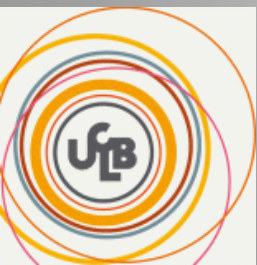


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SANTE
SPORT ACTION NETWORK OF EUROPE



**Which V.E.T. for the human
resources of European voluntary
sport organisations promoting
H.E.P.A.?**



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General statement of the session

« The *vocational education and training* (VET) *strategies* are implemented in the *HEPA sector* both at *national and European level* as ground for the development of *specific Life Long Learning strategies* and *shared occupational standards* ».

Specific entry:

“Identify the requirements for the qualification of effective professionals and volunteers in the coaching; health and fitness; physical education and sport management strands of the industry “

Which V.E.T. for the human resources of European voluntary sport organisations promoting H.E.P.A.?

- 1- European Union V.E.T. policy and its relation to sport**
- 2- Human resources in sport and their training/qualification in the European Union**
- 3- Which profiles for the human resources in HEPA organisations?**
- 4- Towards sport learning communities in voluntary HEPA organisations?**

1- European Union V.E.T. policy and its relation to sport

1.1 E.U. V.E.T. Policy: a radical change in educational policies/ideologies

Dominant view of education in Europe (since the 18th century)

- **Knowledge** is produced in dedicated places (labs) by specialists (researchers) and know how is logically derived from it
- **Education** is provided in separated and specific institutions at special ages with specialized procedures

E.U. VET/LLL conception of education(2000-2020)

- **Knowledge** development is a societal on going process...
- There are **several legitimate ways to learn** (informal/non formal/formal)
- They converge through a « **learning outcomes** expressed in competences» approach, common to all strands of education (general/VET)

1.2 Training providers in sport in the E.U. (vocasport 2004)

- **384 higher education** department/faculties related to sport in the E.U. providing graduates studies in sport sciences and related subjects (mainly level 6 to 8)
- **1830** training providers related to **federations or confederations** (dealing mainly at level 3 to 4)
- **133 business/professional related** training providers
- **109** providers related to **Ministries in charge of sport** (mainly level 4 and 5)

1.3 Characteristics of training programmes

Higher education

- Theoretical (referred to sciences)
- Full time in H.E. institution
- Long (several years)
- Academic training (lectures, readings)
- Sometimes far from the expectation of the field

Sport (con)federations

- Practical (based on field experience)
- Alternate/Dual
- Short (start with a weekend training)
- « Apprenticeship »
- Poorly innovative (mainly reproduce)

<u>1.4 Levels of qualification</u> (Euroseen, 2006)	<u>Estimated number of yearly</u> <u>“graduates”</u>
<i>Level 7 (tertiary “Master”)</i>	15 000
<i>Level 6 (tertiary “Bachelor”)</i>	70 000
<i>Level 5 (“post secondary”)</i>	15 000
<i>Level 4 (“upper secondary”)</i>	100 000
<i>Level 3 (“lower secondary”)</i>	150 000

1.5 Sport education in the E.U.

- **ENSSEE (1989)** and the coordination of « academic standards » in sport education
- **EOSE (1993)** and the production of social needs/job market information to lead sport training policies
- **The Alliance (2004)** to gather all stakeholders in charge of human resources development in the sport sector (employers, employees, training providers, the sport movement) (***sport as a pilot sector on EQF with computer, iron, car industries in 2005***)

2- Human resources in sport and their training/qualification in the E.U.

2.1 Main contributors to HEPA

Sport sector

- Professional sport
- Voluntary competitive sport organisations (sport federations and clubs)
- ***For profit sporting leisure organisations (fitness, outdoors...)***
- ***Voluntary sporting leisure organisations (sport for all...)***

Other sectors

- ***Education (Physical Education)***
- Local authorities (sport)
- Enterprises
- Army and other public administrations

2.2 Trends on human resources in voluntary sport organisations

- More and more paid personnel (60% increase in 10 years)
- Pressure on qualification/competences of volunteers (« professionalisation of the volunteers »)
- Difficulties in the leadership between elected volunteers and paid professionals (2 competing legitimacies: mandate/competences)
- Integration of paid personnel (« voluntarisation of professionals »)

2. 3 Data on human resources in the sport sector in E.U.

Regular sport participants (Eurobarometer 2010)	162 731 060 (40% of the population older than 15 years of the 27 E.U. countries.)
Volunteers in sport (Eurobarometer 2010)	28 497 932 (7% of the population older than 15 years of the 27 E.U. countries.)
Paid personnel as main activity (Vocasport 2004)	800 000 (0.20% of the population older than 15 years of the 27 E.U. countries 1% of the active population)

<u>2.4 Levels of qualification</u> (Euroseen, 2006)	<u>Estimated workforce total stock</u>	<u>Estimated workforce annual flow</u>	<u>Estimated number of yearly “graduates”</u>
<i>Level 7 (tertiary “Master”) and Level 6 (tertiary “Bachelor”)</i>	120 000	<i>30 000</i>	15 000 70 000 <i>T= 85 000</i>
<i>Level 5 (“post secondary”) and Level 4 (“upper secondary”)</i>	400 000	<i>100 000</i>	15 000 100 000 <i>T= 115 000</i>
<i>Level 3 (“lower secondary”)</i>	280 000	<i>70 000</i>	<i>T= 150 000</i>

3. Which profiles for the human resources in HEPA organisations?

3.1 « Mode of production » of HEPA

Voluntary associations

- Collectively defined goals
- Common sharing of activities (co-production)
- Active members

Commercial enterprises or public administrations/enterprises

- Shareholders/public authorities
- Professional producing services (to be sold or delivered)
- Consumers or users

3.2 A functional approach of training: the AEHESIS/ENSSEE six steps model

- (i) identification of a **professional area**;
- (ii) identification of corresponding standard **occupations**;
- (iii) **activities** for each of the occupations;
- (iv) **competences** corresponding to each activity;
- (v) **learning outcomes** (in terms of competences) students should have acquired for the relevant occupations;
- (vi) **curriculum** model a model of the programme contents for each occupation.

3.3 Key functions/occupations in HEPA organisations

- Manage/Direct/Organise (managers/leaders)
- Run administration(clerks)
- Instruct/Coach (instructors/coaches)
- Regulate (officials)
- Maintain facilities (maintenance worker)
- Accompany/attend (accompanying adult)

<u>3.4 Sports occupations in the sport sector</u> (Euroseen 2006)	<u>Maximum national rate</u>	<u>Minimum national rate</u>	<u>E.U. Average rate</u>
Managers	21.3% (UK)	05.6% (PT)	15 %
Instructors, coaches, leaders	52.1% (BE)	11.6% (FI)	35 %
Service and craft workers	80.5% (FI)	38.1%(BE)	50 %

4- Towards « sport learning communities » in voluntary HEPA organisations?

An example in the management area

4.1 Promote the “voluntary sport culture”

- Look at differences and complementarities of roles of/with other sport providers;
- Identify peculiarities of the «sport voluntary culture» : members sharing aims and resources;
- Make a clear difference between members, users and clients;
- Insist on individual and social benefits of that culture.

4.2. Recognise volunteering in sport

- Recognition through internal symbolic rewards (individual and collective);
- Recognition of benefits of volunteer involvement by the employers of volunteers.
- Recognition by an official «validation of informal learning» gained by the volunteers;

4.3 Promote sport volunteer “careers”

- Give more «time perspectives» to voluntary involvement («volunteers route»);
- Promote adapted training of volunteers;
- Develop regional, national and international «networks of sports volunteers»;
- Facilitate social and professional promotion of volunteers inside and outside sport.

4. 4 Improve the management/governance of voluntary sports organisations

- Promote «professionalisation of volunteers» (gaining competences) through informal and formal training;
- Control the recruitment of salaried people in sport organisations and their commitment to the culture of voluntary sport organisations;
- Train volunteers and paid staff to work efficiently with each other;

4.5 Promote sport organisations as “learning communities”

- Identify the specific knowledge and know how of sport organisations (the knowledge is within the organisation and is a common good)
- Formalise the specific knowledge and know how of sport organisations
- Share the specific knowledge and know how of sport organisations
- Update the specific knowledge and know how of sport organisations

4.6 Promote a “knowledge society culture” within the sport sector

- Support mutual information through a European web portal
- Support a data base of “good practice” ...
- Encourage sharing and formalisation of experiences
- Support VET in sports for volunteers and professionals;
- Develop systematic comparisons between national sports systems