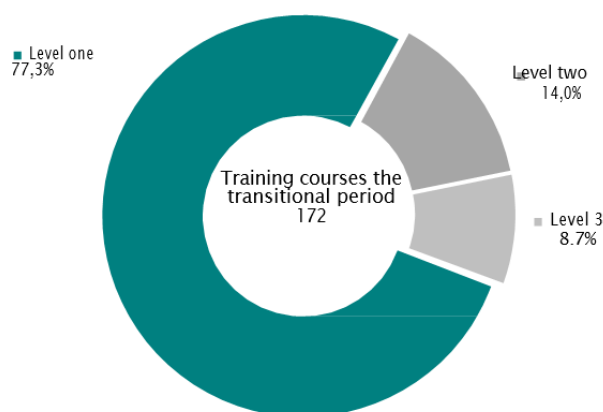


Figure 56. Training of sports coaches in the transitional period by level. 2017 (Coaches formed, MCS, 2019)



g) Universitary and school-age championships

The results relative 2018 indicate that the total number of participating athletes in the final stages of the Universitary Championships of Spain was 3,853, a figure that reaches 6,975 in the School Age Championships of Spain. If the results are broken down by sex, significant differences in data on university championships, with 2,172 sportsmen, 56.4%, and 1,681 women, 43.6% are observed. In comparison, among participants in the final stages of school-age championships are minimal differences by gender, 3,543 athletes, 50.8%, and 3,432 are men, 49.2% women. 35.7% of participants in university championships participate in team sports, namely 1,377, and 64.3% athletes in individual sports, 2,476. If we focus on the figures for school age it shows that 55.8%, with 3,891 athletes are participating in individual sports, and 44.2% 3,084 in team sports.

Figure 57. Athletes' participation in the Championships of Spain (Absolute values, MCS, 2019)

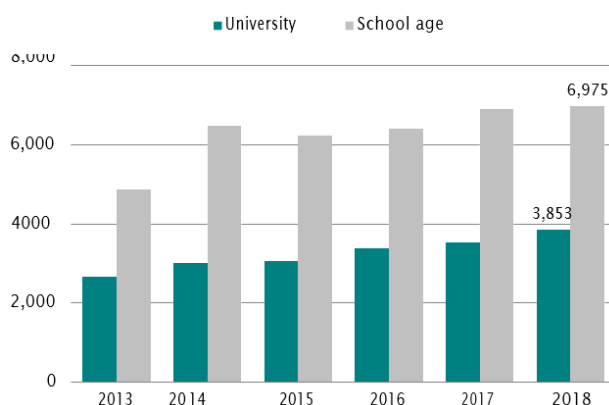
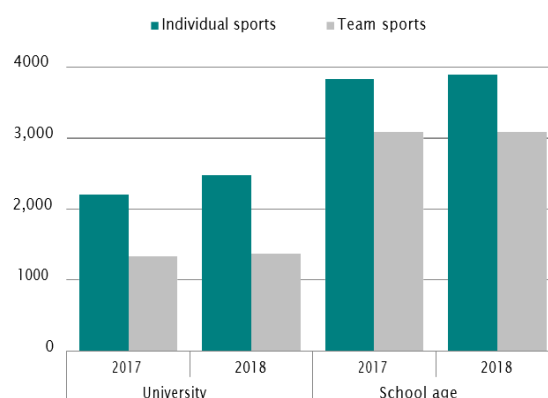


Figure 58. Athletes' participation in the Championships of Spain by type of sport (Absolute values, MCS, 2019)





ESSA-SPORT

Improving the Supply of Skills to the Sector





7

**FINDINGS FROM THE
EMPLOYER SKILLS
SURVEY**

7. FINDINGS FROM THE EMPLOYER SURVEY

a) Introduction (from ESSA Sport Employer Skills survey intro)

The aim of the survey was to identify and analyse the growing and changing labour market, to build an up to date picture of employment, and to identify the skill needs and future priorities based on national and EU level research and consultation activities, leading to a series of national Strategic Action Plans with concrete recommendations and priorities. Indeed, a proper understanding of the characteristics and trends of the labour market, which has long been missing in our sector, is the basis to re-skill the workforce with modern, fit for purpose training and qualifications. An Employer Skills Survey is a mechanism that helps to define the type, level and composition of skills that individuals need to perform the work demanded by organisations from the sector. It can also help investigate future skill needs and analyse the relationship between organisation characteristics and the creation of skills needs. The main purpose of such survey can be mainly defined as follows:

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

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 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.

The questionnaire of the survey was designed to be addressed to all type of employers / organisations from the sector and not individual employees. This list of targeted stakeholders was developed as follows:

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

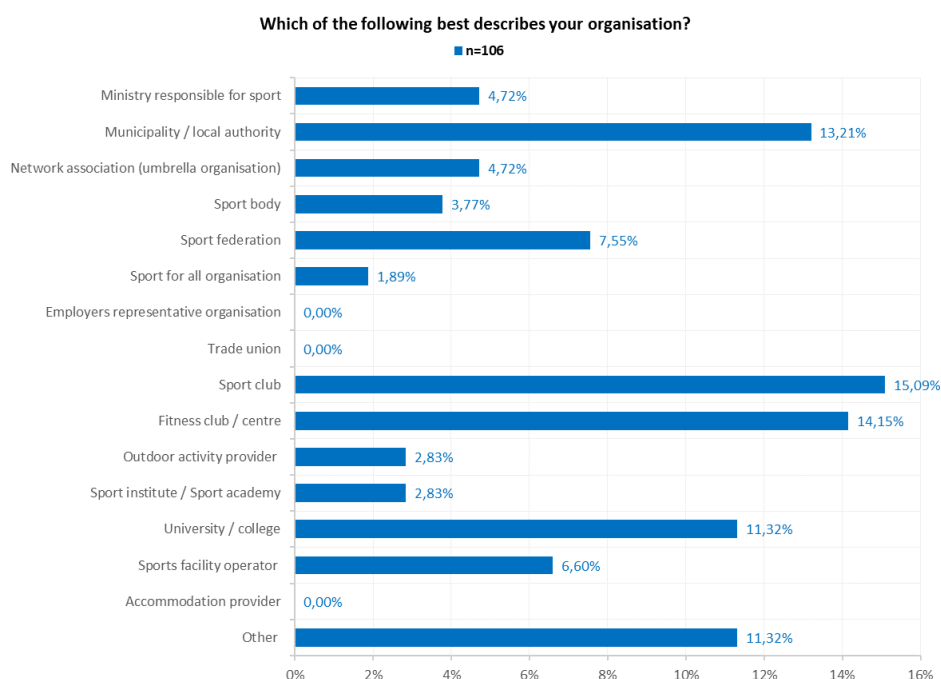
- 🏠 Accommodation provider (e.g. hotel, resort)
- 🏠 In terms of targeted occupations and knowing the difficulty with the various terms used all over Europe, we were all aware that there was no perfect or ideal list but it was decided through the consultation process to use the following one:
- 🏠 Professional athletes and players
- 🏠 Sport coaches
- 🏠 Outdoor activity leaders and animators
- 🏠 Fitness instructors and personal trainers
- 🏠 Sport officials (e.g. referees)
- 🏠 Senior management staff (e.g. CEO)
- 🏠 Middle management staff (e.g. assistant managers, sport administrators)
- 🏠 Operational staff (e.g. lifeguards, greenkeepers, maintenance staff)
- 🏠 Clerical and office staff (e.g. secretaries)

Once tested, revised and finalised in English, the questionnaire was then translated into 19 other languages thank to the commitment of the ESSA-Sport national partners, including Spanish. The questionnaire was sent 31/10/2018 to the Spanish audience, and it was available until 25/01/2019. **In total, more than 3.812 valid responses collated for all the 19 countries, being 112 for Spain (2,9%).** The following section and figures are a resume of these Spanish respondents for the occasion of this Spanish ESSA Sport final report (available in another document).

b) About respondent organisations

1) Type of organisations

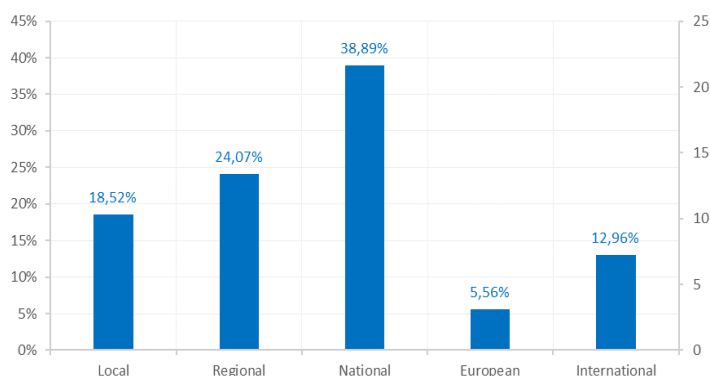
As we can see, mainly respondents belonged to sports clubs (15,09%), fitness centres (14,15%) and municipalities (13,21%), while in Europe respondents were mainly sport clubs (43,8% and sports federations (19,7%). In the Spanish case responses are more distributed along typologies of organizations.



2) Status and geographical coverage

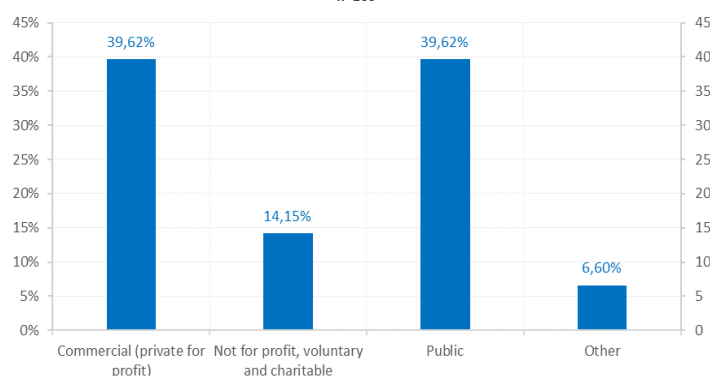
What is the main geographical scope of your organisation?

n=54



Which of these categories best describes your organisation?

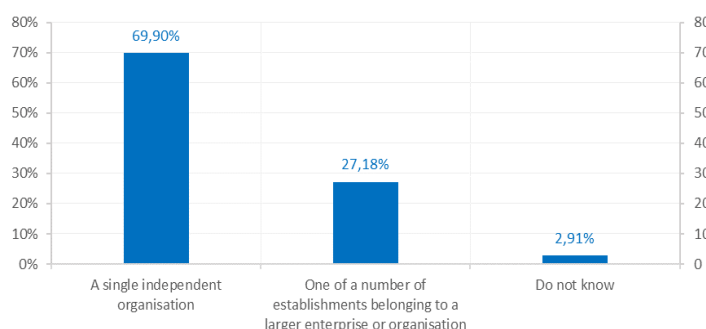
n=106



More than one third of Spanish respondents have a national scope (38%), and one fourth, regional scope. However at European level 38% have a local scope. In the Spanish case there is a balance between the occupations of the respondent between the public and the private sector, with almost 40% each. In contrast at European level, most part (61%) were non-profit organizations.

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

n=103



More than two thirds of the respondents belonged to a single independent organization, in a similar proportion to the European case.

c) 7.3. Employment in respondent organisations

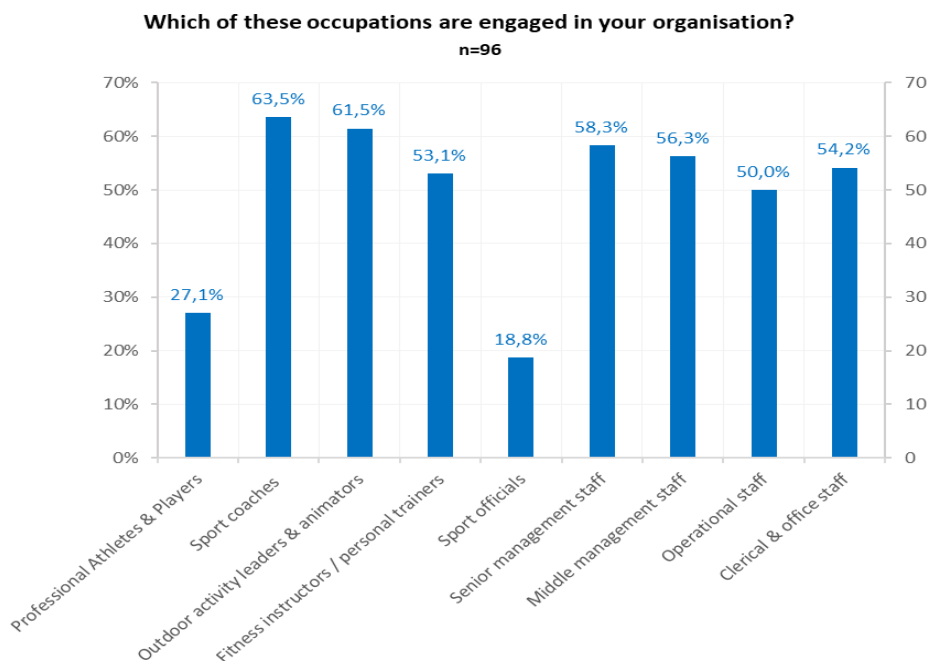
1) Size of organisations and tendencies

More than 25% of respondents were organizations with more than 100 employees, and 20%, 1 to 4 employees (1 to 4 employees was the more typical European organization, with 29% of respondents). More than the half stated that the number of employees, comparing with the situation one year ago, remained the same. Looking at the future, the stated that their organizations will remain the same (40%), or will increase (42%).

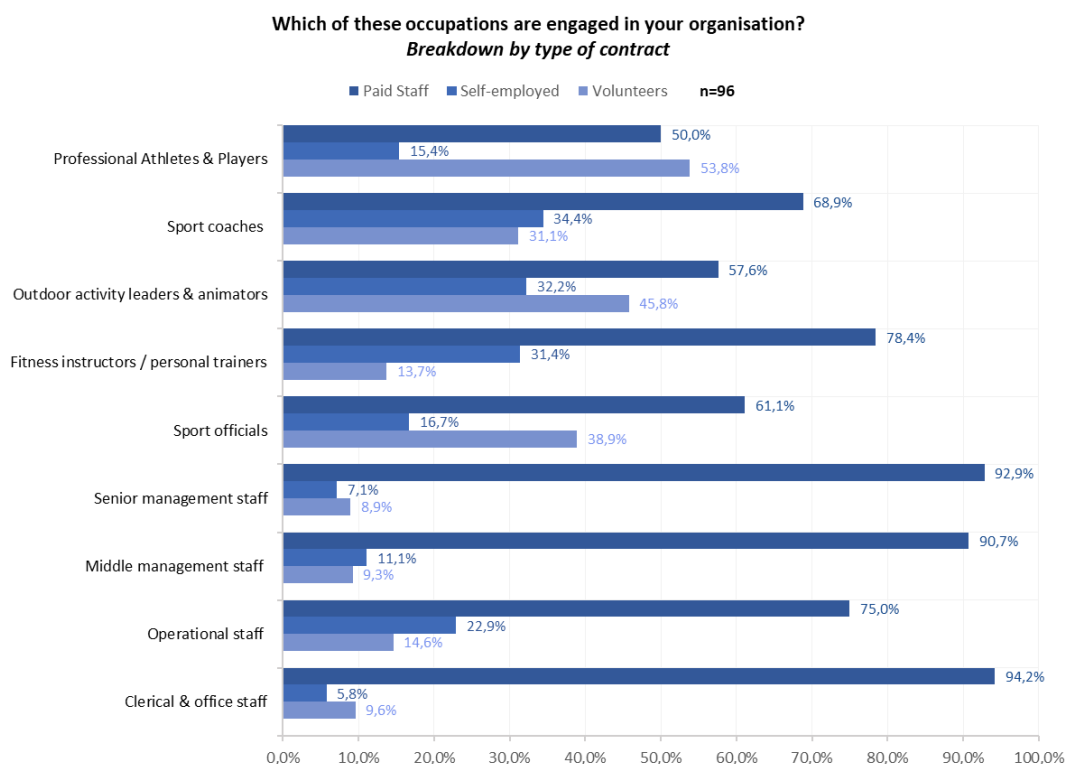
2) Engagement of volunteers

In a typical year, respondents Spanish organizations mainly not rely in volunteers or unpaid staff, as 41% never ask for them, and 35% yes but occasionally. Only 15% they rely regularly on them. This is very different from the general case in Europe, where 58% of respondents they rely regularly in volunteers.

3) List of occupations engaged and type of contracts



The occupation of the respondents in the Spanish case are very diverse, being sport coaches, outdoor activity leaders and senior management staff.



Looking at the occupations in the respondents organizations, in general we can see the important amount of paid staff (unless for athletes and players) in the Spanish case, different from the European profile.

d) Employment and skills of the different sport occupations

1) Sport coaches

For coaches, 65% of the Spanish respondents employ people in this occupation, being the more important skills and attributes the ability to work in compliance with codes of practice / ethics (96,6%), sport specific knowledge and skills (94,9%), ensure health and safety of participants (86,7%) and plan coaching sessions and programmes (86,7%) and clearly communicate instructions (86,2%), while at European level the main were sport specific knowledge and skills (92,4%), ensure health and safety of participants (85,7%) and to ensure health and safety of participants (85,7%). When asking if this occupation can have the same expectations for volunteers and paid staff, 67% said no, as 44% of the European sample. When asking which skills need to be improved in those coaches involved in teams' respondents, the main ones were: marketing and selling skills (35,6%), ability to work with people with disabilities (32,2%) and motivational skills (33,9%).

2) Outdoor activity leader and/ or animator

For this professional, 42,1% of the Spanish respondents employ people in this occupation, but 51% they don't (19,3% and 74,2% at European level), being the more important skills and attributes to ensure health and safety of participants (91,9%), the ability to work in compliance with codes of practice / ethics (91,7%), and the ability to work with children (86,5%), while at European level the main were to ensure health and safety of participants (88,7%), to clearly communicate instructions (85,2%) and to demonstrate sport specific knowledge and skills (81,3%). When asking if this occupation can have the same expectations for volunteers and paid staff, 67,5% said no, as 40% of the European sample. When asking which skills need to be improved in those leaders or animators involved in teams' respondents, the main ones were: ability to work with people with disabilities (40%), ability to work with people with different participants and problem solving skills (34.3%).

3) For fitness instructor or personal trainer

44,4% of the Spanish respondents employ people in this occupation, but 48,15% they don't (20,2% and 75,2% at European level), being the more important skills and attributes to understand participants needs (97,5%), to ensure health and safety of participants (97,5%) and designing sessions and programmes (95,1%), while at EU level they were to ensure health and safety of participants (92,6%) and knowledge on exercise sciences (92,1%). When asking which skills need to be improved in those fitness trainers involved in teams' respondents, the main ones were: knowledge on exercise sciences (41%), to communicate effectively with participants (35,9%) and ability to work with people with disabilities (35,9%).

4) Sport official

80,2% of the Spanish respondents do not employ people in this occupation, while 13,6% they do (64,5,2% and 24,8% at European level), being the more important skills and attributes to apply the rules and laws of the sport (100%), uphold integrity and fair play (100%), managing conflict (100%) and ability to work in compliance with codes of practice and ethics (100%), while at EU level they were to apply the rules and laws of the sport (96,5%), uphold integrity and fair play (92,7%) and decision making skills (86,4%). When asking if this occupation can have the same expectations for volunteers and paid staff, 33% said yes, and 66% said no

(with different opinion at EU level, as they answer 69% yes, and 31% no). When asking which skills need to be improved in those sport officials involved in teams' respondents, the main ones were: managing conflict (38,4%), to communicate information as an official (30,7%) and negotiation skills (23%), while 38% this occupation was not part of the staff of the organization.

5) Senior management staff

48,7% of the Spanish respondents do not employ people in this occupation, and the same percentage they do (47% and 46,9% at European level), being the more important skills and attributes to ability to work in compliance with codes of practice and ethics (88,9%), team working (88,6%), financial control and management (86,5%) and business development skills (86,5%), while at EU level they were decision making skills (94,2%), problem solving skills (92,4%) and leadership skills (89,4%). When asking if this occupation can have the same expectations for volunteers and paid staff, 81% said no, and 19% said yes (with different opinion at EU level, as they answer 50% yes and 50% no). When asking which skills need to be improved in those senior managers involved in teams' respondents, the main ones were: business development skills (42,8%), strategic thinking (40%) and knowledge of external policy facing sport (37,1%).

6) Middle management staff

62,2% of the Spanish respondents employ people in this occupation, and 32,4% they don't (similar to the 60,3% and 35,6% at European level), being the more important skills and attributes team working (91,7%), ability to work in compliance with codes of practice and ethics (87%) and verbal communication skills (83,3%), while at EU level they were team working (90,2%), verbal communication skills (80,7%) and organisational and planning skills (80,7%). When asking if this occupation can have the same expectations for volunteers and paid staff, 83,3% said no, and 16,6% said yes (with different opinion at EU level, as they answer 48% yes and 51% no). When asking which skills need to be improved in those middle managers involved in teams' respondents, the main ones were: motivational skills (36,6%), information / communication technology skills (36,6%), and also strategic thinking, facilitating innovation, customer service skills, and problem solving skills, all of them with (31,8%).

7) Operational staff

66,6% of the Spanish respondents do not employ people in this occupation, and 29,3% they do (similar to the 63,4% and 35,6% at European level), being the more important skills and attributes the technical skills and knowledge require for their role (87,5%), ability to maintain health, safety and security standards (84%) and ability to work in compliance with codes of practice and ethics (83,3%), while at EU level they were the technical skills and knowledge require for their role (87,9%), team working skills (76,1%) and ability to work in compliance with codes of practice and ethics (74,8%). When asking if this occupation can have the same expectations for volunteers and paid staff, 76% said no, and 24% said yes (with different opinion at EU level, as they answer 52% yes and 48% no). When asking which skills need to be improved in those operational staff involved in teams' respondents, the main ones were: organisational and work planning skills (40,9%), communication skills (36,3%), and problem solving skills (36,3%).

8) h) Clerical and office staff

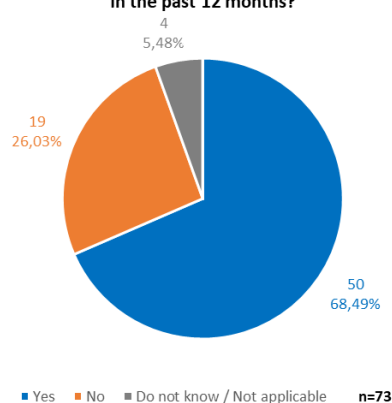
47,3% of the Spanish respondents do not employ people in this occupation, and 48,6% they do (similar to the 50,7,4% and 40,2,% at European level), being the more important skills and attributes the customer service skills (89,7%), administration skills (84,6%), and the technical skills required for their role (83,8%),

while at EU level they were understanding written documents and writing clearly (86,1%), administration skills (87,5%) and communication skills (83,1%). When asking if this occupation can have the same expectations for volunteers and paid staff, 73%% said no, and 27% said yes (with different opinion at EU level, as they answer 51,7% yes and 48,2% no). When asking which skills need to be improved in those clerical and office staff involved in teams’ respondents, the main ones were: communication skills (38,2%) and problem – solving skills (38,2%) and decision making skills (35,2%).

e) Recruitment of paid staff and volunteers

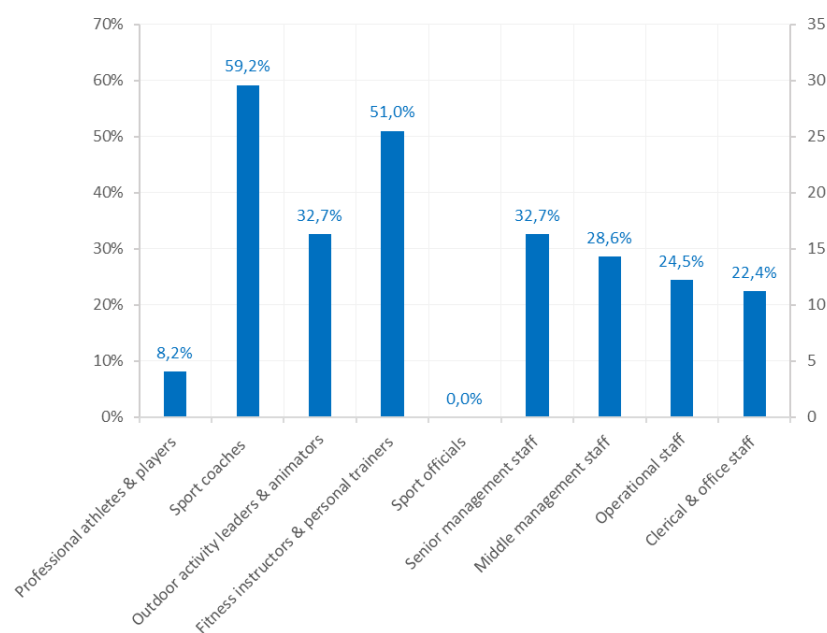
1) Recruitment in the past 12 months

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



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

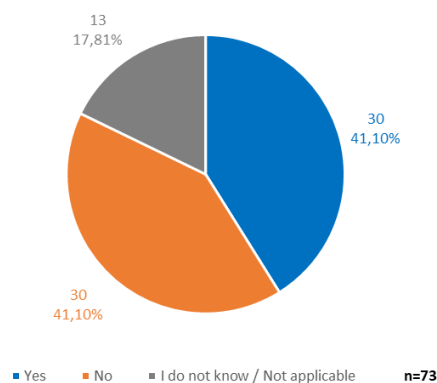
n=49



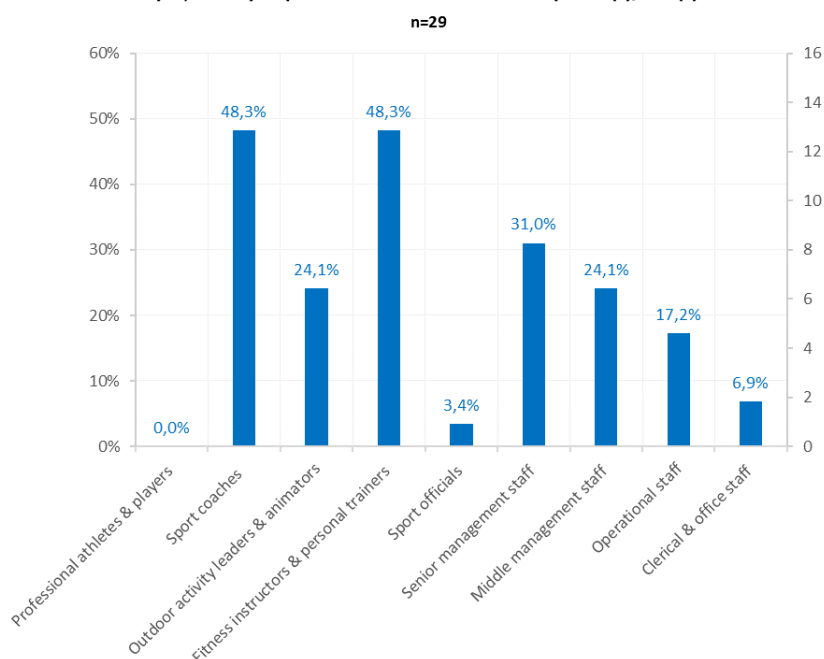
As we can see in the previous figures, more than 2/3 of the respondents were active searching for new paid staff last year, which is in line with the increase in the amount of professional in the sector in the recent years. Also, main occupations were sport coaches (60%) and fitness instructors (51%), but also senior managers at outdoor activities leaders (both 32,7%).

2) Difficulties recruiting paid staff

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



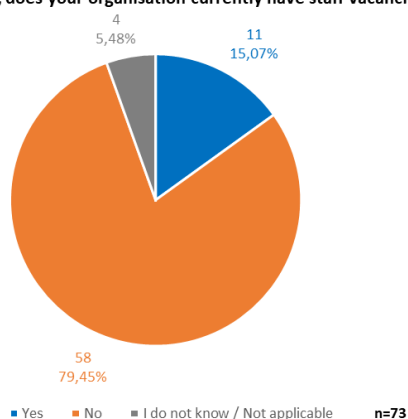
If yes, could you please indicate for which occupation(s)/role(s)



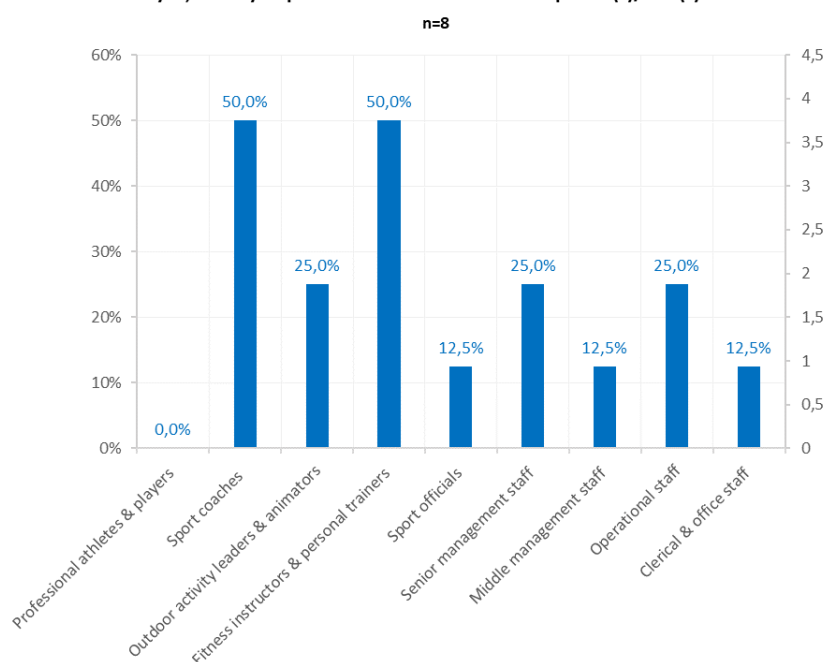
Also there are positions difficult to fill, and more than the 40% of organizations had this problem, again mainly with sport coaches and fitness instructor as main occupations to retain.

3) Current staff vacancies

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



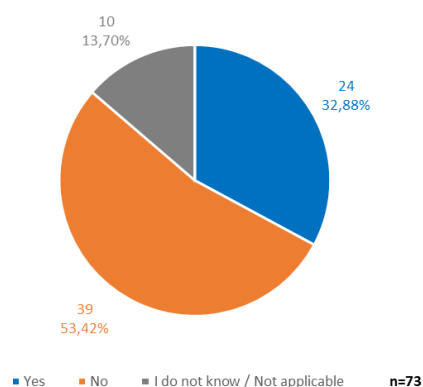
If yes, could you please indicate for which occupation(s)/role(s)



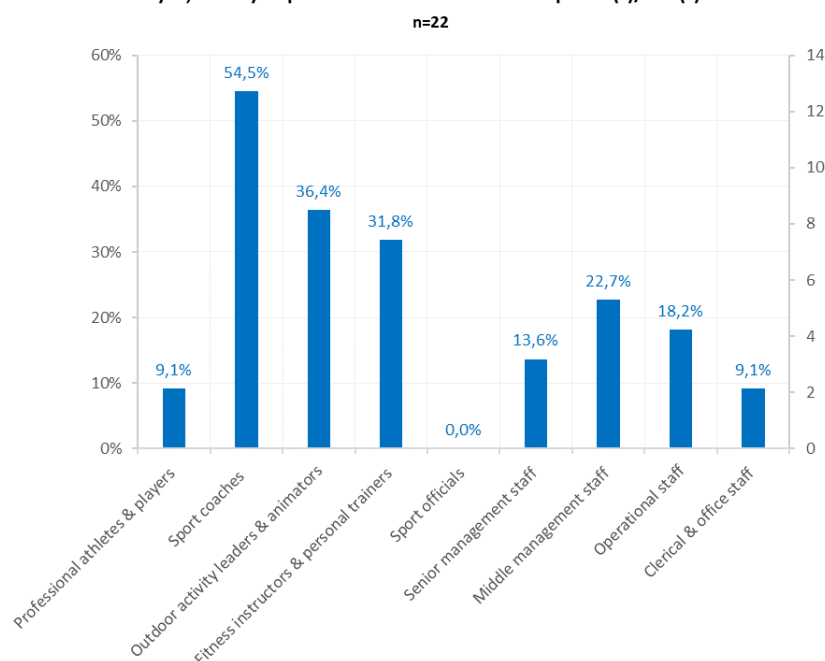
Also, at the moment of the survey, most part of organizations do not were actively looking for new staff, and the occupations were mainly the previous indicated.

4) Difficulties retaining paid staff

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



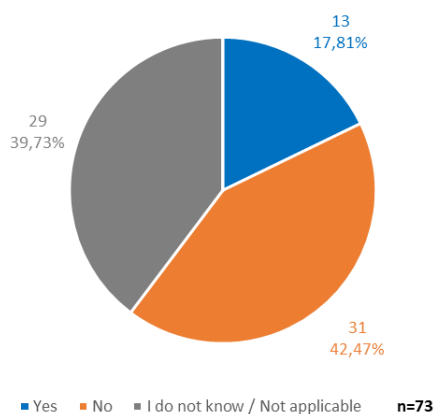
If yes, could you please indicate for which occupation(s)/role(s)



Most part of respondents do not have problems to retain staff, but those how do normally indicated that it is because the work is seasonal (43,8%), or they are better paid by another organization (43,8). Also a 30% indicated as cause a lack of job satisfaction.

5) Engaging volunteers

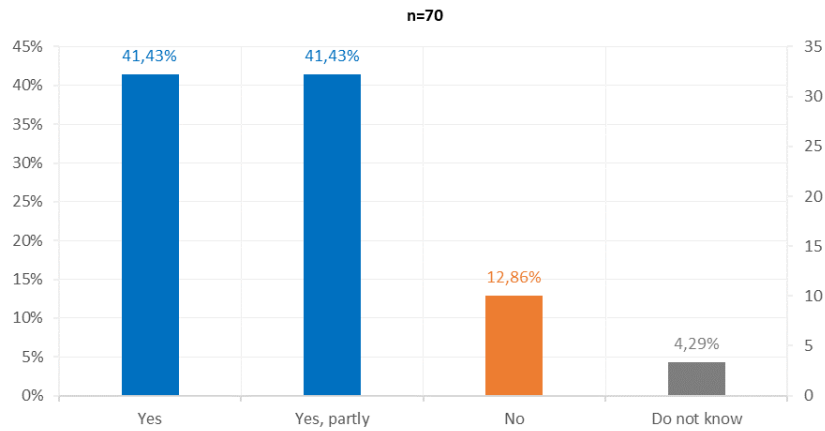
Does your organisation have any particular problem in engaging volunteers?



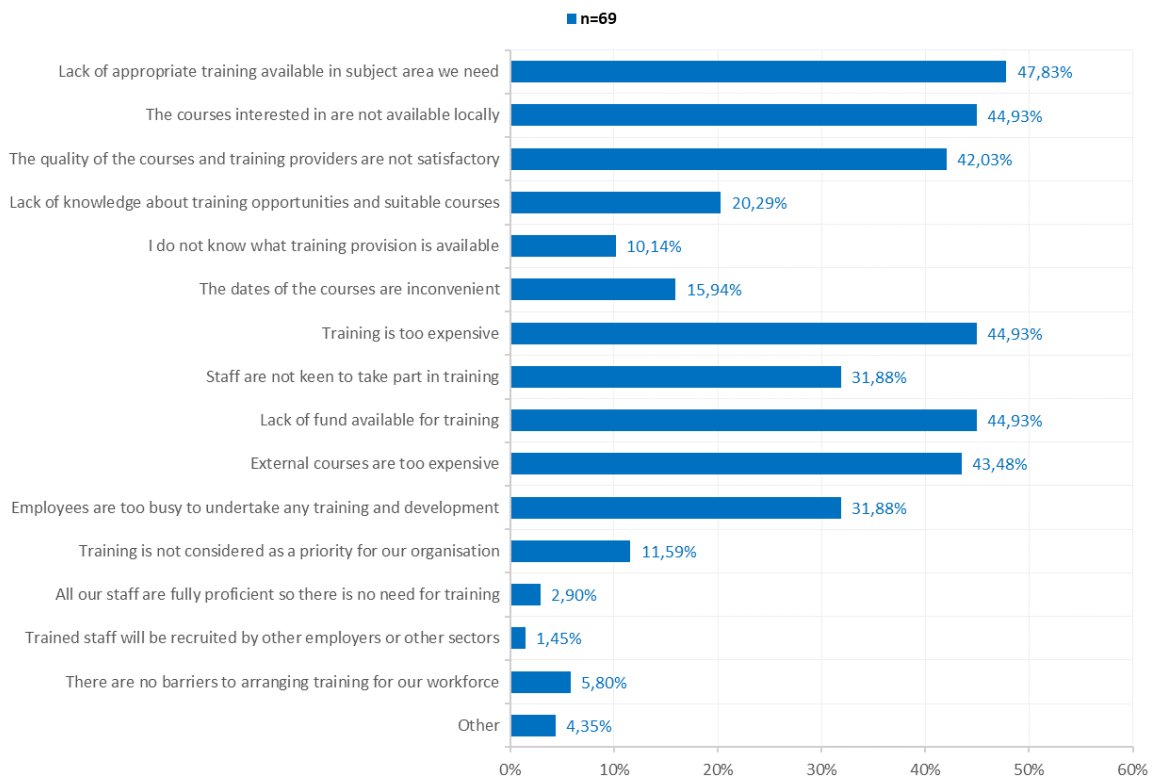
Most part of organization respondents in Spain do not have problem in to engage volunteers, and the occupation they fill is related with sport coaches (41,6%) and outdoor activity leaders (41,6%).

f) Workforce development and training

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



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



We can see that most part of respondents say review periodical the skills needed by their staff (more than 82%), and main barriers to provide ongoing training are lack of appropriate training available, interested training id not available locally (i.e. opportunity for online training), price of the training, and lack of funding for training.

g) Some aspects to highlight in the Spanish survey

In relation to the profile of Spanish respondents, there has been a greater predominance of employers of sports trainers, which other sectors of employers could be underrepresented (fitness sector and outdoor activities and entertainment sector). Surely the final sample of organizations for the Spanish context is scarce to draw definitive conclusions, but it shows a very clear trend in some aspects, such as occupational profiles and their relationship with the demands of the sector, as well as the demands of the same, highlighting those that have to do with the (continuous) training of employees.

In relation to the evolution of the sports sector and the need for professional updating, the survey of employers in Spain relieves the opinion that the sports sector is becoming professional and changing in recent years, which also implies a change in skills that are demands to the professionals of the sector. Likewise, the survey indicates the importance of having access to continuous training in order to keep up to date with the professional competences that are being demanded, as well as the need for new training courses, while highlighting the lack of adequate and locally available training, its low quality at times and its poor adequacy, as well as the lack of funding and high prices as the main barriers to accessing this type of training.

Regarding the recruitment of duly qualified professionals, there is division of opinions regarding the difficulty of recruiting paid staff and volunteers with the necessary skills for the required positions, although the opinion of the respondents shows that this is more difficult in the case of staff paid. Here there is a clear commitment to paid professionals, unlike in Europe, where it is believed that many occupations can be filled by non-salaried or voluntary staff (reaching 50% or more of those surveyed in some profiles), a different opinion in Spain. Likewise, the respondents are also divided in that the work experience is more important than the qualification when recruiting paid and voluntary staff.

Small number of self-employed populations versus employed. Spain could be better from the state politics, promoting more incentives and support, in order to open a new opportunity of working area. Actually, this little presence of self-employed represents a gap for the sport labour market. Is very important in this way, the support from the public institutions and other state organisations that can help on incentives, networking support, official and institutional supports.

At the education level, training probably must fit better the sector, as it seems it is not so well adapted to the new sport labour market needs. So, this means a shortage and could be an evolution, to change, for example the university plan of studies, with new matters or a revision of the university subjects. Also, the aging of the population is a shortage to take in account for the future, because the working age population will be reduced.

The importance of the private area to increase the sport labour market has allowed the last years not only the public and state are creating jobs. Also contributes the new demand on the socialization of sport, that much more people practice sports and demands sports. As a result, the sport business has grown significantly the last years and this means new job creation.

The tendency is in this same line for the future. Health and sport are both demanded from the population, and to carry out this activity needs people with the required skills to guide and developed. So, this is a good signal. Also, the most specialization and professionalization from the sport requires, professional with the right skills and qualifications.

The part time is a very common tendency of this kind of employment, because it adapts to the schedule of the sport practice and to special conditions the sport is related to. But, nevertheless, the full time contract proportion of professionals is bigger in Spain and if we compare to Europe.

There is an important tendency is the enormous number of students of vocational training, and the huge number of vocational training academies. This shows the great demand of this education. After many students can join the professional sector or to follow the high studies in university of physical activity and sport bachelor.

Tourism influence on the sport labour market. Spain has great future perspectives, in terms that one of his best income sources is the Tourism, and the leisure and sport offer is huge. The long littoral of coast and good weather favorizes that is the first touristic destination and make possible the creation of income sources and employment possibilities. Once analysed the survey, the sport employment shows great results and an increasing evolution from 2011 until 2018 and the tendency is positive, to increase in the same way.

Good results for the growth of employment. The evolution in number of contracts, male and female registrations, professional status and qualifications and the future labour market shows a good evolution. But also considering the previous economic crisis that have made all sport organization be cautious in order to not fall in the same errors if a new economic crisis is coming.

In terms of gender. Survey shows the difference between females working and males is still very big, so efforts must be done in this regard.

It is required more specialization, for the different types of occupations in the sport sector. In the case of Spain there is an over qualification, professionals are very well prepared and spend time in their status professionalization and education. Skills in other sectors that are bound to sport activities could be a good initiative, such as communication, marketing, economic or international knowledge. Many ideas are coming from those answer of respondents in how to improve the skills for a given occupation of the sector.



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8

REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS

In the context of ESSA Sport in Spain, the main consultation activity was launch in October 2017, when the project was presented in a national round table with the occasion of the 8^a Inclusive Sport Week. With the guidance and attendance of Mr. Stephen Studd, the round table was a success, attracting the interest of many stakeholders and creating a group: the ESSA sport Spanish group, defined from that moment, with the following persons and institutions:

NAME	INSTITUTION
Vicente Gómez Encinas	INEF-UPM
Stephen Studd	EOSE
Maria de los Ángeles Pérez	Subdirector General for Statistics and Studies General Technical Secretariat Ministry of Education, Culture and Sports.
Javier Pérez Tejero	Director CEDI - UPM
Mónica Aznar	Professional association COLEF, Universidad de Zaragoza
Jose Manuel Herrero	INCUAL
Ricardo Echeita	Deputy Director General of Sports Programs, Community of Madrid
María Casas Carmona	Madrid city hall
Nuria Mendoza	AEDAF- UCLM
Juan Carlos Rey Rico	ACES Europe
Alberto J. Izquierdo Fontecha	Municipal Sports Board of Alcobendas
Antonio Cabañas Rodrigo	Mercurio Sport Centre
María Nieves Estévez Sánchez	Sport management and networking Canary islands
Cristina Lopez de Subijana	INEF-UPM
Laura Jiménez Monteagudo	Universidad Católica de Valencia
Celia Garrote de las Heras	Investigadora CEDI - UPM

After that national round table, the efforts were focus in the preparation of the national consultation first, and secondly, the development of the desk research. Also, communication and services from the Spanish Statistical Office were provided. During August 2019 two external experts to UPM, were recruited to assess the final version of this report, previous to its submission to EOSE in late September 2019.



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9

**NATIONAL
CONCLUSIONS**







9. NATIONAL CONCLUSIONS

We organized the main conclusions of this Spanish Essa Sport report is structured in four different areas, as follows:





a) Main conclusions and priorities

1. To improve and excel this situation, the Spanish law on Sport, from 1990, must be urgently updated and applied. Also, the need of a right strategic sport national plan must be afford, leaded by the government (CSD) but in coordination with the autonomous communities.
2. Financing of federated sport depends mainly on the public grants, which have been decreased from 2011. Improving the governance of the sport organizations and the tax incentives is needed. Develop new financing ways, increase the volume of the public financing to the federated sport, innovation in sponsorship and empower the competitions (from grassroots level to elite sport).
3. Subventions and social integration: the good labour and promotion of the woman and sport for persons with disabilities bring Spain a good situation in this topics when comparing with other countries, but specific actions should be maintained and promoted in order to maintain this situation.
4. Social use of sport: there is a gap between the leisure and health oriented use of sport, which have increased significantly very much last years, from the federated sport (which has not increased at the same level). Related sport performance at international level, Spain has got great sport results in the last years, but still away from standards comparing to other countries (investment, athlete development, technical guidance, opportunities for competition, etc).
5. The importance of fitness in the Sport sector in Spain. It represents the 5th market in Europe today, a new tendency and a very strong economy sector. The number of small, medium and big fitness centres and fitness companies increased and that is due to the high demand of persons that practices sports and get associate to a fitness club.
6. The link between Sport and Health must be promoted. Sport habits of Spanish population are still below the EU average, but general population is more conscious of practicing sport as a tool of prevention pathologies or against the fight against sedentary, obesity (mainly in children) and other secondary complications related. Also, the recognition of the doctors and medical sector and the cooperation with the sport professionals has open a very important task in the use of sport to improve health.
7. Harmonization of the sector of the sport, in order to adequate frame the different professions related, is really needed at national level, not only at regional level. Difference between regions in this issue make very complex the coordination of the sector, and the definition of the different professions and occupations must be addresses and defined at national level. The future renewed law on Sport should address this situation.

b) Structure of the sports sector in Spain, sports regulation and financing

-  The sports sector in Spain has a strong public sector presence in its organization and development, and the public organization of sport is strongly decentralized with a distribution of competences between the three levels of administration, state, regional and local.
-  Both the state administration (Government) and the regional administration (Autonomous Communities) have legislative capacity on the regulation and promotion of sport, and there is extensive and varied legislation that regulates many areas related to sport and physical activity.
-  Despite the above, the private sector has developed and grown strongly in recent years in Spain, especially the development of the fitness sector that provides services related to physical activity and health to citizens.
-  There is a national body called the Higher Sports Council and under the Ministry of Culture and Sports responsible for the regulation of sport at the national level. At the level of Autonomous Communities, each community usually has a department that is assigned the powers related to sport at the regional level, while local administrations offer sports services to citizens and manage public sports facilities owned by them.
-  Legislative capacity around sport is distributed between the state government and the communities, and there is a national framework legislation (Sports Law of 1990) and there are also regional laws that regulate different aspects related to sport in their Autonomous Communities.
-  The public financing of the sport comes from the national, regional and local administrations, although the financing dedicated by the latter is much greater (2,170 million euros in 2017 compared to 143 in the state and 343 in the Autonomous Communities).

c) Relevance and characteristics of the sports sector for the economy and employment



-  The participation in physical and sports activities in Spain is currently around 53% of the population (participation in a sports activity in the last year) and has grown significantly in recent years according to the available data of the National Sports Surveys, being especially notable the intense growth in the case of the female population, which has caused the gender gap in sports practice to be reduced in Spain.
-  The sports sector is a relevant economic sector in Spain that accounts for 1% of GDP and 1.1% of global employment and is characterized by a high employment rate for others (89.4% in 2016), a high temporality (40%) and part-time hiring (41%), giving employment to the youngest population (16-24 and 25-34 years) and to a greater number of men than women (58 vs. 48%).
-  Within the sports sector in general, one of the areas that has been growing the most in recent years is the fitness area, which may be due to a greater interest of the population for physical activity in relation to health, changes demographic with a progressive aging of the population that demands another type of sport activity different from the traditional sport practice, as well as the arrival to the country of multiple international operators of the fitness sector, and the emergence of successful national operators. Within the European Union, the Spanish fitness sector is ranked 5th in the European Union by volume of income (behind only Germany, the United Kingdom, France and Italy) with an 8% share of the European market as a whole, with more 4650 clubs and 5,300,000 members in 2018.
-  The available data show a growth in the number of workers with higher education in recent years, which is close to half of the workers employed in the sector (46.9% in 2016). This can be

interpreted on the one hand as a possible qualification of the workforce in the sector or as a response to the increase in professionalization in the sector and the demand for more qualified professionals. In any case, the data is much higher than the European Union average (14 percentage points more).

- ✿ In recent years, the sports sector is growing according to the available statistical data, and professionalizing and evolving according to the opinion of the respondents, which implies a greater demand for professionals, as well as the need for greater qualification of them and a change in the competitions that are going to be demands.

d) Educational system and physical-sports training in Spain

- ✿ Physical Education in a compulsory subject in the Spanish Educational System throughout primary, compulsory secondary education and also the 1st year of the Baccalaureate (non-compulsory secondary education), globally comprising the age period between 6 and 17 years. There are differences in the time allocated to physical education in school curricula according to the Autonomous Communities, I feel this in general between 2 and 3 hours a week, although there is an increasingly strong movement that advocates the increase in physical education hours in school system.
- ✿ The training system related to physical and sports activities in Spain includes, with reference to the European Qualifications Framework levels ranging from 1 (operator) to 7 (doctorate), and is developed through teaching of sports special regime (associated with the sports modalities of the Spanish National Federations), vocational training of basic, middle and higher grades, and university training at its undergraduate (Bachelor) and postgraduate (master and doctorate) levels.
- ✿ The enrolment of students studying in training related to physical activity and sport has not stopped growing in recent years at all levels, which shows the interest in this training and work environment among the young population from the country.
- ✿ In Spain there is a system of recognition of non-formal training through a system of professional qualifications and certifications that includes the recognition of a total of 35 professional qualifications in the field of physical activity and sport.
- ✿ Contrary to those of the initial training, there is no well-formed system to offer a continuous and comprehensive training adapted to the demands of the sector, a fact confirmed by the respondents in this study that highlight the importance of this training to maintain up-to-date professional skills and difficulty in accessing that training, as well as deficiencies in the adequacy and quality of what is available. Likewise, the low availability of funds dedicated to financing this type of training and the high price of it are indicated. All this represents important barriers to the training update and professional development of workers in the sports sector.
- ✿ Deficits in the information available regarding the sports sector in Spain: there is insufficient information available in Spain regarding some aspects of economic growth and distribution of employment in the sports sector in Spain including:
- ✿ That part of the production of services and the creation of associated employment corresponds to the traditional sports sector (practice of sports modalities) compared to other physical and sports activities (such as the nature activities sector, the tourism sector and fitness).

-
-  Information on which part of the production of sports services is produced by unpaid staff (volunteers) and the economic relevance of this voluntary work (which economic value is contributing to the sector).
 -  Information on the existing employment in the sports sector by type of training (university, VET technician, special education, sports technician, etc.).



ESSA-SPORT

Improving the Supply of Skills to the Sector

10

**NATIONAL ACTION PLAN
AND
RECOMMENDATIONS**

10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

Thematic 1: National strategy and law				
Recommendation	Priority Action	Actors	Timeline	Measure of success
To design and apply an adequate legal and strategic framework for Spanish sport	To reform and update the law on sport (from 1990)	CSD / Ministry of Education, Culture and Sport	2 years	Approval of the new national law on Sport
	To coordinate and regulate the laws on sport professions along the country with the new law	CSD / Ministry of Education, Culture and Sport, Autonomous communities (AACC), professional associations	2 years	Harmonization of the AACC laws on sport with the national one
	To design and present a national strategic plan on sport	CSD/, sports federation	3 years	Inclusion in the agenda of CSD and official launch
	To promote physical activity oriented health to the population through governmental plans	Coordinated with the previous one, also with the leisure and fitness sector	3 years	Positive impact on Spanish sport habits survey

Thematic 2: Sport regulation and financing				
Recommendation	Priority Action	Actors	Timeline	Measure of success
To find and disseminate new fund which distributes the financial means for basic work in sport organisations, apart from local authorities. 'Basic work' means the minimum amount of work that is needed to sustain a sport organization and its responsibilities.	Establish fund, including board and members	CSD, sport organizations at AACC level and AACC	5 years	New distribution of funding
	Establish guidelines for "basic work" and specialist work	CSD, sport organizations at AACC level and AACC	5 years	Code of conduct
	Establish support of sport federations for the new distribution, focusing in sport initiation and promotion of health related activities	All the participating federations and other sport organizations that profit from these newly distributed funds.	5 years	Increased cooperation between sport federations, sport clubs and CSD.

Thematic 3: Sport sector in economy and employment				
Recommendation	Priority Action	Actors	Timeline	Measure of success
To better understand the sport sector to apply effective actions of stakeholders and policy makers	To encourage research on the impact of the sports sector on the economy and employment	CSD, universities, AACC, sport organizations	3 years	Call for research application and transfer to AACC and sport organizations. Better statistical data on sport sector
	To effectively use the public and private (especially) funding to promote the participation of the general population in physical activity and sports	Enterprises, CSD, AACC, sports organizations	3 years	Agreements and signed contracts, screening of the projects and justification
	To conduct prospective studies on the impact of the digitalization of the sector on its growth, its impact on employment and on training of qualified professionals.	Training providers	3 year	Application and transfer of these studies to the demands

Thematic 4: Educational system and sport				
Recommendation	Priority Action	Actors	Timeline	Measure of success
To continue research and data collection on employment in the Spanish and European sport sector	Establish partnerships based on research and knowledge gathering	CSD, EOSE, University and research centres, Spanish Sport organizations	2-5 years	Structural / periodical research reports on employment on Spanish and European level
To adequate the training possibilities to the sport sector demands and in line with professions and occupations in the sector	To offer a continuous and comprehensive training adapted to the demands of the sector	CSD, INCUAL, Universities, sport federations, fitness sector, educational system related to sport	2-5 years	Continuous assessment of the adequacy and pertinence of the training to the occupation and quality screening




































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