



Increasing the Employability of NEETs by tackling the skills gap for the Sports Sector

A.3.3.1

Skill Gap Analysis in Catalonia

WP3 Research & Tools Development



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A. Introduction

The unemployment rate is one of the indicators most used to analyze the prosperity and economic situation of a country. Youth unemployment is often examined separately because it tends to be higher than unemployment in older age groups. This first report overviews the phenomenon of unemployed youth in the Spanish region of Catalonia, by focusing on those who have chosen an education pathway inside of the sport industry.

A1. Terminology

Youth According to the European Parliamentary Research Services, there is no clear definition of youth, across the different EU Member States. Statistics on youth refer to different age groups, mostly 15-24. This document considers a broader approach of young people in the age group 15-30.

NEET The term refers to young people not in employment, education, or training.

Literature classifies them into two major categories, Inactive NEETs, and Unemployed NEETs. Inactive NEETs refers to persons who are neither in employment, education nor training and not looking for work. On the other hand, Unemployed NEETs, refers to the number of people who are neither in employment, education nor training but actively seeking employment, and available to start work.

This study reports data on the combination of both Inactive and Unemployed NEETs.

A2. Overview

According to the International Labor Organization (ILO) in their 2019 global report “Young people not in employment, education or training”, in 2020, more than one in five (22.4 %) young people aged 15–24 in the world were neither in employment, education nor training (NEET). What is more, two out of every three of these NEETs (67.5%) were young women, who thus outnumber men two to one. Whereas one in seven (14.0 %) young men are NEET, for young women the figure is closer to one in three (31.2 %). Worldwide, figures have not changed significantly over the last decade, nor are they expected to improve in the next few years.

The EU members

Observing the youth unemployment rates in the EU member states, teenagers and those in their twenties who are fresh out of education do not find jobs right away, especially if the country's economy is experiencing difficulties. Additionally, youth unemployment tends to be higher in emerging markets than in industrialized nations. In the European Union and the euro area, unemployment in general has been on the rise since 2008, which is due to the economic crisis which caused bankruptcy and financial trouble for many employers, and thus led to considerable job loss, less job offerings, and consequently, to a rise of the unemployment rate.

Older workers are struggling to find new jobs despite their experience, and young graduates are struggling to find new jobs, because they have none. All in all, the number of unemployed people is projected to rise, this is not down to the economic crisis alone, but also the industrial automation of processes previously performed by workers, as well as rising population figures.

While the situation is extremely diverse across Member States, many European countries have seen their unemployment rates double or triple since the onset of the recession, which makes youth unemployment one of the greatest challenges faced by the continent.

A3. The labor market in Catalonia (Spain)

In June 2021, the seasonally adjusted youth unemployment rate of Spain was at 37.1 %, the highest of the EU, followed by Greece with a 30.4%. The Czech Republic had the lowest rate in Europe, with a rate of 7.1%.

Analyzing the youth unemployment rate in Spain in the third quarter of 2021, by autonomous community (2), the region of Catalonia, object of this study, is one of the less impacted with only 10.92%. On the opposite extreme, the Southern region of Ceuta, with a youth unemployment rate of 27.07%.

The situation of the labor market in Catalonia is becoming, over time, a complex and multifaceted reality that we must know how to read from all areas to be able to take measures, which, considering their level of complexity, may require a long time of implementation and a realistic vision.

The labor market is mainly governed by the law of supply and demand, from which companies or organizations are required to cover a job for which they generate a job offer. On the other hand, there are several potential workers who demand access to a job, so when there is a correlation between market supply and demand, it generates a new job.

Keep in mind the concept of the unemployed population and the unemployment rate. The unemployed population is understood as all those people of working age who are unemployed or unemployed. In the following graph, we see the trend in the unemployment rate and the unemployed population from 2001 to 2020.

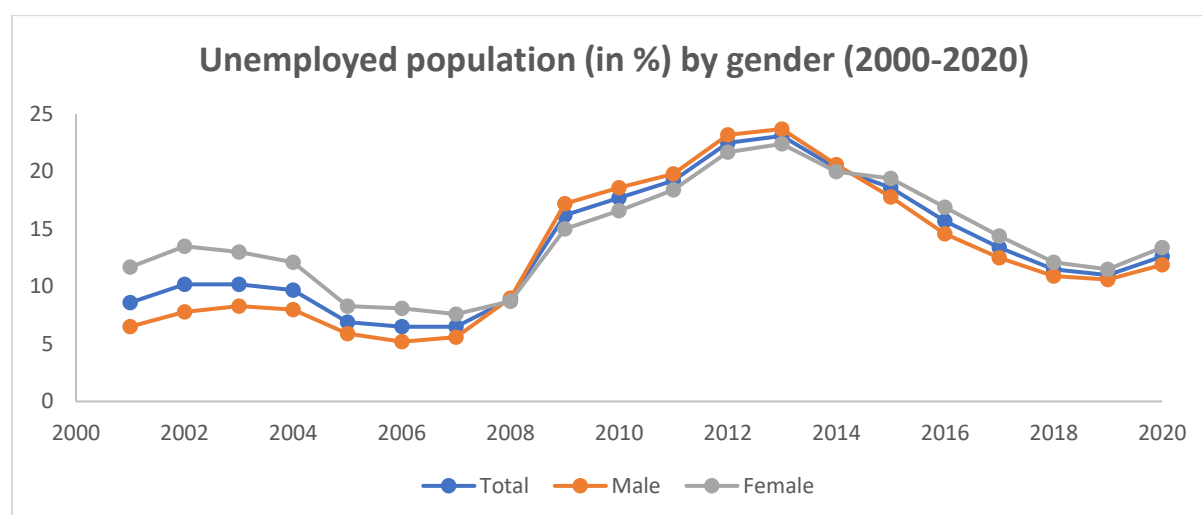


Figure 1 - Unemployed population (in %) by gender (2000-2020) - Source: Idescat

From 2008, due to the economic crisis that suffered, the numbers of unemployed people gradually climbed to 2013, where they hit a maximum of 23.1%. Since then, this situation has been decreasing until 2020, where, as can be seen in Enlightenment 1, it has started to grow again.

Such a high unemployment rate forced a large part of the working-age population to train to acquire the knowledge, aptitudes, and skills that the labor market required, which led to an increase in the qualified population, part of which managed to find work, leaving people without formal training in a complicated position and perpetuating this situation of chronic unemployment from which it is difficult to get out of it.

As Romero and Castro (2017) point out, structural unemployment is the economy's ability to reduce its unemployment rate without generating tensions in wages and prices that affect competitiveness and cool the economic cycle.

There is age segregation regarding the context of the labor market, that is, there is inequality between the occupational distributions of the different age groups, the crisis has increased this gap, adding inequality and loss of economic and welfare capacity of young people (Montero, 2017).

Montero's analysis (2017) is particularly interesting, when he explains that "segregation follows the same pattern as unemployment, as the training of young people increases, the negative effects of segregation decrease or even disappear. People with higher education have high levels of segregation, however this level of segregation of people with higher education, unlike people without training, segregates them positively, increasing the monetary and well-being benefits."

As we mentioned initially, this reality becomes complex and multifaceted, however all directions underpin the evidence that more qualified training, less unemployment and access to more qualified jobs, with higher remuneration and this helps to consolidate a welfare situation.

This situation must be understood as a whole, not only is it a casuistry that affects people with or without training individually, but it affects society, since they bring more wealth to society, the unemployment rate decreases and allows the cycle of our welfare society to continue.

The pandemic situation resulting from Covid-19 has also had an impact on the occupation of young Neets.

A4. The labor market in the sports field

As has happened in different professional fields, the world of sport, from different perspectives, has also highlighted the need to professionalize in all areas. To do so, laws and regulations have been developed that underpin, among other things, the specialization of sports professionals as well as their training and experience.

We understand that the changing market, which tends to specialize, requires trained professionals. The public administration has deployed over the years a set of regulations, which without entering debates on the importance or importance of market regulation through legal norms, have helped in the organization of sports professions.

There is a scientific debate about the results of becoming a generalist or specialist professional, there are voices that point to the importance of knowing and knowing a little about everything, and others that point to specialization as a key element for professional success. In the case of people with more responsibilities within organizations, it seems that there is consensus regarding the best conditions of CEOs with more general profiles (Custódio et al., 2013).

First, we find the *LEGISLATIVE DECREE 1/2000, of July 31, which approves the Single Text of the Sports Law* (2000), which is currently in force, which regulates the organization of sport in Catalonia. Secondly, The laws of the exercise of sports professions are *LAW 3/2008, of 23 April, on the exercise of sports professions* (2008) and *LAW 7/2015, of 14 May, amending Law 3/2008, on the exercise of sports professions* (2015).

This last law regulating the practice of sports professions classifies sports professions into four major areas: a) physical education teachers, b) professional sports monitors, c) sports coaches (referring to a specific sport) and d) sports directors. These four sports professions mostly include the specific professions of sport from a technical point of view, however there are many jobs and jobs that require knowledge and

experience in the world of sport that the law does not collect. This GAP between regulations and professional practice leads us to interesting debates and diverse opinions.

The regulations also include what kind of training workers must have to work in any of the four major sports professions included in the Law. The regulated training is as follows:

- Graduate in Physical Activity and Sport Sciences
- Graduate in Physical Education Teaching
- Senior Technician in Animation of Physical and Sports Activities (upper degree)
- Technician in Group Driving in the Natural Environment (intermediate degree)
- Sports technician in a specific sport modality (intermediate grade)
- Senior sports technician in a specific sport modality (upper degree)
- 1st level technician in a specific sport modality
- Introductory course to sports technician (CIATE)

On the other hand, the Ministry of Education and Vocational Training of the Spanish State, through INCUAL regulates the qualifications to practice different professions, among many others, regulates the professional family of physical and sports activities.

“Within the framework of the National Catalog of Professional Qualifications, the professional family of Physical and Sports Activities covers a wide range of activities grouped for study in three areas: a) Physical-sports and recreational activities, b) High performance sport and c) Prevention and recovery.

The professional family takes as a reference 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.

Sport is an emerging niche of occupation, as evidenced by the fact that in the last ten years employment in the sector in the European Union has grown by 60%, with more than one million employed in main activity and about two million in secondary activity. In addition, it can mobilize more than ten million volunteers” (Ministry of Education and Vocational Training, 2021).

INCUAL itself details three major classifications, firstly the National Classification of Occupations, which includes:

- 1501 Directors and managers of recreational, cultural and sports enterprises
- 2329 Teachers and teaching professionals not classified under other headings
- 3539 Artistic and sports representatives and other commercial service agents not classified under other headings
- 3721 Athletes and sportsmen and women
- 3722 Coaches and referees of sports activities
- 3723 Instructors of sports activities
- 3724 Sports and entertainment monitors
- 5220 Sellers in shops and warehouses
- 5992 Bather-lifeguard

Secondly, the National Classification of Economic Activities

- 8551 Sports and recreational education
- 9311 Management of sports facilities

- 9312 Activities of sports clubs
- 9313 Gym activities
- 9319 Other sports activities
- 9321 Amusement Park and theme park activities
- 9329 Other recreational and entertainment activities
- 9604 Physical maintenance activities

And finally, the qualifications, grouped into three levels, which can be found in the annex E.2 Family Ratings Physical and Sports Activity - Incual.

B. Analysis of the state of situation in Catalonia

The main goal of the Skills4Sports project is to map the existing NEET skills in the Mediterranean to allow the different participant partners to effectively establish the baselines by evaluating the skills on which NEET should be trained to increase their employability. Skill mapping will help to create a comparison of skills between geographical areas and a subsequent comparison of the skills required by the sports labor market. As a result, a work tool will be developed that will identify and correct the lack of certain skills and consequently to effectively establish the baselines by evaluating the skills on which NEET should be trained.

This study is carried out simultaneously in different regions, following the same methodology and requirements. So this compilation of reports is based on the analysis and conclusions of the young Neets in Catalonia.

B.1 Documentary collection and comparative table.

To map and analyze the different skills on which NEET should be trained to increase their employability ratio, data will be collected through different bibliographic sources that document the existing skills of NEET in Catalonia along the 3 reports in which the project is based. The different sources consulted will be systematically organized as a bibliographic archive of the project. A map of existing NEET competencies will be drawn up from the data extraction.

B.2 Report 1. Capturing the NEETs perceptions

Report 1 here presented focuses its attention on the youth participating in this study. A total number of thirty-eight surveys have been conducted targeting NEETs with a sports educational background in Catalonia.

The questionnaire addressed to the NEETs sample, contains a total of seven skills grouped under the title of: skills related to communication, information skills, skills in relation to assistance and care, those related to management, skills related to work with computers, manipulation of elements, and finally, construction-related skills.

Within each skill, there are different groups of variables where the respondents rate them as: a) low; b) medium and c) high, according to the degree of relevance they perceive in their immersion in the sports labor market. High values are represented in green on the graphics, in orange the medium values and in red the lowest ones.

B.2.1 Technical data of the analysis instrument

A stratified probabilistic sampling has been performed by convenience for the unknown universe. The strata have been for the highest level of studies completed, as shown in Table 1 - Neets survey strata by level of study - Source: Prepared by the authors.

Stratum	Level of Studies
A	CIATE (Introductory Course to Sport Technician)
B	1st technical level in sports in... (Sports modality)
C	Sports technician... (Sports modality) [Intermediate grade]
D	Senior sports technician ... (Sports modality) [Bachelor's degree]
E	Technical in conduction physical activities in the natural environment [Intermediate degree]
F	Senior technician in animation of physical and sports activities [Bachelor's degree]
G	Bachelor's degree in physical education teaching [University degree]
H	Bachelor's degree in physical activity and sport sciences [University degree]
I	Degree in Sports Management [University degree]
J	Master [Master's degree]
K	Doctoral program [University Doctorate]
L	Others

Table 1 - Neets survey strata by level of study - Source: Prepared by the authors

Reliability index: (Pending on the last results - Final submission)

Distribution method: The surveys have been sent to the target population, that is, young people (under thirty years of age) who have training in the field of sport, living in Catalonia, and who currently do not have a job or are studying. Direct contacts have been made with schools and training organizations at the different levels identified in the introduction, with the aim of reaching the maximum number of young Neets in the sports sector. The reception of the school leaders has been very positive and has ensured a high number of quality responses. These have been distributed by email and through different social networks (Twitter and LinkedIn).

It is not possible to establish a ratio (surveys sent vs. Surveys received), since surveys were openly published through the distribution media channels previously described.

B.2.2 Survey questions

The NEETs survey has been prepared by the project management and consists of three main areas. Regarding identification and classification (area 2) we have taken the license to incorporate some dimensions to refine and be able to make a more thorough analysis of the answers, which will allow us to tabulate and segregate the results.

Those questions that have been added to the questionnaire are marked with an asterisk (*). Below are the survey blocks, the complete survey can be found in the annex E.3 Survey Neets.

1. Informed acceptance and consent
2. Identification and classification
3. Skills

B.2.3 General results

A total of 38 responses were obtained. The average year of birth of the respondents was 1994 (28 years of age). The year of completion of the average studies was 2019.

The following figure shows the predominance of male gender responses, with an 82% over the 18% of female responses.

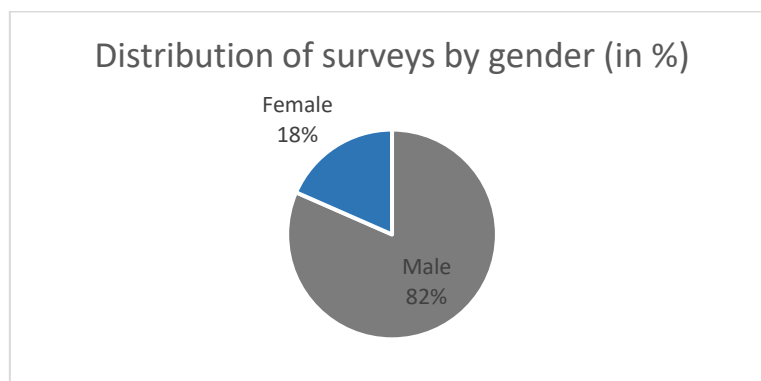


Figure 2 - Distribution of surveys by gender - Source: Prepared by the authors

The following table indicates the gender representation according to the maximum level of studies completed in relation to the total number of respondents, expressed with percentages.

Maximum level of studies completed	Female	Male	Total
CIATE (Introductory Course to Sport Technician)	0%	5%	5%
Sports technician... (Sports modality) [Intermediate grade]	0%	5%	5%
Senior technician in animation of physical and sports activities [Bachelor's degree]	5%	29%	34%
Degree in Sports Management [University degree]	0%	11%	11%
Bachelor's degree in physical activity and sport sciences [University degree]	5%	13%	18%
Master [Master's degree]	8%	16%	24%
Doctoral program [University Doctorate]	0%	3%	3%
Total	18%	82%	100%

Table 2 - Maximum level of studies completed by gender on the total sample - Source: Prepared by the authors

Regarding the level of studies of the sample, most of the participants have carried out technician level of sport studies (39% of the sample), on a second level, we find young people with master's degree studies (24%) and finally, a minority with bachelor's degrees in physical activity and sport sciences (18%).

Descriptive statistics are used for this study.

B.2.4 Application-specific results

Before delving into the specific application results, it should be noted that findings here represented (report 1) only consider the data extracted from the survey addressed to the sample population of Neets.

Report 2 will deliver data about the skills and competences that the sports industry perceives young workers should have to enter and match the market and finally, report 3, will cross information between reports 1 and 2 to arrive at the final conclusions of the study.

B.2.4.1 Communication skills

Skills related to communication appear rated by the NEETs as some of the most important dimensions of the survey (green and yellow colors).

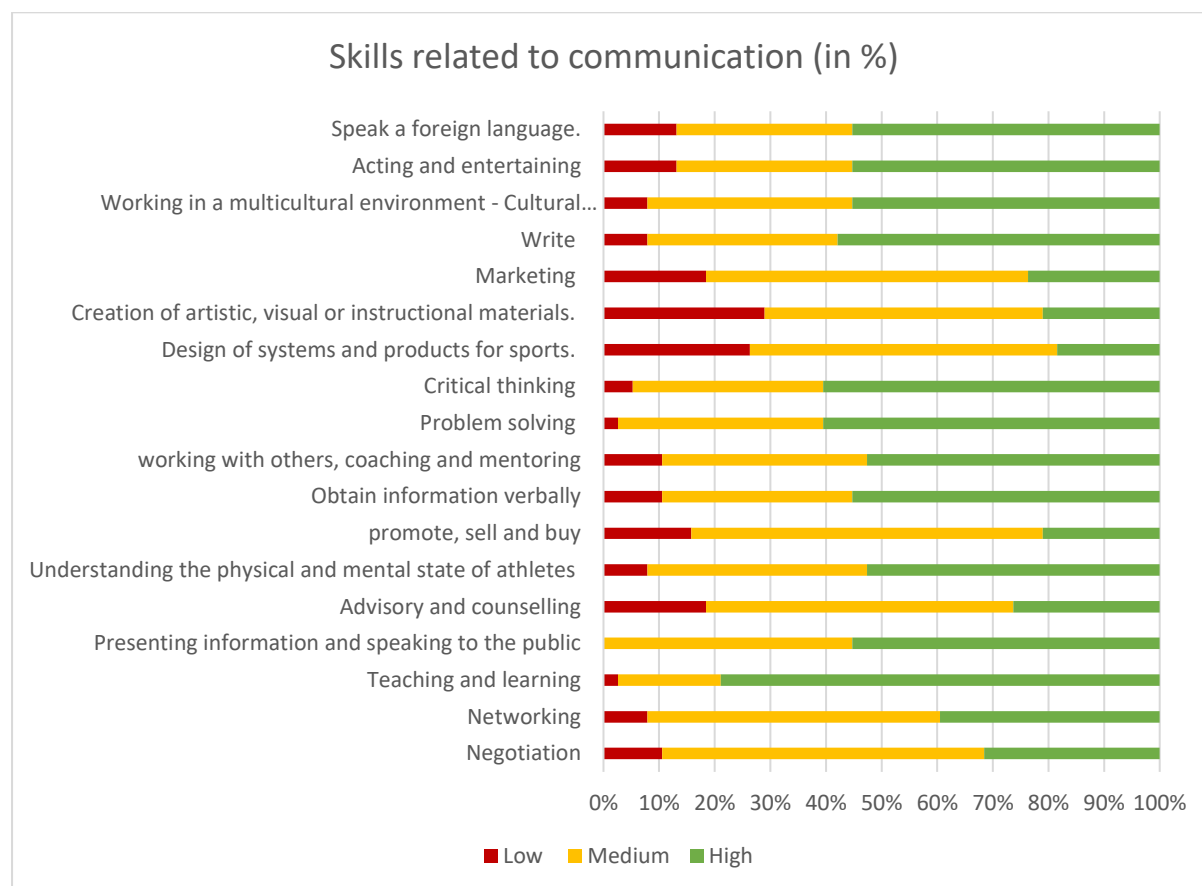


Figure 3 - Skills related to communication - Source: Prepared by the authors

Observing the results, it is worth highlighting the low level that "promoting, selling and buying" has scored, as well as the variables "creation of artistic, visual or instructive materials" and "design of systems and products for sport".

On the opposite extreme, point out the perceived high value of "teach and learn" followed by "problem solving" and "critical thinking".

B.2.4.2 Information skills

The second block of skills were the one related with “information” and had a general perception of medium importance compared to the rest of those presented in the survey.

As noted in the figure below, respondents highlighted as relatively important those variables linked to the skills of "Information processing" and "Documentation and collection of information". Both referred to general abilities. On the other hand, very specific skills linked to "Conducting studies, research and tests", "Knowledge of nutrition" and "Deep knowledge of legislation" have been the least valued by the sample.

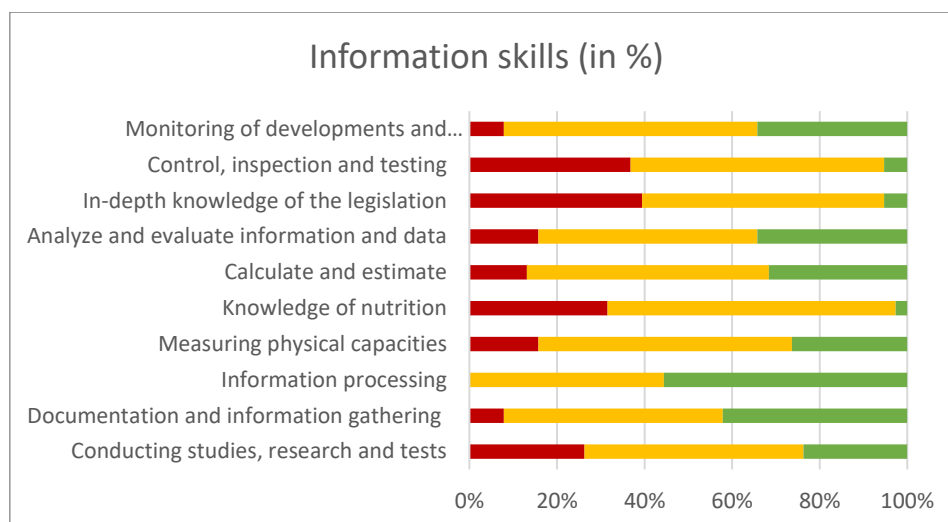


Figure 4 - Skills related to information - Source: Prepared by the authors

B.2.4.3 Skills related to the protection and care of others.

Within these health care related skills, results in Figure 6 show three abilities perceived as very significant in the professional sports field; number one is to "give advice", linked to educational aspects of prevention, the ability of "protection", and finally, a curious highlighted parameter such as "prepare and serve food and drinks".

On the purely, participants perceive as an insignificant skill with almost 40% of votes the skill of “Provide health care or medical treatment”, probably because the wording denotes training and knowledge beyond the purely sports educational knowledge. In that regard, it is not surprising that the second-lowest parameter is precisely "Knowledge of human anatomy and physiology".

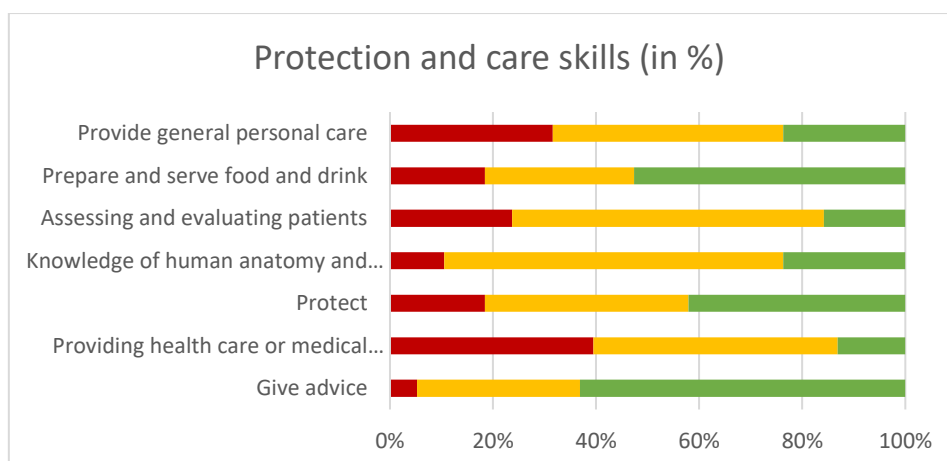


Figure 5 - Protection and care skills - Source: Prepared by the authors

B.2.4.4 Skills in relation to management

As clearly shown by the data collected in Figure 7, the management-related skill set is highly valued by the NEETs participating in the study.

Almost all management-related skills exceed 50 % in green, so they are perceived as important skills. The exception given by the variables "Carrying out administrative tasks" followed by "Developing objectives and strategies" that are perceived mostly as of medium importance and tasks of the departments and of HR such as "Personal Monitoring", "Recruiting and Hiring", which receive the lowest scores (red).

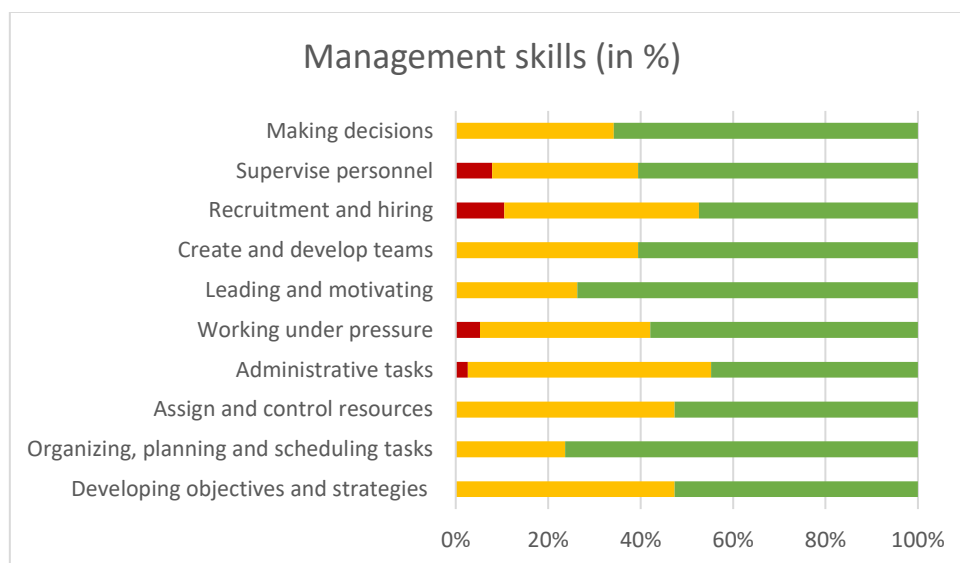


Figure 6 - Management skills - Source: Prepared by the authors

B.2.4.5 Skills in relation to management Skills in relation to working with computers

The skill set linked to technology and computer science presents very varied results, with opinions in both extremes. The higher ranked variables were abilities related to “Social Media” “On-line operations” and “Basic computer related skills”. On the other extreme, we find that “Artificial intelligence”, or “Programming” were not perceived as important skills for the participants of the study. A large percentage of skills were ranked in the middle positions in this category, as the following figure shows.

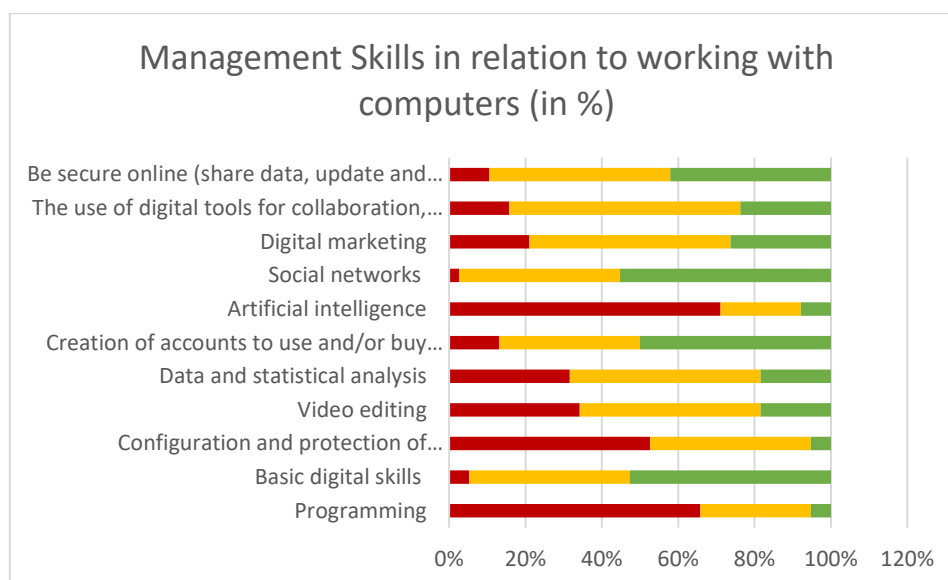


Figure 7 - Management Skills in relation to working with computers - Source: Prepared by the authors

B.2.4.6 Skills related to the manipulation and displacement of elements

The following skill block is linked to the manipulation and displacement of elements, where we find prominent variables at both ends, as the next figure indicates.

On the one hand, tasks perceived as unimportant include skills linked to "the repair of mechanical equipment" (typical of the sports maintenance area) and the "handling and elimination of waste and hazardous materials of sports spaces" that are usually carried out by specialized companies.

On the other hand, those best rated variables refer to “driving vehicles” or “lift and moving objects” together with basic aspects related to “Cleaning” and “Storing materials”.

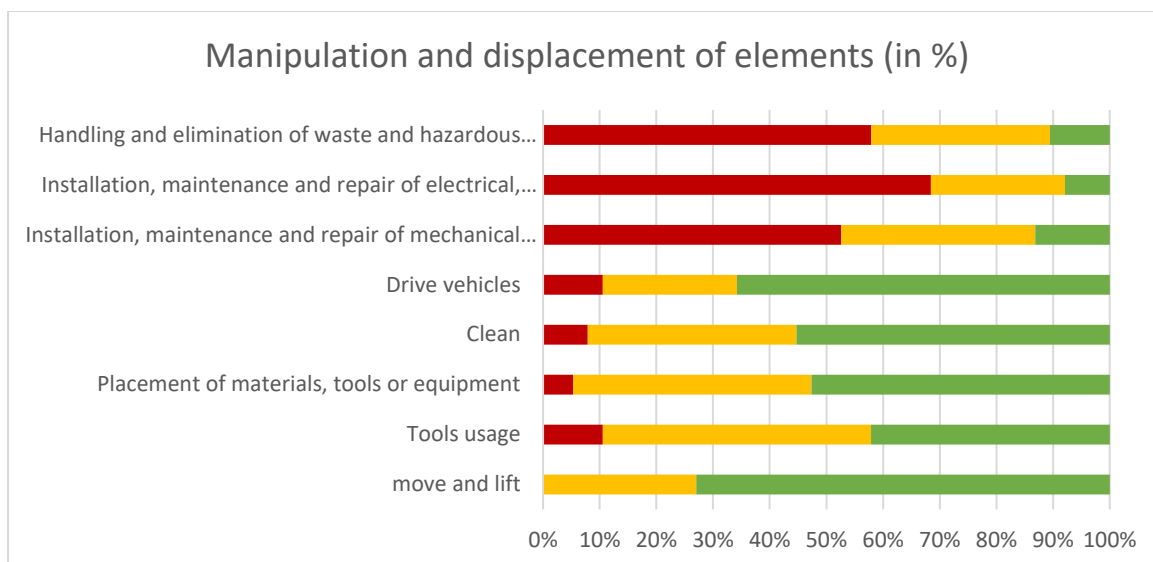


Figure 8 - Manipulation and displacement of elements skills - Source: Prepared by the authors

B.2.4.7 Construction and repair skills

The last block of skills of the questionnaire to the NEETs is related to aspects of the construction and repair of sports facilities, usually related to the sports maintenance department.

As expected, most of the results, reflected in the figure below, show a low score (interest or perception of its importance) in both aspects, in terms of the "installation of interior and exterior infrastructures" and on the "construction and repair of sports infrastructures".

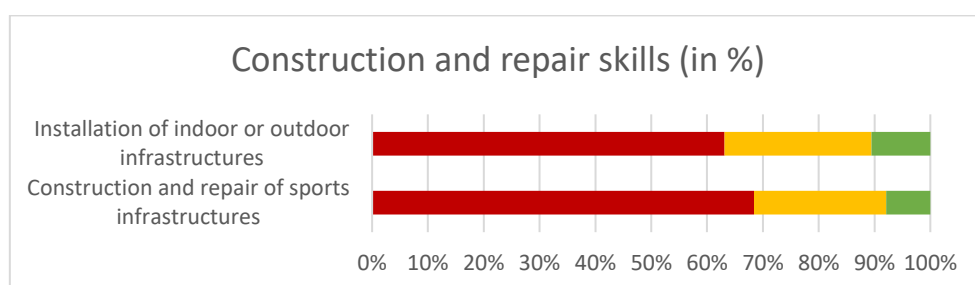


Figure 9 - Construction and repair skills - Source: Prepared by the authors

C. Conclusions

Conclusions of Report 1 are related to the NEETs population of the Study (N=38).

These conclusions have helped to comprehend the typology of participants at the region of Catalonia (age, gender, level of studies), channels of participation to the study and main perceived skills as regards their future options to be part of the sport labor market.

Conclusions on the state of the art

1. Age

As previously presented, the average year of birth of the respondents was 1994 (28 years of age). The literature shows that young people tend to be considered to be between 15 and 24 years of age (*Effectiveness of Policy Measures to Increase the Employment Participation of Young People*, s.d.; *EU*, s.d.; *Young People and NEETs in Europe: First Findings*, s.d.) and that it refers to persons aged 15-24 years, the sample of NEETs in the region of Catalonia is slightly older.

2. Level of studies

Analyzing the level of studies of the total sample of NEETS participating in this study 1, it is noticeable the high level of academic preparation the vast majority have (62% have finished either degrees, masters, or doctoral studies in sports). On the other hand, it is very important to highlight that the Higher level of Sports Technician, with 28% of participants, is the most frequent level of sport's studies of the total sample.

The fact that the sport industry is highly regulated in terms of training and access to market pathways for both the Catalan and Spanish government, might be one of the reasons to attach a significant number of young people to the industry. Also, the practicality and specificity of the technical studies, factors to conduct youth in the Catalan sports industry.

Observing that the year of completion of the studies was 2019, we are in front of a Covid19 NEETs generation with an important challenge in front of them, due to the high restrictions that Catalonia has adopted on regards the pandemic and the sports industry and its consequent job destruction.

3. Gender

The macro results showed a clear predominance of male gender responses, with an 86% over the 14% of female responses. The data sampling method used in this study responded to stratified sampling, where subjects were chosen based on one or two common factors (Sport training NEETs under 30 years old based in Catalonia), and the total sample is used to extract data and conclusions. Not being gender one of the inducted factors to collect participants, the conclusions on regards to this study are therefore clear.

4. Interest and channels of participation in the study

The total sample of 38 NEETs participating in the study was relatively easy to reach due to the use of social media such as LinkedIn and Twitter. In less than 10 days the sample was reached, and questionnaires were received. In that regard, we must acknowledge the correlation between active use of technology and the profile of participants requested to conduct this study. Also, the potential exclusion of the less technological and social media NEETs users.

NEETs in the region of Catalonia are active in employment search opportunities and proactive in participating in a study that might impact their future.

Conclusions on the results of the survey



1. Management

Considering the seven main skills of the survey, the sample of NEETs highly valued the Management category with a superior level of high scorer than the rest of them.

Sport management is a young Degree in Catalonia and an important pathway on the bachelor's degree in Physical Education and Sport Sciences, the oldest and better reputed level of studies for young people aiming to become sport professionals in this region. There is also a master's degree exclusively dedicated to the field of management. It is consequently expected that participants highlighted the skill as one of the most significant ones to enter the current and future sports market.

2. Communication

The display of skills under the umbrella of the Communication category were also highly valued and specially skills related with passing knowledge "Learning and Education", "Critical Thinking" and "Problem-solving capacity", all of them perceived as very critical.

Those skills are as broad as the sport industry itself. The continuous training it is very common in the industry and well perceived. To update your knowledge and to complement it is part of the pathway to improve your CV and, therefore, opportunities to enter or to scale the labor market.

Critical thinking and problem-solving capacity are also inherent to the characteristics of the sports industry, where professionals need to drive and work with groups and individuals by providing high quality services. Working outdoors, in events, with different groups of the population requires the need to adopt good and fast solutions.

The capacity of expression (verbal and written) also becomes crucial for the development of the different tasks, according to the NEETs and is highly connected with the Communication main skill.

3. Technical skills

Some skills related to technical aspects such as storing, cleaning, driving vehicles, maintenance or repairs were highly ranked by a part of the total NEETs population and at the same time very low ranked by the rest. As explained before, the large diversity of studies and professional pathways of the sports industry simply cannot compare the skills required for a snow instructor (sports technician) to a person working as a physical education teacher in a school or another simply creating and delivering sport events.

4. Technological skills

As previously described, most of the NEET's sample was reached using social media and therefore, while analyzing their perceived top skills on the technological field, there is a correlation between skills as "Social Media", "On-line operations" and "Basic *ofimatic* skills" being the three better ranked.

Therefore, we cannot be certain of the validity of these results if the questionnaires had been distributed through non-technological related channels, such as face to face or postal mail.

Other conclusions

1. Appendix to the survey.

The questionnaire presented some comprehensive difficulties with the tasks inside each group of categories or skills. A future appendix with a small explanation of each skill would be helpful to ensure that participants answer with full knowledge of the content.

2. Survey composition.

The survey is formed by 10 main categories of skills and inside them variables of each one of them. Acknowledging the different typologies, level of studies and sport pathways that the NETTs participating in Catalonia presented, we consider that the study should have brought more richness if the categories had been specifically related to the pathways that every level of study offers.

Technical studies differ highly from bachelor's degrees or master studies, for example.

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E. Appendix

E.1 Unemployed population and unemployment rate by sex (%)

Year	Total	Male	Female
2020	12,6	11,9	13,4
2019	11	10,6	11,5
2018	11,5	10,9	12,1
2017	13,4	12,5	14,4
2016	15,7	14,6	16,9
2015	18,6	17,8	19,4
2014	20,3	20,6	20
2013	23,1	23,7	22,4
2012	22,5	23,2	21,7
2011	19,2	19,8	18,4
2010	17,7	18,6	16,6
2009	16,2	17,2	15
2008	8,9	9	8,7
2007	6,5	5,6	7,6
2006	6,5	5,2	8,1
2005	6,9	5,9	8,3
2004	9,7	8	12,1
2003	10,2	8,3	13
2002	10,2	7,8	13,5
2001	8,6	6,5	11,7

Table 3 - Unemployed population and unemployment rate by sex - Source: Indescat (2020)

E.2 Qualifications family Physical Activity and Sport – Incual (in Spanish)

- Nivell 1:
 - AFD500_1 - Operaciones auxiliares en la organización de actividades y funcionamiento de instalaciones Deportivas
- Nivell 2:
 - AFD096_2 - Socorrismo en instalaciones acuáticas
 - AFD159_2 - Guía por itinerarios de baja y media montaña
 - AFD160_2 - Guía por itinerarios en bicicleta
 - AFD161_2 - Guía en aguas bravas
 - AFD338_2 - Guía por barrancos secos o acuáticos
 - AFD339_2 - Guía por itinerarios ecuestres en el medio natural
 - AFD340_2 - Socorrismo en espacios acuáticos naturales
 - AFD501_2 - Balizamiento de pistas, señalización y socorrismo en espacios esquiables
 - AFD502_2 - Conducción subacuática e iniciación en buceo deportivo
 - AFD503_2 - Guía de espeleología
 - AFD504_2 - Iniciación deportiva en espeleología
 - AFD505_2 - Iniciación deportiva en hípica y ecuestre
 - AFD506_2 - Iniciación deportiva en natación y sus especialidades
 - AFD507_2 - Iniciación deportiva en vela con embarcaciones de aparejo libre y fijo
 - AFD508_2 - Iniciación y promoción deportiva en judo y defensa personal
 - AFD538_2 - Iniciación deportiva en la modalidad de salvamento y socorrismo en instalaciones acuáticas
 - AFD612_2 - Iniciación deportiva en esgrima
 - AFD613_2 - Iniciación deportiva en golf
 - AFD614_2 - Iniciación deportiva en piragüismo
 - AFD615_2 - Iniciación deportiva en tenis
 - AFD663_2 - Iniciación deportiva en karate
 - AFD664_2 - Iniciación deportiva en rugby
 - AFD665_2 - Iniciación deportiva en taekwondo
 - AFD672_2 - Dinamización de actividades recreativas en parques de aventuras en altura
 - AFD673_2 - Iniciación deportiva en atletismo
 - AFD674_2 - Iniciación deportiva en balonmano
 - AFD698_2 - Iniciación deportiva en baloncesto
 - AFD699_2 - Iniciación deportiva en escalada
- Nivel 3:
 - AFD097_3 - Acondicionamiento físico en sala de entrenamiento polivalente
 - AFD162_3 - Acondicionamiento físico en grupo con soporte musical
 - AFD341_3 - Actividades de natación
 - AFD509_3 - Animación físico-deportiva y recreativa
 - AFD510_3 - Animación físico-deportiva y recreativa para personas con discapacidad
 - AFD511_3 - Fitness acuático e hidrocinésia
 - AFD539_3 - Coordinación de servicios de socorrismo en instalaciones y espacios naturales acuáticos
 - AFD616_3 - Instrucción en yoga

E.3 NEET's survey (in Catalan)

1. Acceptació i consentiment informat

Descripció: Des del clúster Indescat i la Universitat Ramon Llull (Centre Blanquerna) estem duent a terme una investigació sobre les competències i habilitats de les persones joves que han acabat la seva etapa formativa en l'àmbit de l'esport i no tenen feina. Aquesta investigació s'emmarca dins del projecte internacional "Skills4Sports" vinculat a un Erasmus+. Concretament, et volem demanar la teva col·laboració responant una breu enquesta per estudiar de les competències en el sector esportiu a Catalunya. El tractament de les dades serà totalment anònim. Per participar en l'estudi, cal complir ser major d'edat, haver realitzat algun tipus de formació reglada en l'àmbit de l'esport i no tenir feina actualment. Les teves respostes seran tractades de manera confidencial i seran utilitzades únicament per a finalitats d'aquesta investigació. El temps estimat per respondre és de 10 minuts aproximadament. Gràcies per participar. Si tens qualsevol dubte, pots adreçar-te per correu electrònic i estarem encantats de respondre el teu missatge (sergice2@blanquerna.url.edu)

2. Identificació i classificació

Declaració: Soc major d'edat i participo en aquesta recerca de manera voluntària. He estat informat sobre l'objectiu de la recerca i la confidencialitat de les dades. Puc abandonar la recerca en qualsevol moment, quedant automàticament eliminada la meua informació de la base de dades. En cas de no acceptar les condicions, finalitzi la seva participació en aquest moment. La participació en l'estudi és voluntària i confidencial, de manera que pot abandonar-se en qualsevol moment. Les dades dels participants seran confidencials i utilitzats només a l'efecte d'aquesta recerca. Les dades seran tractades segons el Reial decret 1720/2007, pel qual s'aprova el Reglament del desenvolupament de la Llei orgànica de Protecció de Dades Personals (15/1999).

Acceptació: *Accepto / No accepto*

Persona individual o organització: *Persona individual / Represento a una organització¹*

Any de naixement*:

Gènere*:

Estudis finalitzats*: *CLATE (Curs d'Iniciació a Tècnic/a d'Esport) / 1r nivell tècnic/a esportiu en... (modalitat esportiva) / Tècnic esportiu ... (modalitat esportiva) [Grau mig] / Tècnic esportiu superior ... (modalitat esportiva) [Grau superior] / Tècnic en conducció d'activitats físiques al medi natural [Grau mig] / Tècnic superior en animació d'activitats físiques i esportives [Grau superior] / Grau/licenciatura en magisteri d'educació física [Grau universitari] / Grau/licenciatura en ciències de l'activitat física i l'esport [Grau universitari] / Grau en gestió esportiva [Grau universitari] / Màster [Màster universitari] / Programa de doctorat [Doctorat universitari].*

Any de finalització del màxim nivell d'estudis assolit*:

En algun moment has compaginat els estudis amb alguna feina*?: *Sí, relacionada amb l'esport / Sí, d'altres àmbits / No.*

Municipi de residència*:

Quina és la teua preferència pel que fa als itineraris d'inserció laboral*: *Àmbit educació / àmbit gestió / Educació extraescolar / Entrenament / Recreació, animació i turisme / Manteniment i Salut / Altres (detallar)*

¹ Persones que representen a organitzacions que agrupen col·lectius de Neets.

3. Habilitats

El teu nivell de competències en relació a la comunicació, col·laboració i creativitat (Alt / Mitjà / Baix): Negociació / Networking / Ensenyar i aprendre / Presentar informació i parlar amb públic / Assessorament i consultoria / Comprensió de l'estat físic i mental dels esportistes / Promoure, vendre i comprar / Obtenir informació verbalment / Treballar amb altres, coaching i mentoratge / Resolució de problemes / Pensament crític / Disseny de sistemes i productes per a l'esport / Creació de materials artístics, visuals o instructius / Màrqueting / Escriure / Treballar en un entorn multicultural - Comprensió cultural / Actuar i entretenir / Parlar alguna llengua estrangera.

El teu nivell de competències en relació en matèria d'informació (Alt / Mitjà / Baix): Realitzar estudis, investigacions i proves / Documentació i recollida d'informació / Processament d'informació / Mesurar capacitats físiques / Coneixement de nutrició / Calcular i estimar / Analitzar i avaluar la informació i les dades / Coneixement profund de la legislació / Control, inspecció i proves / Seguiment dels avenços i novetats en la seva àrea de coneixement.

El teu nivell de competències en relació les competències d'assistència i cura (Alt / Mitjà / Baix): Donar consell / Prestar assistència sanitària o tractaments mèdics / Protegir / Coneixement de l'anatomia humana i fisiologia / Avaluar i interpretar als pacients / Preparar i servir menjar i beguda / Proporcionar cures personals generals.

El teu nivell de competències en relació a les habilitats de gestió (Alt / Mitjà / Baix): Desenvolupant objectius i estratègies / Organitzar, planificar i programar les tasques / Assignar i controlar recursos / Realització de tasques administratives / Treballar sota pressió / Liderar i motivar / Crear i desenvolupar equips / Reclutar i contractar / Supervisar persones / Prendre decisions.

El teu nivell de competències en relació al treball amb ordinadors (Alt / Mitjà / Baix): Programar / Habilitats digitals bàsiques / Configuració i protecció dels sistemes informàtics / Edició de vídeo / Anàlisi de dades i estadístiques / Creació de comptes per usar i/o comprar en línia / Intel·ligència artificial / Xarxes socials / Màrqueting digital / La utilització d'eines digitals per a la col·laboració, creació de continguts i resolució de problemes / Estar segur en línia (compartir dades, actualitzar i mantenir contrasenyes...).

El teu nivell de competències en relació a la manipulació i desplaçament d'elements (Alt / Mitjà / Baix): Moure i aixecar / Utilitzar eines / Col·locació de materials, eines o equips / Netejar / Conduir vehicles / Instal·lació, manteniment i reparació d'equips mecànics / Instal·lació, manteniment i reparació d'equips elèctrics, electrònics i de precisió / Manipulació i eliminació de residus i materials perillosos dels espais esportius.

El teu nivell de competències en relació a la construcció (Alt / Mitjà / Baix): Construcció i reparació d'infraestructures esportives / Instal·lació d'infraestructures interiors o exteriors.



Increasing the Employability of NEETs by tackling the skills gap for the Sports Sector

A.3.3.1

Skill Gap Analysis in Catalonia

WP3 Research & Tools Development



The project is funded by the EU under the
ENI CBC Med Programme

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The 2014-2020 ENI CBC Mediterranean Sea Basin Programme is a multilateral Cross-Border Cooperation (CBC) initiative funded by the European Neighbourhood Instrument (ENI). The Programme objective is to foster fair, equitable and sustainable economic, social and territorial development, which may advance cross-border integration and valorise participating countries' territories and values. The following 13 countries participate in the Programme: Cyprus, Egypt, France, Greece, Israel, Italy, Jordan, Lebanon, Malta, Palestine, Portugal, Spain, and Tunisia. The Managing Authority (MA) is the Autonomous Region of Sardinia (Italy). Official Programme languages are Arabic, English and French. For more information, please visit: www.enicbcmcd.eu

The European Union

The European Union is made up of 27 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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A. Introduction

The unemployment rate is one of the indicators most used to analyze the prosperity and economic situation of a country. Youth unemployment is often examined separately because it tends to be higher than unemployment in older age groups. This second report overviews the phenomenon of unemployed youth in the Spanish region of Catalonia, by focusing on those who have chosen an education pathway inside of the sport industry.

A1. Terminology

Youth According to the European Parliamentary Research Services, there is no clear definition of youth, across the different EU Member States. Statistics on youth refer to different age groups, mostly 15-24. This document considers a broader approach of young people in the age group 15-30.

NEET The term refers to young people not in employment, education, or training.

Literature classifies them into two major categories, Inactive NEETs, and Unemployed NEETs. Inactive NEETs refer to people who are neither in employment, education nor training and not looking for work. On the other hand, Unemployed NEETs, refers to the number of people who are neither in employment, education nor training but actively seeking employment, and available to start work.

This study reports data on the combination of both Inactive and Unemployed NEETs.

A2. Overview

According to the International Labor Organization (ILO) in their 2019 global report “Young people not in employment, education or training”, in 2020, more than one in five (22.4 %) young people aged 15–24 in the world were neither in employment, education nor training (NEET). What is more, two out of every three of these NEETs (67.5%) were young women, who thus outnumber men two to one. Whereas one in seven (14.0 %) young men are NEET, for young women the figure is closer to one in three (31.2 %). Worldwide, figures have not changed significantly over the last decade, nor are they expected to improve in the next few years.

The EU members

Observing the youth unemployment rates in the EU member states, teenagers and those in their twenties who are fresh out of education do not find jobs right away, especially if the country's economy is experiencing difficulties. Additionally, youth unemployment tends to be higher in emerging markets than in industrialized nations. In the European Union and the euro area, unemployment in general has been on the rise since 2008, which is due to the economic crisis which caused bankruptcy and financial trouble for many employers, and thus led to considerable job loss, less job offerings, and consequently, to a rise of the unemployment rate.

Older workers are struggling to find new jobs despite their experience, and young graduates are struggling to find new jobs, because they have none. All in all, the number of unemployed people is projected to rise, this is not down to the economic crisis alone, but also the industrial automation of processes previously performed by workers, as well as rising population figures.

While the situation is extremely diverse across Member States, many European countries have seen their unemployment rates double or triple since the onset of the recession, which makes youth unemployment one of the greatest challenges faced by the continent.

A3. The labor market in Catalonia (Spain)

In June 2021, the seasonally adjusted youth unemployment rate of Spain was at 37.1 %, the highest of the EU, followed by Greece with a 30.4%. The Czech Republic had the lowest rate in Europe, with a rate of 7.1%.

Analyzing the youth unemployment rate in Spain in the third quarter of 2021, by autonomous community (2), the region of Catalonia, object of this study, is one of the less impacted with only 10.92%. On the opposite extreme, the Southern region of Ceuta, with a youth unemployment rate of 27.07%.

The situation of the labor market in Catalonia is becoming, over time, a complex and multifaceted reality that we must know how to read from all areas to be able to take measures, which, considering their level of complexity, may require a long time of implementation and a realistic vision.

The labor market is mainly governed by the law of supply and demand, from which companies or organizations are required to cover a job for which they generate a job offer. On the other hand, there are several potential workers who demand access to a job, so when there is a correlation between market supply and demand, it generates a new job.

Keep in mind the concept of the unemployed population and the unemployment rate. The unemployed population is understood as all those people of working age who are unemployed or unemployed. In the following graph, we see the trend in the unemployment rate and the unemployed population from 2001 to 2020.

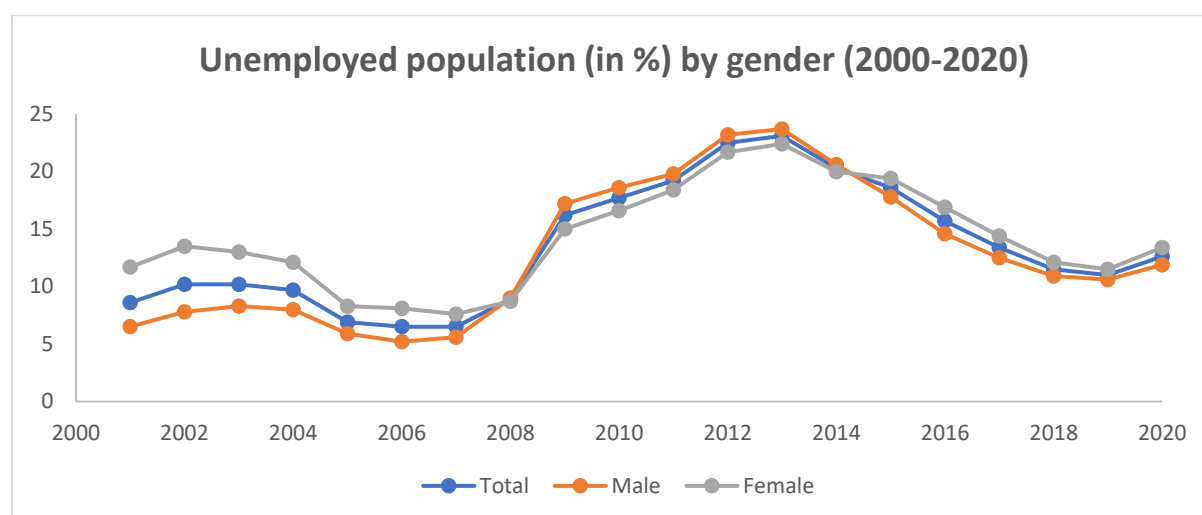


Figure 1 - Unemployed population (in %) by gender (2000-2020) - Source: Idescat

From 2008, due to the economic crisis that suffered, the numbers of unemployed people gradually climbed to 2013, where they hit a maximum of 23.1%. Since then, this situation has been decreasing until 2020, where, as can be seen in Enlightenment 1, it has started to grow again.

Such a high unemployment rate forced a large part of the working-age population to train to acquire the knowledge, aptitudes, and skills that the labor market required, which led to an increase in the qualified population, part of which managed to find work, leaving people without formal training in a complicated position and perpetuating this situation of chronic unemployment from which it is difficult to get out of it.

As Romero and Castro (2017) point out, structural unemployment is the economy's ability to reduce its unemployment rate without generating tensions in wages and prices that affect competitiveness and cool the economic cycle.

There is age segregation regarding the context of the labor market, that is, there is inequality between the occupational distributions of the different age groups, the crisis has increased this gap, adding inequality and loss of economic and welfare capacity of young people (Montero, 2017).

Montero's analysis (2017) is particularly interesting, when he explains that "segregation follows the same pattern as unemployment, as the training of young people increases, the negative effects of segregation decrease or even disappear. People with higher education have high levels of segregation, however this level of segregation of people with higher education, unlike people without training, segregates them positively, increasing the monetary and well-being benefits."

As we mentioned initially, this reality becomes complex and multifaceted, however all directions underpin the evidence that more qualified training, less unemployment and access to more qualified jobs, with higher remuneration and this helps to consolidate a welfare situation.

This situation must be understood as a whole, not only is it a casuistry that affects people with or without training individually, but it affects society, since they bring more wealth to society, the unemployment rate decreases and allows the cycle of our welfare society to continue.

The pandemic situation resulting from Covid-19 has also had an impact on the occupation of young NEETs.

A4. The labor market in the sports field

As has happened in different professional fields, the world of sport, from different perspectives, has also highlighted the need to professionalize in all areas. To do so, laws and regulations have been developed that underpin, among other things, the specialization of sports professionals as well as their training and experience.

We understand that the changing market, which tends to specialize, requires trained professionals. The public administration has deployed over the years a set of regulations, which without entering debates on the importance or importance of market regulation through legal norms, have helped in the organization of sports professions.

There is a scientific debate about the results of becoming a generalist or specialist professional, there are voices that point to the importance of knowing and knowing a little about everything, and others that point to specialization as a key element for professional success. In the case of people with more responsibilities within organizations, it seems that there is consensus regarding the best conditions of CEOs with more general profiles (Custódio et al., 2013).

First, we find the *LEGISLATIVE DECREE 1/2000, of July 31, which approves the Single Text of the Sports Law* (2000), which is currently in force, which regulates the organization of sport in Catalonia. Secondly, The laws of the exercise of sports professions are *LAW 3/2008, of 23 April, on the exercise of sports professions* (2008) and *LAW 7/2015, of 14 May, amending Law 3/2008, on the exercise of sports professions* (2015).

This last law regulating the practice of sports professions classifies sports professions into four major areas: a) physical education teachers, b) professional sports monitors, c) sports coaches (referring to a specific sport) and d) sports directors. These four sports professions mostly include the specific professions of sport from a technical point of view, however there are many jobs and jobs that require knowledge and

experience in the world of sport that the law does not collect. This GAP between regulations and professional practice leads us to interesting debates and diverse opinions.

The regulations also include what kind of training workers must have to work in any of the four major sports professions included in the Law. The regulated training is as follows:

- Graduate in Physical Activity and Sport Sciences
- Graduate in Physical Education Teaching
- Senior Technician in Animation of Physical and Sports Activities (upper degree)
- Technician in Group Driving in the Natural Environment (intermediate degree)
- Sports technician in a specific sport modality (intermediate grade)
- Senior sports technician in a specific sport modality (upper degree)
- 1st level technician in a specific sport modality
- Introductory course to sports technician (CIATE)

On the other hand, the Ministry of Education and Vocational Training of the Spanish State, through INCUAL regulates the qualifications to practice different professions, among many others, regulates the professional family of physical and sports activities.

“Within the framework of the National Catalog of Professional Qualifications, the professional family of Physical and Sports Activities covers a wide range of activities grouped for study in three areas: a) Physical-sports and recreational activities, b) High performance sport and c) Prevention and recovery.

The professional family takes as a reference 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.

Sport is an emerging niche of occupation, as evidenced by the fact that in the last ten years employment in the sector in the European Union has grown by 60%, with more than one million employed in main activity and about two million in secondary activity. In addition, it can mobilize more than ten million volunteers” (Ministry of Education and Vocational Training, 2021).

INCUAL itself details three major classifications, firstly the National Classification of Occupations, which includes:

- 1501 Directors and managers of recreational, cultural and sports enterprises
- 2329 Teachers and teaching professionals not classified under other headings
- 3539 Artistic and sports representatives and other commercial service agents not classified under other headings
- 3721 Athletes and sportsmen and women
- 3722 Coaches and referees of sports activities
- 3723 Instructors of sports activities
- 3724 Sports and entertainment monitors
- 5220 Sellers in shops and warehouses
- 5992 Bather-lifeguard

Secondly, the National Classification of Economic Activities

- 8551 Sports and recreational education
- 9311 Management of sports facilities

- 9312 Activities of sports clubs
- 9313 Gym activities
- 9319 Other sports activities
- 9321 Amusement Park and theme park activities
- 9329 Other recreational and entertainment activities
- 9604 Physical maintenance activities

And finally, the qualifications, grouped in three levels, which can be found in the annex E.2 Family Ratings Physical and Sports Activity - Incual.

B. Analysis of the state of situation in Catalonia

The main goal of the Skills4Sports project is to map the existing NEET skills in the Mediterranean to allow the different participant partners to effectively establish the baselines by evaluating the skills on which NEET should be trained to increase their employability. Skill mapping will help to create a comparison of skills between geographical areas and a subsequent comparison of the skills required by the sports labor market. As a result, a work tool will be developed that will identify and correct the lack of certain skills and consequently to effectively establish the baselines by evaluating the skills on which NEET should be trained.

This study is carried out simultaneously in different regions, following the same methodology and requirements. So this compilation of reports is based on the analysis and conclusions of the young Neets in Catalonia.

B.1 Documentary collection and comparative table.

To map and analyze the different skills on which NEET should be trained to increase their employability ratio, data will be collected through different bibliographic sources that document the existing skills of NEET in Catalonia along the 3 reports in which the project is based. The different sources consulted will be systematically organized as a bibliographic archive of the project. A map of existing NEET competencies will be drawn up from the data extraction.

B.2 Report 2. Skills according to the organizations

Report 2 here presented focuses its attention on the companies and organizations participating in this study. A total number of twenty-nine sport related companies based in Catalonia took part in the data collection through surveys, focus groups and in-depth interviews to gather information.

The questionnaires were the first research method. Addressed to the total number of sports companies and organizations through direct email. These questionnaires were predefined in the program.

The focus groups were conducted after the total number of questionnaires were received. Over the participants, 10 different companies and organizations participated in two different sessions of one hour and a half of discussion to collect qualitative data.

As a last step, two in-depth interviews were conducted to conclude the information gathering of Study 2. The participants of the two interviews were targeted representatives of two especially important sports associations and did not take part in the previous data collection.

A large number of the organizations that participated in the survey are part of the Catalan sports industry cluster (Indescat).

B.2.1 Survey

B.2.1.1 Technical data of the analysis instrument

Descriptive statistics are used for this study.

Distribution method: The surveys have been sent to the target population, that is, sport companies or organizations based in Catalonia with a different professional background as; sports agencies, city council sports departments, sport facilities management, eSports, sport events, sport tourism, and so on.

These have been distributed by email from the organization itself.

It is not possible to establish a ratio (surveys sent vs. Surveys received), since surveys were openly published through the distribution media channels previously described.

B.2.1.2 Survey questions

The complete questionnaire can be found in Annex 1. The questionnaire includes five large blocks.

1. The first block refers to the identification of the companies that answer the questionnaire.
2. The second block contains three open answer questions that aim to give respondents the chance to explain their points of views.
3. The third asks the respondent to classify the different skills, grouped by dimensions, according to their importance (high, medium, or low).
4. The fourth bloc refers to the qualities that aspiring candidates should have to work in their organizations, grouping the results according to whether the candidates already have the capacities or skills if they need to improve them or if they do not have them at all.
5. Ultimately, participants are asked to determine the qualities of their current employees, also graduating them according to the previous scale (if they have skills and abilities, if they need to improve them or if they do not have them).

B.2.1.3 General results

A total of 28 unique responses were obtained. Responses were classified according to the type of organizations that participated in the study.

In the first place we have the organizations whose main objective is the organization of sporting events with 25%. In second place, we find the companies that manage or organize sports facilities with 21%. In third place, sports products or services organizations, with 14% of the total, the list is made up of organizations involved in the sports tourism industry (11%), sports technology (7%), public administrations (4%), sports education (4%), sports entertainment (4%), consulting and management (4%) and finally organizations involved in other activities (7%).

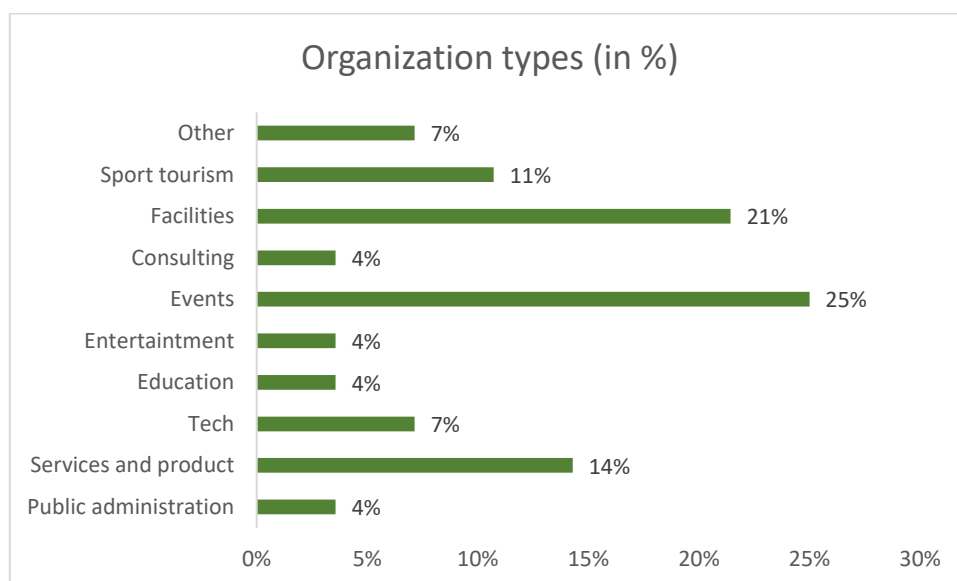


Figure 2 - Distribution of surveys by organization types - Source: Prepared by the authors

B.2.1.4 Application-specific results

Report 2 will deliver data about the skills and competences that the sports industry perceives young workers should have to enter and match the sports market and finally, report 3, will cross information between reports 1 and 2 to arrive at the final conclusions of the study.

B.2.1.4.1 Open response questions

This instrument had three open answer questions, these were:

1. When your company looks at the future, what kind of training is most valuable to improve its workforce?

The following are the responses from the different organizations:

- Lack of specialist knowledge staff in the maintenance of sports facilities.
- Engineering
- Grade higher studies or in their default higher degree formative cycle. Accompanied with notions of English and basic computing.
- Technical training related to developing technology
- Scientists and Data

- Vocational training, adapted to the current and future needs of the market.
- My customers' training
- License and Master
- Digital marketing
- New technologies
- University degree with project development and execution skills
- Sport and project management linked to digitalization of process or business, or digital marketing
- In terms of sporting tourism, training relating to the following aspects: management and optimization of facilities, commercial action with clubs, vindictive training for promotion and communication aspects and, in our case, languages
- Digital work and marketing processes
- Emotional intelligence, leadership, data analysis, strategic thinking, innovation methodology, neuromarketing, nutrition, health training methods, database management, etc.
- University Training / Master Specializing in Industry
- The organization and digitization of processes, and efficiency in cooperative management
- Multidisciplinary
- Higher Studies
- Sports Technicians
- Qualified technicians with degrees
- Coordination and Management

2. What are the causes of the difficulty filling vacancies of the company?

We are facing one of the questions that gives us the most general insight, which are the reasons perceived by the organizations for not finding qualified workers that match the requirements of the job.

The figure below shows how the lack of soft skills on the part of the candidates is the main obstacle, with 22%, followed by lack of qualifications (with 17%), in third position we are tied with lack of hard skills (15%) and lack of professional experience (15%).

If we consider that "lack of necessary qualification of candidates" includes soft and hard skills, and we add it to "Soft Skills" and "Hard Skills", we find that the main problem in relation to this issue is the lack of skills (hard and soft), with 53%.

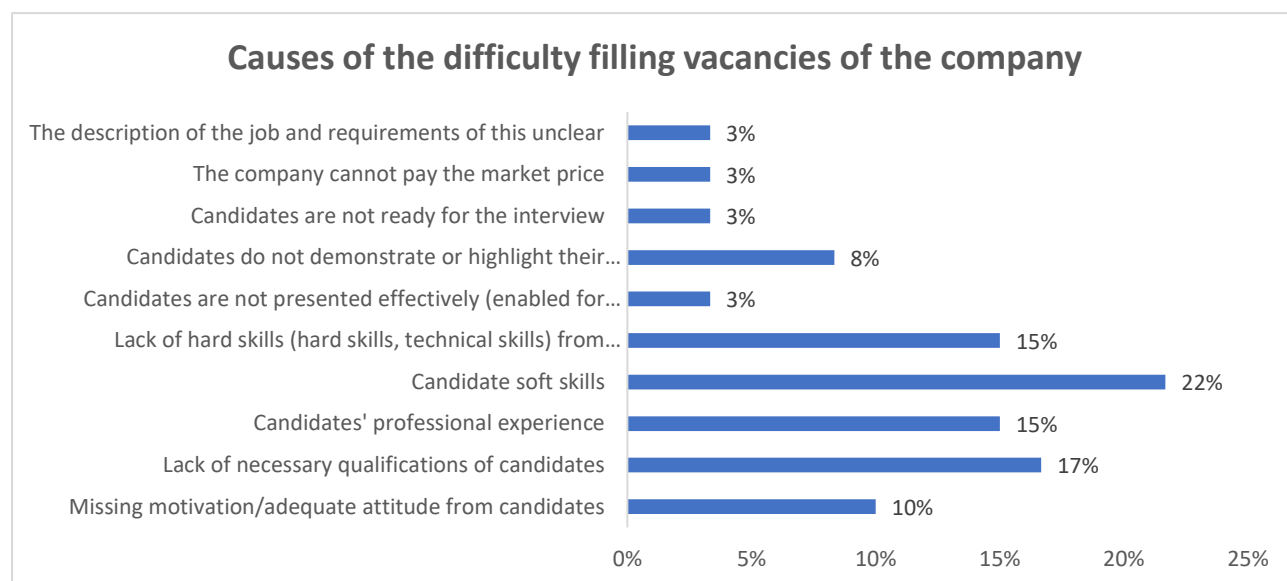


Figure 3 - Causes of the difficulty filling vacancies of the company - Source: Prepared by authors

3. What are the job positions with vacancies that are difficult to fill?

- Those most specialized
- Department head
- Customer service (online), commercial, marketing
- Sports Centers Management, Customer Attendance and Sales, Technical Matching
- Fitness Manager and Club Manager
- Full stack and data scientists
- I+D
- Jobs linked to developed technology
- SEO digital marketing and sales-oriented social media experts
- Sports Maintenance Officers
- Programmers
- Technology and human resources
- Web developer, production managers
- Account managers
- Most Speciated
- Executive tasks
- Service support area administration/direction/technics
- Aestheticists and monitors
- Team Head
- Medium technician in tourism
- Industrial cold maintenance operator
- Environmental monitors, sports technicians, cooks, cleaning staff
- Product specialists as very specific and timber industry professionals
- Direction events

B.2.1.4.2 Communication skills

B.2.1.4.2.1 Communication skills: Importance for companies

Participants from the sports industry highly valued competences related to communication skills. As shown in the figure below, “Critical Thinking” and “Problem solving” were perceived as the most important, followed by the capacity to “Speak a foreign language” to “Promote and sell” and “Teaching and learning”. Most competences scored a significant relevance with the clear exception of “Understanding the physical and mental state of athletes” with almost no interest from the participant's perspective.

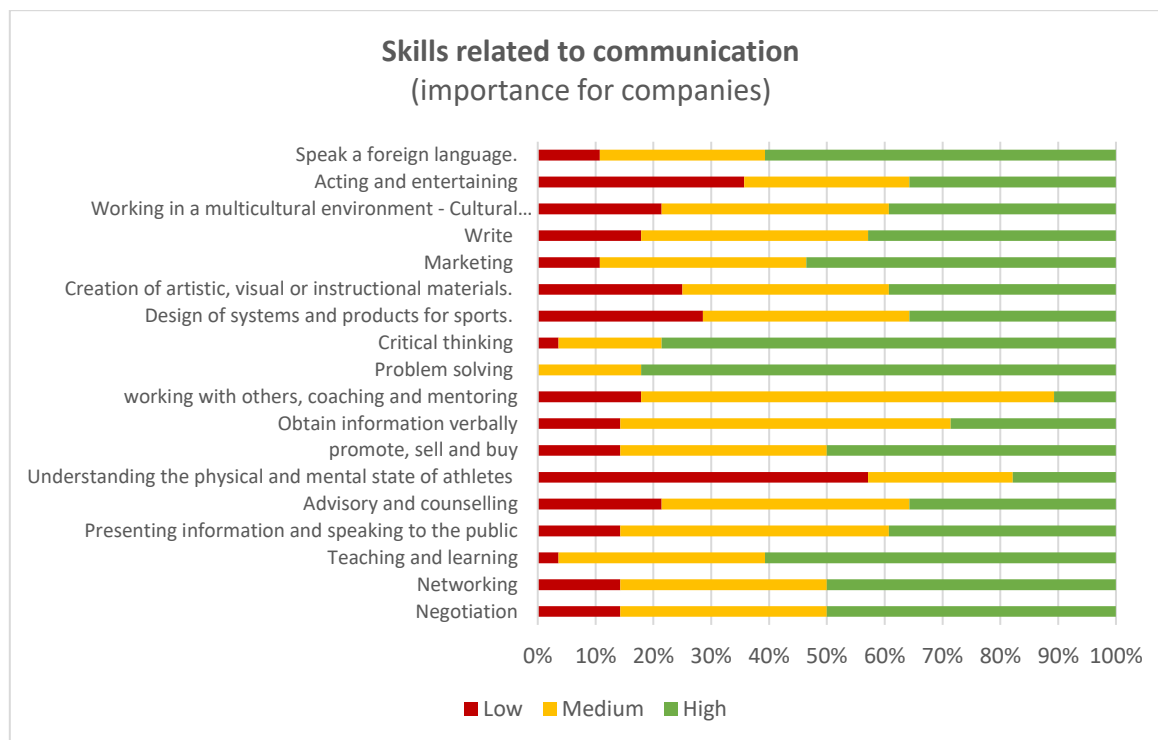


Figure 4 - Skills related to communication (importance for companies) - Source: Prepared by the authors

B.2.1.4.2.2 Communication skills: Current candidate's skills according to the companies

On this second representation, participants perceived that contrary to the previous results, the top skills mentioned were not present on the future candidates. In this regard, “Critical Thinking”, “Problem solving” and “Speak a foreign language” were low ranked, meaning barely present on their future employees.

On the other side, skills that previously did not highlighted as “Obtaining information verbally” and “presenting information in public” were perceived as medium achieved. The most constant skill in both perspectives is “Understanding the physical and mental state of athletes” where from this perspective was considered as not present on the candidates.

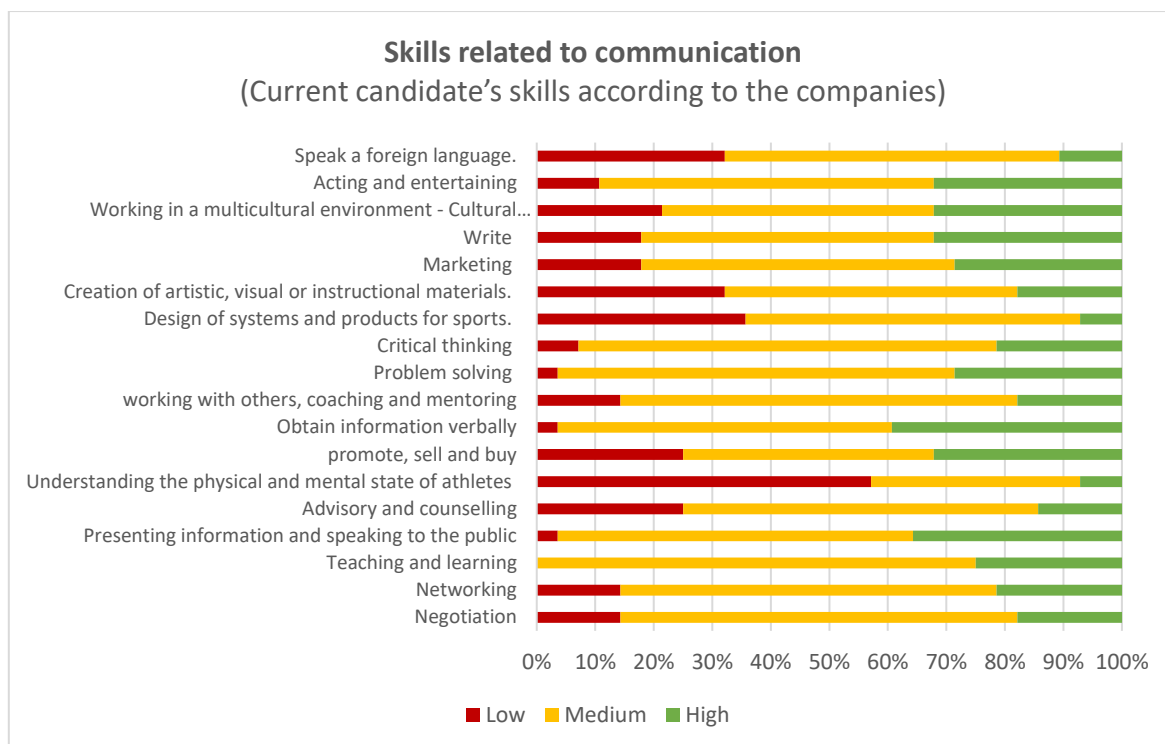


Figure 5 - Skills related to communication (Current candidate's skills according to the companies) - Source: Prepared by the authors

B.2.1.4.2.3 Communication skills: Current employee's skills

In this third and last analysis, participants had to reflect on the level of skills related to “Communication” with their own and current employees. As the figure shows, almost all abilities seem to be of medium value and almost all of them are also high. It is relevant to highlight the skill “to obtain information verbally” was the highest skill that companies perceived that their employees have and in the opposite extreme and “Understanding the physical and mental state of athletes” the lowest.

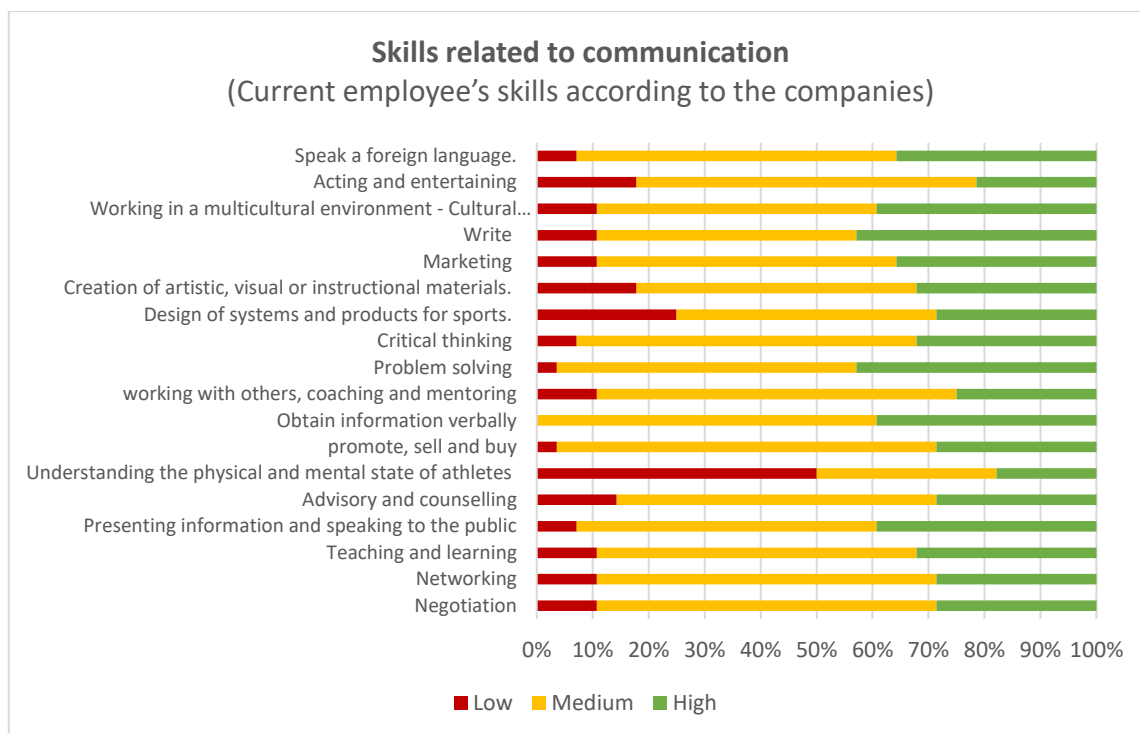


Figure 6 - Skills related to communication (Current employee's skills according to the companies) – Source: Prepared by Authors

B.2.1.4.2.4 Communication skills: Results

The skills “Critical thinking” and “Problem solving” followed by “Speaking a foreign language” were perceived by companies as the top skills that the sports market might need on a candidate but observing the reality, neither the young candidates that apply for jobs and their current employees highlights in any of the three, scoring average and medium levels.

B.2.1.4.3 Information skills

B.2.1.4.3.1 Information skills: Importance for companies

Participants from the sports industry highly valued competences related to “Information” except for the abilities that perceived were not on the right box of abilities “Knowledge of nutrition” and “Measuring Physical capacities”. While discussing these results with them on the Focus Group they simply agreed that it was not a matter of relevance but simply a mistake in the questionnaire structure.

Under this category “Information processing”, “Analysis” and “Monitoring” were perceived as the most important skills, followed by the capacity to “Gather information”. On the opposite extreme and with the two exceptions previously mentioned, the “control and testing” information skill was the lowest ranked.

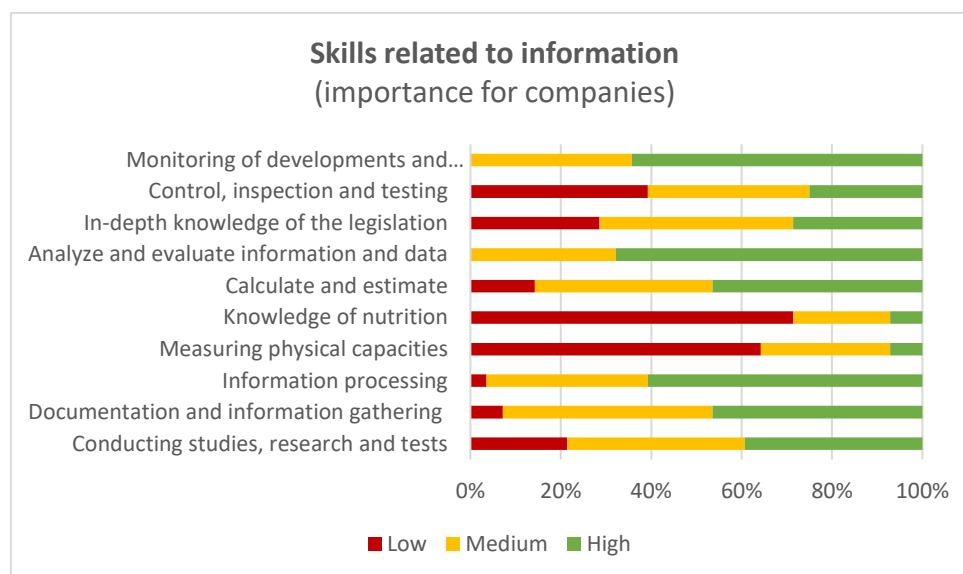


Figure 7 - Skills related to information (importance for companies) - Source: Prepared by the authors

B.2.1.4.3.2 Information skills: Current candidate's skills according to the companies

The results in this second section were remarkably interesting since employees clearly stated that future candidates have exceptionally low abilities related to information skills.

The lowest abilities were related to specific topics of knowledge as “Knowledge of Nutrition”, “Legislation”, “Measuring physical capacities” or “Inspecting and testing” and the highest abilities related to “Information processing”.

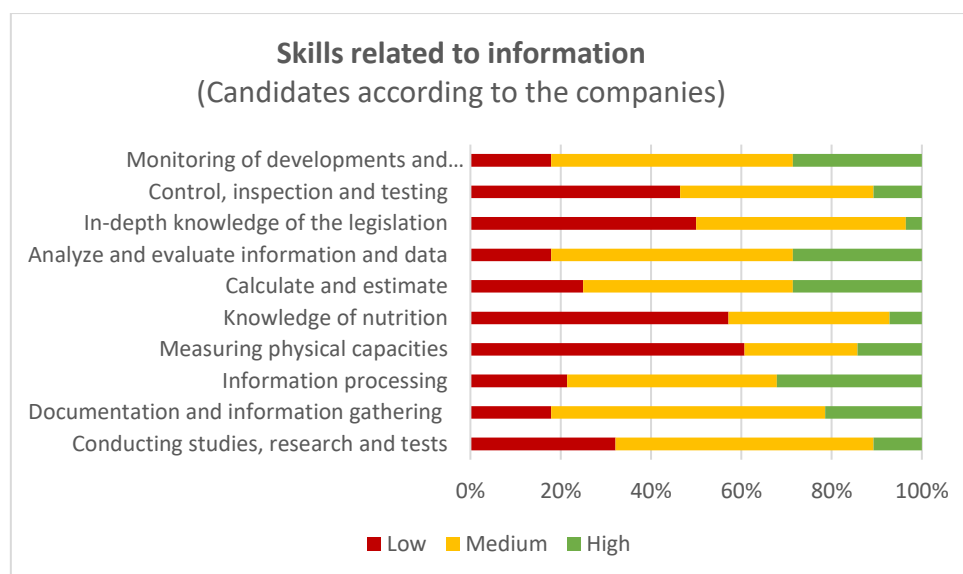


Figure 8 - Skills related to information (Candidates according to the companies) - Source: Prepared by the authors

B.2.1.4.3.3 Information skills: Current employee's skills

On the contrary of the previous results, the sports industry responsible perceived that their current employees have relatively medium and high skills related to “Information” outside again of the very specific abilities related with “Knowledge of Nutrition”, of “Legislation”, of “Measuring physical capacities” or “Inspecting and testing”. On that regard, general abilities were highly ranked as shown in the next figure.

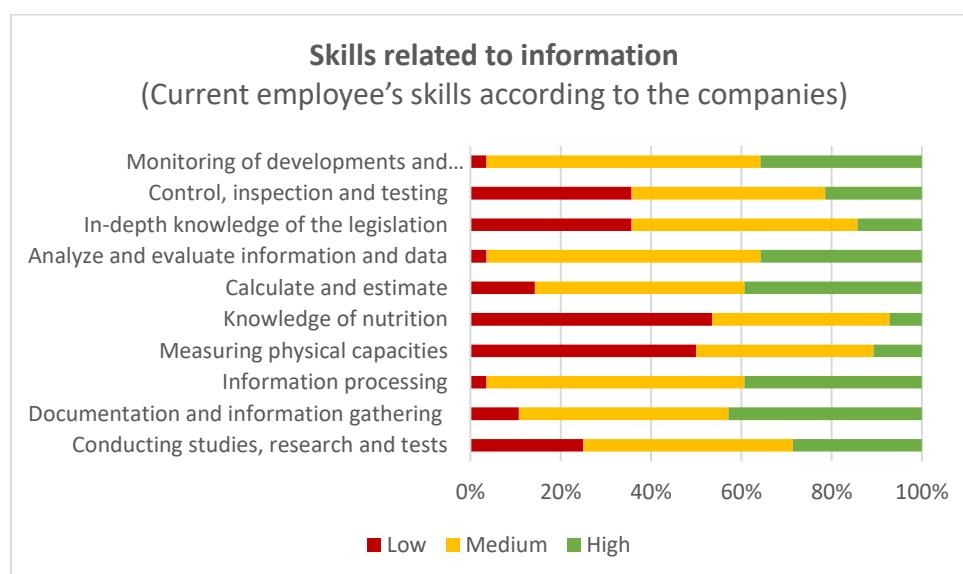


Figure 9 - Skills related to information (Current employee's skills according to the companies) - Source: Prepared by the authors

B.2.1.4.3.4 Information skills: Results

On this second set of abilities, results show that the higher perceived skills did not appear on the future candidates but were present at medium and high levels on the current employees. Those were the abilities related to “Monitoring”, “Processing” and “Analyzing information”.

B.2.1.4.4 Protection and care skills

B.2.1.4.4.1 Protection and care skills: Importance for companies

The set of abilities under the category of “Care” was not perceived as key skills for the further development of young employees in the sports industry. Next figure shows how come with the only exception of “Giving advice”, the rest of abilities scored lower levels of perceived importance.

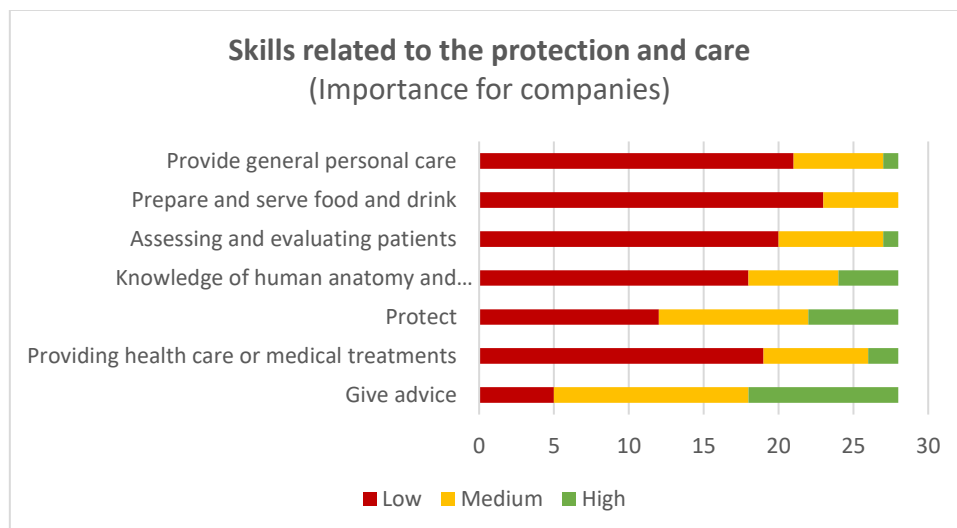


Figure 10 - Skills related to the protection and care (importance for the companies) – Source: Prepared by Authors

B.2.1.4.4.2 Protection and care skills: Current candidate’s skills according to the companies

Figure x shows almost an exact reproduction of the previous graphic representation. In this case, employers did not perceive those former candidates had a high level of any of the skills related with “Care”, outside of “giving advice” that was again ranked medium.

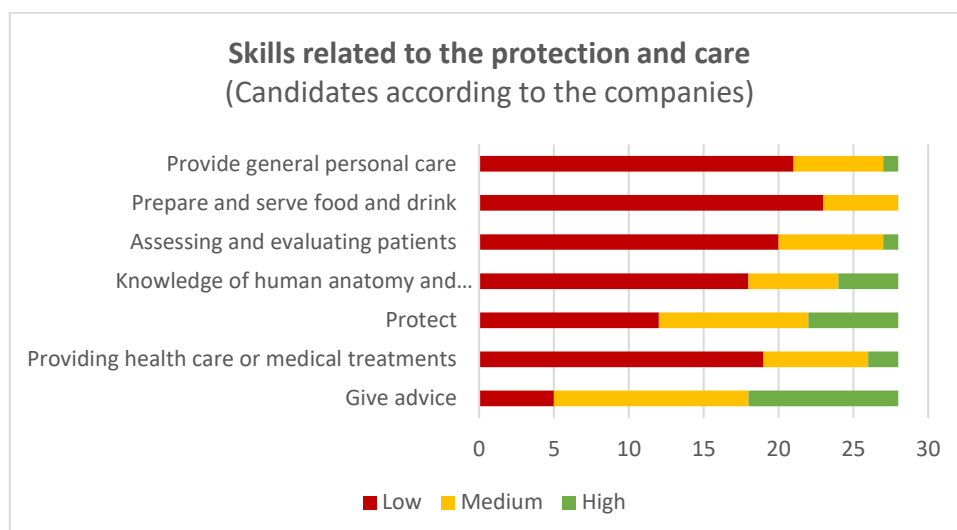


Figure 11 - Skills related to the protection and care (Candidates according to the companies) – Source: Prepared by Authors

B.2.1.4.4.3 Protection and care skills: Current employee's skills

Reflected on this last representation, the perception of employers about the level of competence of their current employees on skills related with “Care” slightly differed from the rest of questions with a general improvement of all skills. Even though, the red color of Figure 12 translates the low level of competence in all of them.

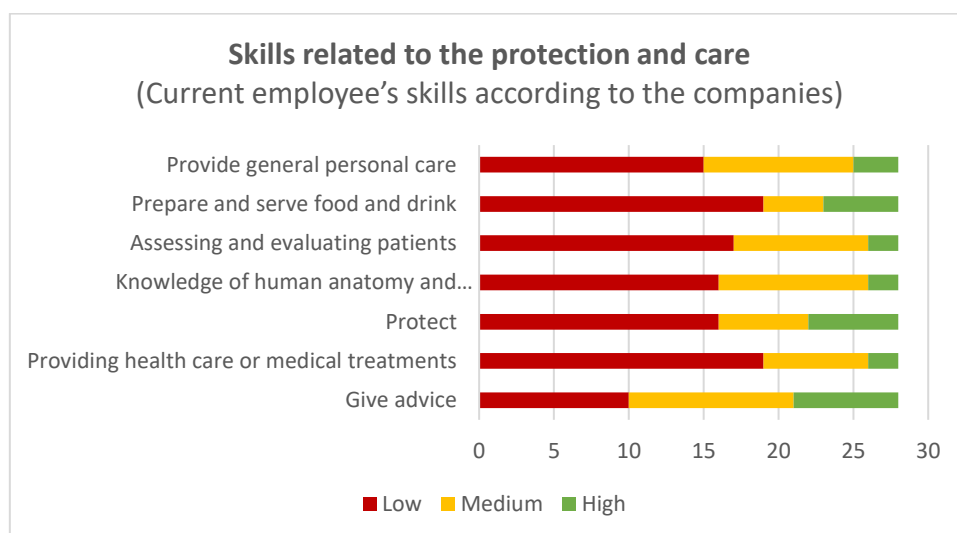


Figure 12 - Skills related to the protection and care (Current employee's skills according to the companies) – Source: Prepared by Authors

B.2.1.4.4.4 Protection and care skills: Results

The results under the umbrella of “Protection and Care” shown interesting and consistent results with a clear tendency of not perception of this skill as a very important for the sports industry. With the only exception of “Giving advice”, the rest of skills were lower ranked in the 3 sections.

B.2.1.4.5 Management skills

B.2.1.4.5.1 Management skills: Importance for companies

Under the umbrella of “Management” we can find the higher ranked skills of the study. With more than a 70% of positive perception in all abilities, the category was perceived as a very important for the current and future sports industry.

The three most important abilities with more than an 80% of positive values were “Making decisions”, “Organizing, Planning” and “Developing objectives and strategies”. On the opposite ranking, the worst perceived ability was “Recruiting and hiring”, maybe perceived part of the RRHH departments of many companies.

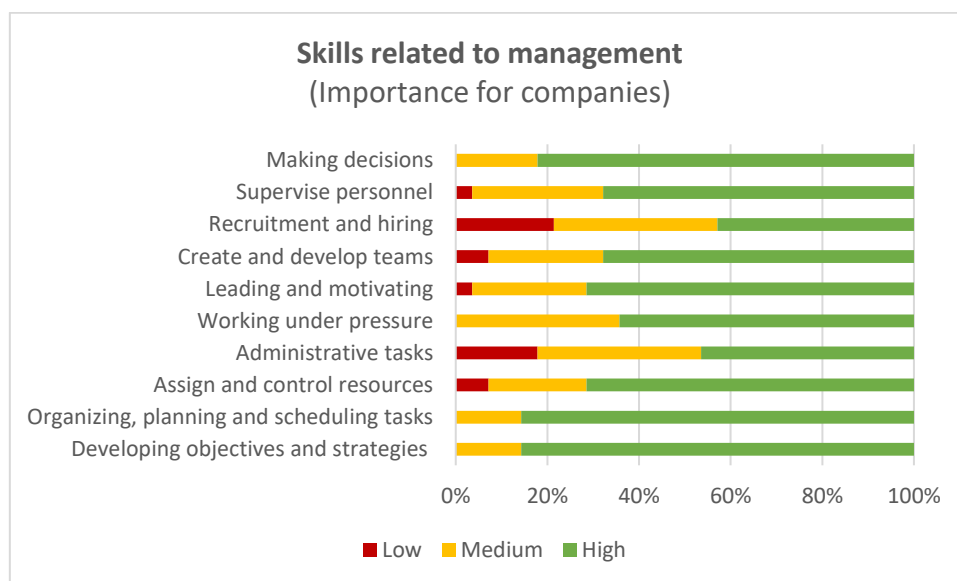


Figure 13 - Skills related to management (Importance for companies) - Source: Prepared by Authors

B.2.1.4.5.2 Management skills: Current candidate's skills according to the companies

Figure 14 shows how from the perspective of the future candidates, employers also perceive that their management abilities are very high if we compare these results with “Communication” or “Information”. With the only exception of a 20% of low perception in “Administrative active tasks”, candidates were highly ranked in Management.

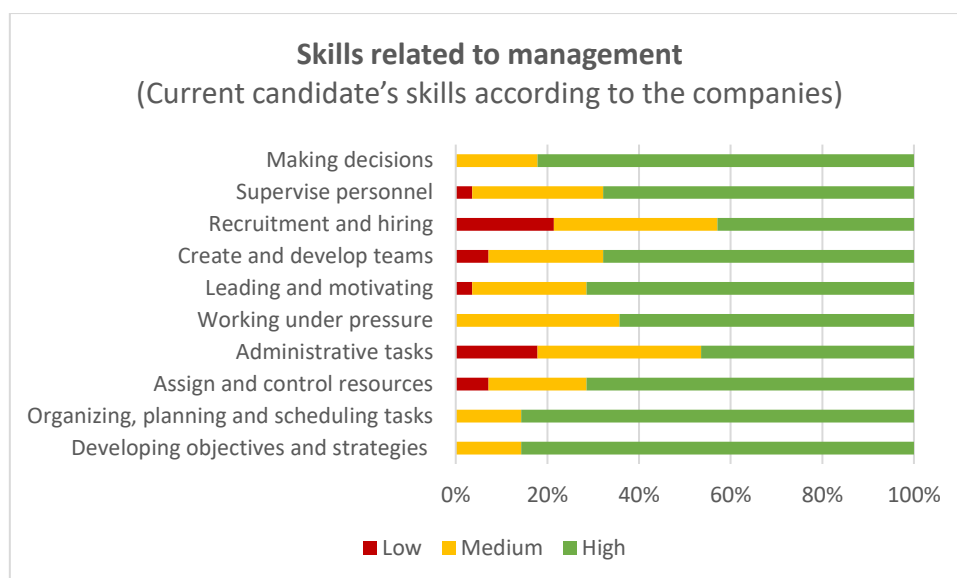


Figure 14 - Skills related to management (Current candidate's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.5.3 Management skills: Current employee's skills

Current employees of the sports companies and organizations that participated in this project have very similar high scores on the Management abilities that the industry might need, and candidates present. Therefore, the skills of "Management" are almost excellent on current employees. The exception again comes to "Hiring and Recruiting" were maybe other departments and typology of employees participate.

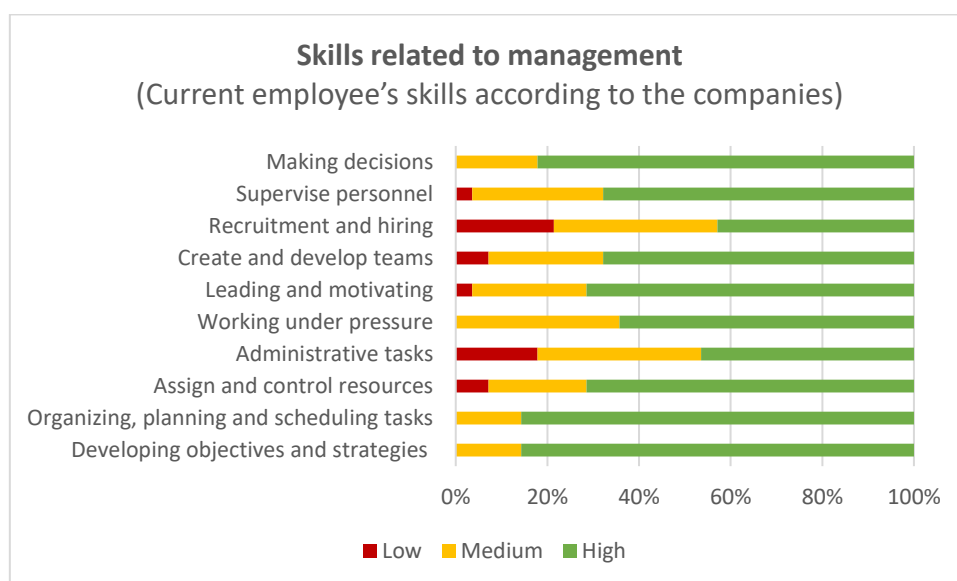


Figure 15 - Skills related to management (Current employee's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.5.4 Management skills: Results

Management is with difference the top skill category of the study with scores over 70 in all abilities and the three different questions. A very important observation comes with the fact that future candidates also show very high levels of knowledge in management matching the industry requirements and current workers.

B.2.1.4.6 Computer skills

B.2.1.4.6.1 Computer skills: Importance for companies

Under this category, technology and computer skills were over the table. The results within the industry were uneven with 3 abilities not perceived as very important. “Programming”. “Artificial intelligence” and “Creation of accounts to buy online”, while “Basic technological skills”, “Digital marketing” and the “Use of digital tools for collaboration” were positioned in a very high position. Technology has become a very important asset and even if the level of high specialization was not perceived as necessary, it also did not score very low levels of relevance.

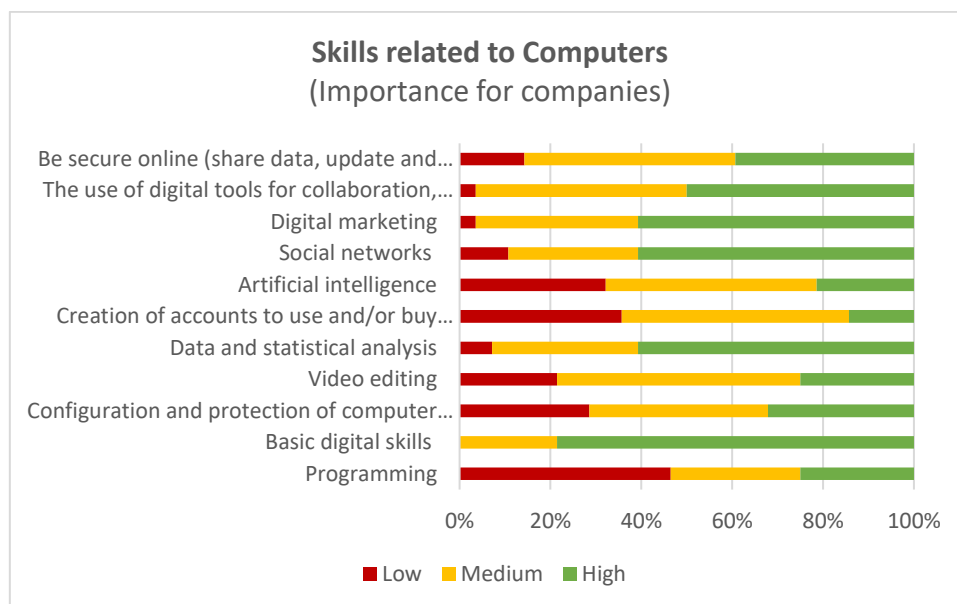


Figure 16 - Skills related to Computer Skills (Importance for companies) - Source: Prepared by Authors

B.2.1.4.6.2 Computer skills: Current candidate's skills according to the companies

Employers ranked the technological and computer skills of their candidates with similar values as perceived for the industry itself. The ability of “Basic digital skills”, being the highest on the previous question was perceived for candidates as slightly lower. Asking in deepness during the Focus group, the answer responds to the lack of knowledge and control of the Excel program.

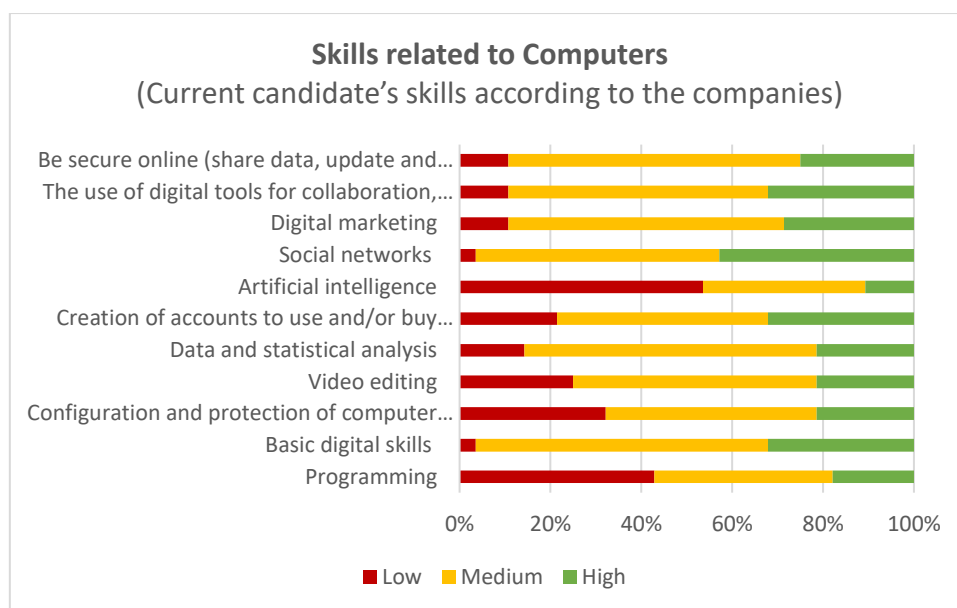


Figure 17 - Skills related to Computer Skills (Current candidate's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.6.3 Computer skills: Current employee's skills

Comparing results of abilities command from future employees and current ones, companies valued on a very similar way in this category of skills with the only exception of abilities related with “programming” and “Artificial intelligence” that scored a higher ranking on current employees of the sport companies participating of the study.

A curiosity, the skill of “Configuration and protection” scored relatively average punctuation on the questionnaires but was highlighted as very important on the Focus Group discussion as an element of data protection and corporate responsibly.

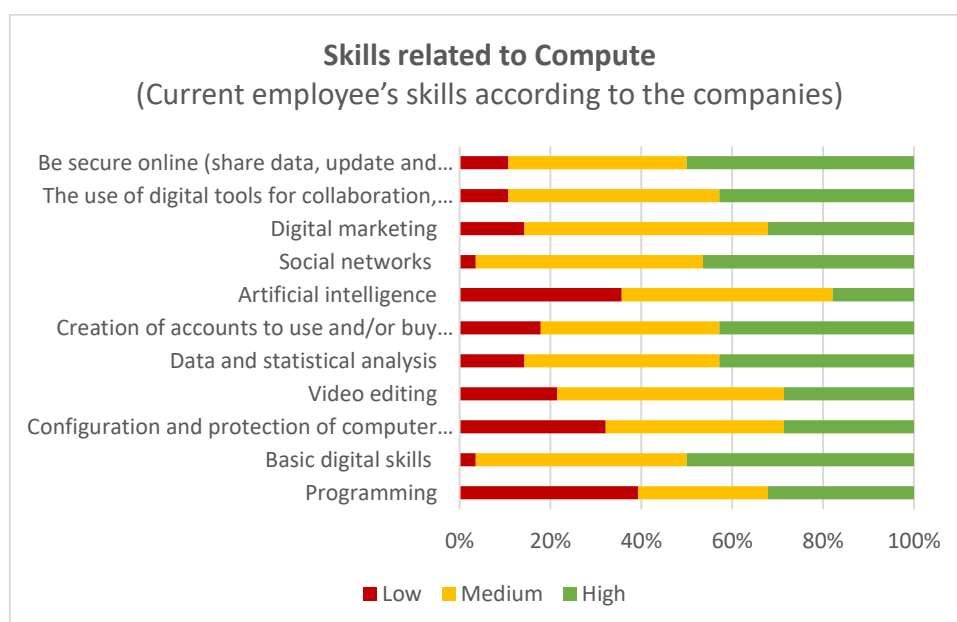


Figure 18 - Skills related to Computer Skills (Current employee's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.6.4 Computer skills: Results

Even if participants acknowledged that the set of abilities under this category were key for the sport's industry, the score given to each one was not as important as "Management". The skill levels between future employees and current employees don't differ much and they are both close to the values perceived for the sports industry.

The Excel program was highlighted as a common lack from candidates and one of the most important basic technological or computer skills for the industry.

B.2.1.4.7 Manipulation and displacement of elements skills

B.2.1.4.7.1 Manipulation and displacement of elements skills: Importance for companies

Manipulation skills were not perceived as key abilities for the sports industry. All abilities were ranked with a less of a 40% of relevance. There are no exceptions to highlight in this category.

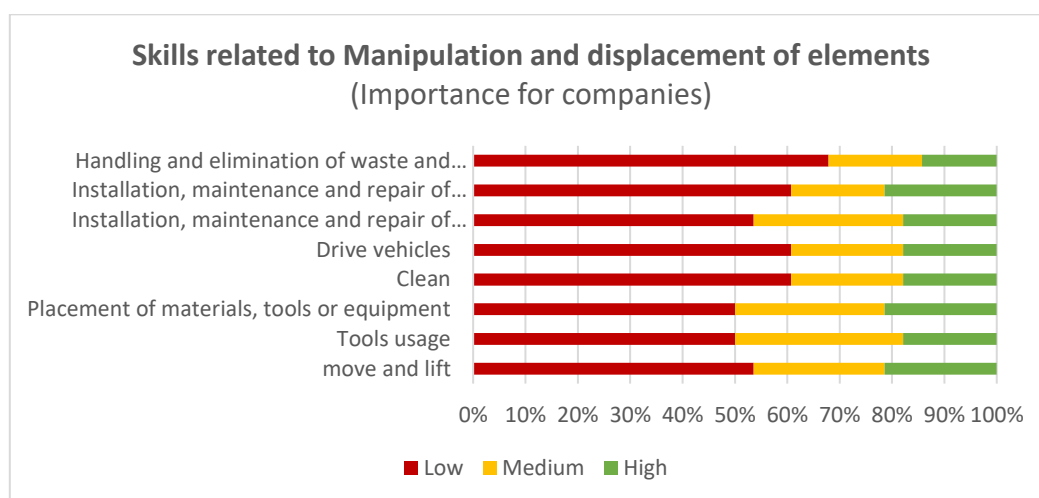


Figure 19 - Skills related to Manipulation and displacement of elements (Importance for companies) - Source: Prepared by Authors

B.2.1.4.7.2 Manipulation and displacement of elements skills: Current candidate's skills according to the companies

According to the companies, candidates have better scores in skills related with the Manipulation of objects, materials, vehicles... than the ones that they perceive the industry requires.

The “Vehicle manipulation” highlights as the best skills coming from future employees.

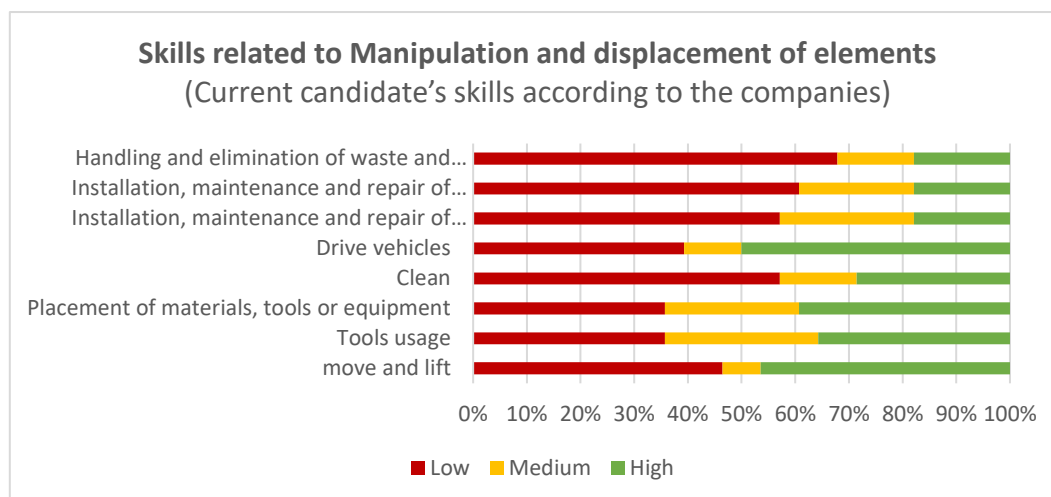


Figure 20 - Skills related to Manipulation and displacement of elements (Current candidate's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.7.3 Manipulation and displacement of elements skills: Current employee's skills

The set of abilities that Figure 21 shows correlated with the perception of the industry's importance. Surprisingly, under this category of abilities, current employees score lower results than the upcoming generations, including the skill, of “Driving vehicles”, previously mentioned.

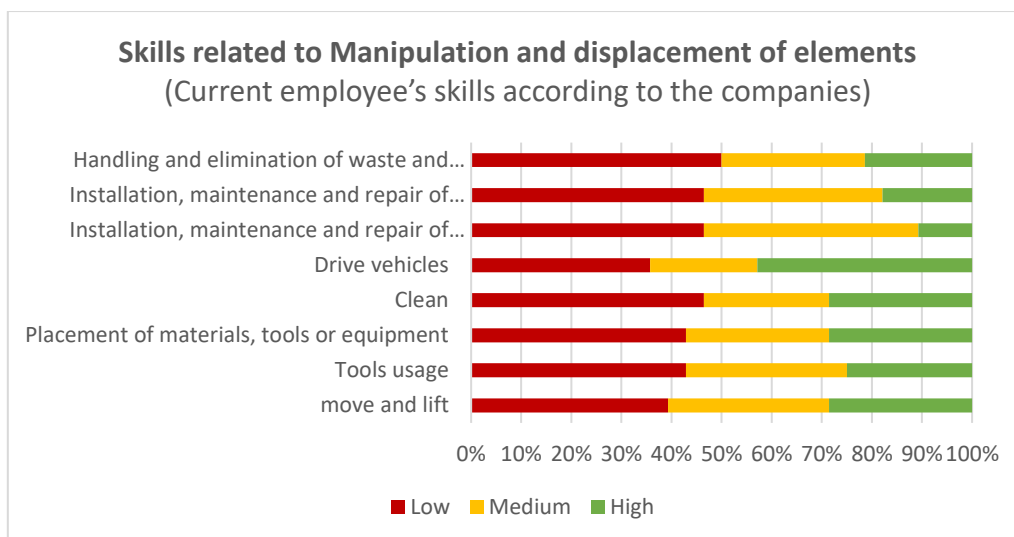


Figure 21 - Skills related to Manipulation and displacement of elements (Current employee's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.7.4 Manipulation and displacement of elements skills: Results

The category presented interesting results. Firstly, it was very low perceived by the industry in general and abilities appeared not to be relevant for future candidates. Observing the results of the perceived level that candidates had on the skill, results shown that contrary to the first opinion, they were more prepared than initially expected and most important, better prepared than current employees in certain abilities

B.2.1.4.8 Construction and repair skills

B.2.1.4.8.1 Construction and repair skills: Importance for companies

The two abilities that formed the “Construction” category were ranked with a low score as Figure 22 describes. The skill of “Installation” scores 45% of no interest for the industry and the “Construction” one a 62%, both very high levels of unimportance if compared with the rest of skills of this study.

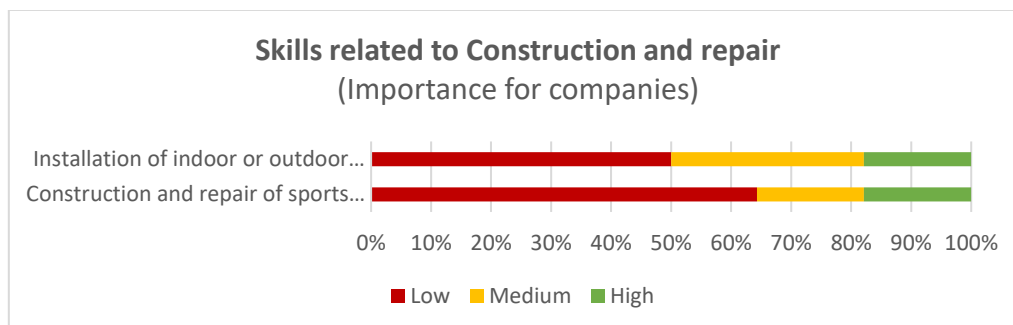


Figure 22 - Skills related to Construction and repair (Importance for companies) - Source: Prepared by Authors

B.2.1.4.8.2 Construction and repair skills: Current candidate's skills according to the companies

Results coming from the current level of abilities of constructions from candidates show an exactly equal score of low level of preparation in both “Installation” and “Construction” itself.

With a 60% of low levels of ranking, candidates of the sport industry have not the minimum preparation to operate in these both fields.

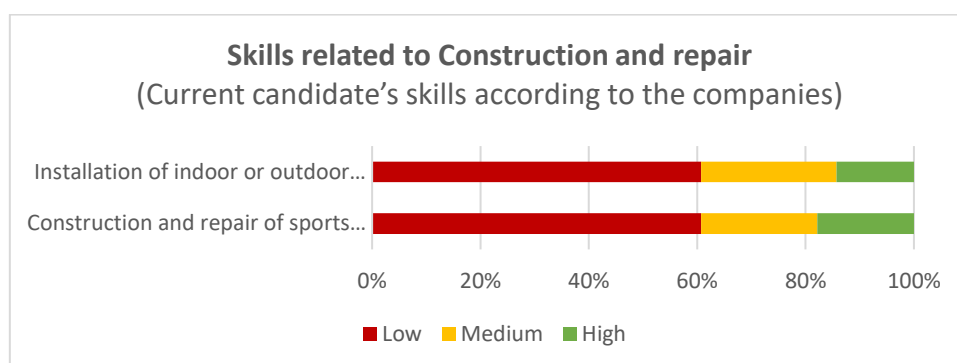


Figure 23 - Skills related to Construction and repair (Current candidate's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.8.3 Construction and repair skills: Current employee's skills

On the other hand, current employees of the sports industry also align with low levels of skills of this category. Observing Figure 24 there is a slightly higher difference between “Construction and reparation” that experienced employees have compare with future candidates.

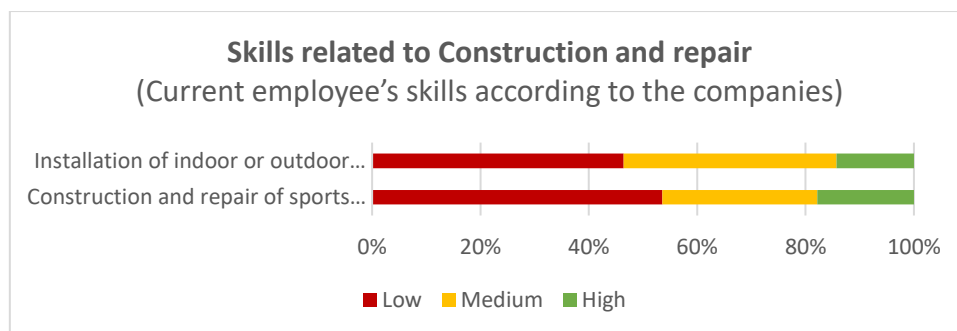


Figure 24 - Skills related to Construction and repair (Current employee's skills according to the companies) - Source: Prepared by Authors

B.2.1.4.8.4 Construction and repair skills: Results

We can conclude that for the most part, "Construction and repair" skills are not of particular importance to organizations.

The two variables tie in terms of scores relative to "High", the differences are seen in the "Medium" score which indoor and outdoor installation takes 9% in relation to 5% for construction and repair of sports facilities.

B.2.2 Focus groups

As described on the methodological procedure, the focus groups were conducted asking 10 different companies and organizations to participate in two different online sessions of one hour and a half of discussion. An inductive and purposive sample searching variety was applied.

The dynamic was driven by the researchers introducing first the participants and companies or associations they represented and then reviewing the 7 main dimensions or group of skills that the project was based on. Every dimension was again questioned but this time bringing to the table some of the results the total amount of participants in Study 1 and 2 had highlighted to force debate.

The two focus groups have been particularly useful and rewarding in every way. The decision to do two separate groups has allowed us: a) to separate the organizations according to their type and b) to have more time for each participant.

B.2.2.1 Focus group 1

B.2.2.1.1 Technical details

Participants of focus group 1 represented the following sectors of the sports industry:

FG1A – City council. Sports and Tourism responsible.

FG1B – Public association. Management of public sports facilities

FG1C – Private company. Management of public sports facilities and programs.

FG1D – Private Association. Education and training in the fitness industry

FG1E – Public association. Management of health and fitness centers.

B.2.2.1.2 Conclusions

The main conclusions of the first Focus Group were as follows:

Those skills related to instrumental abilities can be taught while starting to work and therefore are not as important as the attitudinal ones (proactivity, empathy, self-knowledge, and self-esteem, for example), participant FG1 said: “We should hire attitudes and educate people, not skills” (FG1. Participant C).

There is a huge lack of basic skills related to verbal and written communication that doesn’t allow young workers to interact properly with clients or sell the company’s products. This aspect also highlights the poor level of written and spoken English and other foreign languages of the candidates.

Participants from different sectors acknowledged the relevance of a good command of the Excel program in the sports industry, and the lack of preparation for this very specific tool that young candidates have.

B.2.2.2 Focus group 2

B.2.2.2.1 Technical details

Participants of focus group 1 represented the following sectors of the sports industry:

FG2A – eSports private company.

FG2B – Private company. Team building activities and events.

FG2C – Private company. Major Sport Events.

FG2D – Private company. Management of leisure and physical activity programs.

FG2E – Private company. Events agency.

B.2.2.2.2 Conclusions

The main conclusions of the second Focus Group were as follows:

Some of the top skills needed to work in the sport industry require the capacity of working in multicultural-international teams with a good command of English and the capacity to solve problems under certain level of pressure. FG members acknowledged that experience provides them with mostly of the skills previously mentioned but never with others such as self-knowledge, empathy, or the capacity to communicate verbally with a variety of registers.

Teaching and overall learning were considered very important skills due to the continuous variability of the sports market and industry and the need to keep on growing and improving.

The people involved in the organizations highlighted the importance of working with computers, emphasizing the wide variety of free training and resources available on the Internet.

In general, organizations shared that the differences between what they demanded for a job and what they found when interviewing candidates was only slightly less, after several selection processes, some organizations wanted to remark that they hired candidates with fewer skills than they had initially anticipated and spent more time training them. This situation implied an added cost in internal training.

Some organizations showed that rather than hard skills, what they looked for when recruiting professionals were attitudes and adaptability. Skills can be taught, attitudes come from home.

B.2.3 Interviews

B.2.3.1 Technical details

The last instrument of the data collection of Study 2 consisted of two in-depth interviews. The interviews responded to a purposive sample, targeting two very significant sports associations in Catalonia in correlation with the study.

The first one (INT1) is the professional association that registers the undergraduate or bachelor's degrees in sports sciences. The second interview (INT2) was conducted at the Union of Sports Councils of Catalonia. A private, non-profit sports group representative of the Sports Councils of Catalonia that looks after the sport on the schools. Both associations provide many job opportunities and oversee the sport industry from very different perspectives.

B.2.3.2 Interview number 1. Main results

The participant representing the Professional Association of Graduates in sports sciences was highly informed about the education sports system and therefore also its market industry. She highlighted the top skills of every category starting from “Computer Skills”. Inside of this section, the participant expressed the relevance of a basic command of not online the Microsoft Office package but also the knowledge of social media and video editing as tools that have become part of the day after day of any single job position.

As a second block of skills, she mentioned the ones related with “Communication”. Oral and written abilities are a must in the sports industry, very linked to constant interaction with others. This skill was perceived as the key aspect to pass a job interview over many other abilities.

In third place, the participant explained that once in front of future candidates, the sports industry looks after skills related to the candidate's attitude towards a new job and life in general. Positive thinking, capacity of showing interest, of expressing emotions towards the new challenge... In that regard, the questionnaire did not consider any sort of personal and attitudinal set of skills where the word “Proactivity” might have been highlighted by the sports industry. In one point of the interview, the participant mentioned: “If someone comes to a job interview with the right attitude, with enthusiasm and a display of proactivity, I will probably select him/her since the rest of skills can we teach and learn with the right energy” (INT1).

Closing the interview, INT1 described all skills as potentially important, depending on the sector and job position of the industry but without communication skills and proactivity, none of them would transform a young candidate into a good professional.

B.2.3.3 Interview number 2. Main results

The Union of Sports Councils of Catalonia interview provided the study with a distinct perspective since according to the vision of its general manager, the specialization of the education of the future sport professionals is interfering with the holistic concept of sport itself. Professionals should develop general skills that would allow them to work in multiple positions and with the largest number of people instead of searching for constant specialization.

The reason behind his position is the fact that the largest number of “sport clients” respond to children and adults that embrace physical activity as part of the education and health.

The small number of high-performance athletes do not require the large number of specialists currently working on their education. In this regard, basic skills such as good communicative skills, basic knowledge of anatomy and physiology or self-care and care of others were under his perspective, very important skills leaving at the end of the box the ones related with skills as: marketing, programing, foreign language communication or video editing.

C. Conclusions

C.1 Conclusions on the state of the art

It has been proven that the concern for professional employment towards NEETs is an increasingly contemporary issue, to which this project aims to contribute. The situation in the current formation of our field of study, the area of Catalonia, has some special characteristics that should be highlighted.

The region has a long tradition of sport, not only in what it refers to sports events, but also to clubs' culture, federations, and so on. This perception of sport as a unifying element for the population with high levels of offer and demand. The demand for professionals in the field of sport goes along with this fact and therefore the relevance of this project for the region.

It is worth noting that during the period of economic crisis, training emerged as a good opportunity to overcome the situation of high unemployment and job insecurity.

Thus, if we add the increase in the demand of people who wanted to be formed in the field of sport, the long sporting tradition of the region and the regulation of sport professions in Catalonia, we find a very clear and mature regulatory framework, qualifications, and professional attributions, so the region has become a benchmark in terms of management of professions and regulation of the same.

C.2 Conclusions on the results of the survey

The conclusions and discussion of each of the dimensions can be found in the central text of this study (point B.2.1). In this section, we would like to highlight the aspects that we consider relevant to the study and future steps towards the integration of the NEETs into the industry.

We consider that the following elements and methodological proposals should be taken into consideration.

1. It seems very important to adapt the questionnaire to the region where the study is being conducted. We understand that since this is a global project, this study should maintain the dimensions and variables, however, we miss indications on the adaptations of the methodology and the possibility of carrying out comparative analyses between the different regions.
2. The methodological criteria of the survey could be more empirical, it would be good to have known the universe and reliability required for the sample. Finally, descriptive statistics have been conducted.
3. The survey takes more than 15 minutes to complete, which is counterproductive if we want to obtain a relevant number of responses. We observed that several organizations left the study (completion rate) and given the complication of getting organizations in accordance with the study to carry out the survey, this was a drawback. If a shorter and quicker survey had been available, we are convinced that the number of responses would have been higher.

C.3 Conclusions on the focus groups

Focus groups have become a must method in this typology of research work. Surveys have a mostly quantitative component, which allows us to quantify the answers and tabulate them easily but focus groups have allowed us to contrast the information obtained in the surveys in a very satisfactory way.

We would have appreciated more time between the surveys and the focus groups, since in the focus groups, we used the results of the surveys to go deeper into the different aspects of each of the variables, and the fact that we had to prepare the conclusions and graphs to show the focus group participants meant that we had to close the survey a week before time, which resulted in a lower number of responses in the survey.

The participation in the two working groups was very high and very enriching, and we were very grateful for the quantity and quality of the interventions in the dynamics proposed. The participants interacted with each other, respecting each other's turn to speak, and ensuring that everyone had space to intervene. The organizations represented in the focus groups were high-level, as were their representatives.

The fact that we had organizations from the world of sports, but from different fields, helped us to clarify some of the results of the surveys. The representativeness of the types of organizations with the universe of the study were equivalent.

The focus groups were really a great asset.

C.4 Conclusions on the interviews

The interviews have allowed us to explore in great depth some of the issues we wanted to consider from people representing very influential and important organizations.

It is worth mentioning that the interviews were the last data collection instrument we conducted for the study, which was very successful, as it allowed us to gather very specific and interesting information. For future studies, more time would be essential, as it would allow us to conduct some more interviews.

It is important to mention that methodologically, we would have liked to interview people who were part of the focus groups, but due to time constraints and report delivery, it has not been possible.

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E. Appendix

E.1 Unemployed population and unemployment rate by sex (%)

Year	Total	Male	Female
2020	12,6	11,9	13,4
2019	11	10,6	11,5
2018	11,5	10,9	12,1
2017	13,4	12,5	14,4
2016	15,7	14,6	16,9
2015	18,6	17,8	19,4
2014	20,3	20,6	20
2013	23,1	23,7	22,4
2012	22,5	23,2	21,7
2011	19,2	19,8	18,4
2010	17,7	18,6	16,6
2009	16,2	17,2	15
2008	8,9	9	8,7
2007	6,5	5,6	7,6
2006	6,5	5,2	8,1
2005	6,9	5,9	8,3
2004	9,7	8	12,1
2003	10,2	8,3	13
2002	10,2	7,8	13,5
2001	8,6	6,5	11,7

Table 1 - Unemployed population and unemployment rate by sex - Source: Indescat (2020)

E.2 Qualifications family Physical Activity and Sport – Incual (in Spanish)

- Nivell 1:
 - AFD500_1 - Operaciones auxiliares en la organización de actividades y funcionamiento de instalaciones Deportivas
- Nivell 2:
 - AFD096_2 - Socorrismo en instalaciones acuáticas
 - AFD159_2 - Guía por itinerarios de baja y media montaña
 - AFD160_2 - Guía por itinerarios en bicicleta
 - AFD161_2 - Guía en aguas bravas
 - AFD338_2 - Guía por barrancos secos o acuáticos
 - AFD339_2 - Guía por itinerarios ecuestres en el medio natural
 - AFD340_2 - Socorrismo en espacios acuáticos naturales
 - AFD501_2 - Balizamiento de pistas, señalización y socorrismo en espacios esquiables
 - AFD502_2 - Conducción subacuática e iniciación en buceo deportivo
 - AFD503_2 - Guía de espeleología
 - AFD504_2 - Iniciación deportiva en espeleología
 - AFD505_2 - Iniciación deportiva en hípica y ecuestre
 - AFD506_2 - Iniciación deportiva en natación y sus especialidades
 - AFD507_2 - Iniciación deportiva en vela con embarcaciones de aparejo libre y fijo
 - AFD508_2 - Iniciación y promoción deportiva en judo y defensa personal
 - AFD538_2 - Iniciación deportiva en la modalidad de salvamento y socorrismo en instalaciones acuáticas
 - AFD612_2 - Iniciación deportiva en esgrima
 - AFD613_2 - Iniciación deportiva en golf
 - AFD614_2 - Iniciación deportiva en piragüismo
 - AFD615_2 - Iniciación deportiva en tenis
 - AFD663_2 - Iniciación deportiva en karate
 - AFD664_2 - Iniciación deportiva en rugby
 - AFD665_2 - Iniciación deportiva en taekwondo
 - AFD672_2 - Dinamización de actividades recreativas en parques de aventuras en altura
 - AFD673_2 - Iniciación deportiva en atletismo
 - AFD674_2 - Iniciación deportiva en balonmano
 - AFD698_2 - Iniciación deportiva en baloncesto
 - AFD699_2 - Iniciación deportiva en escalada
- Nivel 3:
 - AFD097_3 - Acondicionamiento físico en sala de entrenamiento polivalente
 - AFD162_3 - Acondicionamiento físico en grupo con soporte musical
 - AFD341_3 - Actividades de natación
 - AFD509_3 - Animación físico-deportiva y recreativa
 - AFD510_3 - Animación físico-deportiva y recreativa para personas con discapacidad
 - AFD511_3 - Fitness acuático e hidrocinésia
 - AFD539_3 - Coordinación de servicios de socorrismo en instalaciones y espacios naturales acuáticos
 - AFD616_3 - Instrucción en yoga



Increasing the Employability of NEETs by tackling the skills gap for the Sports Sector

A.3.3.1

Skill Gap Analysis in Catalonia

WP3 Research & Tools Development



The project is funded by the EU under the
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The 2014-2020 ENI CBC Mediterranean Sea Basin Programme is a multilateral Cross-Border Cooperation (CBC) initiative funded by the European Neighbourhood Instrument (ENI). The Programme objective is to foster fair, equitable and sustainable economic, social and territorial development, which may advance cross-border integration and valorise participating countries' territories and values. The following 13 countries participate in the Programme: Cyprus, Egypt, France, Greece, Israel, Italy, Jordan, Lebanon, Malta, Palestine, Portugal, Spain, and Tunisia. The Managing Authority (MA) is the Autonomous Region of Sardinia (Italy). Official Programme languages are Arabic, English and French. For more information, please visit: www.enicbcmcd.eu

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A. Introduction

The unemployment rate is one of the indicators most used to analyze the prosperity and economic situation of a country. Youth unemployment is often examined separately because it tends to be higher than unemployment in older age groups. This third report overviews the phenomenon of unemployed youth in the Spanish region of Catalonia, by focusing on those who have chosen an education pathway inside of the sport industry.

A1. Terminology

Youth According to the European Parliamentary Research Services, there is no clear definition of youth, across the different EU Member States. Statistics on youth refer to different age groups, mostly 15-24. This document considers a broader approach of young people in the age group 15-30.

NEET The term refers to young people not in employment, education, or training.

Literature classifies them into two major categories, Inactive NEETs, and Unemployed NEETs. Inactive NEETs refers to persons who are neither in employment, education nor training and not looking for work. On the other hand, Unemployed NEETs, refers to the number of people who are neither in employment, education nor training but actively seeking employment, and available to start work.

This study reports data on the combination of both Inactive and Unemployed NEETs.

A2. Overview

According to the International Labor Organization (ILO) in their 2019 global report “Young people not in employment, education or training”, in 2020, more than one in five (22.4 %) young people aged 15–24 in the world were neither in employment, education nor training (NEET). What is more, two out of every three of these NEETs (67.5%) were young women, who thus outnumber men two to one. Whereas one in seven (14.0 %) young men are NEET, for young women the figure is closer to one in three (31.2 %). Worldwide, figures have not changed significantly over the last decade, nor are they expected to improve in the next few years.

The EU members

Observing the youth unemployment rates in the EU member states, teenagers and those in their twenties who are fresh out of education do not find jobs right away, especially if the country's economy is experiencing difficulties. Additionally, youth unemployment tends to be higher in emerging markets than in industrialized nations. In the European Union and the euro area, unemployment in general has been on the rise since 2008, which is due to the economic crisis which caused bankruptcy and financial trouble for many employers, and thus led to considerable job loss, less job offerings, and consequently, to a rise of the unemployment rate.

Older workers are struggling to find new jobs despite their experience, and young graduates are struggling to find new jobs, because they have none. All in all, the number of unemployed persons is projected to rise, this is not down to the economic crisis alone, but also the industrial automation of processes previously performed by workers, as well as rising population figures.

While the situation is extremely diverse across Member States, many European countries have seen their unemployment rates double or triple since the onset of the recession, which makes youth unemployment one of the greatest challenges faced by the continent.

A3. The labor market in Catalonia (Spain)

In June 2021, the seasonally adjusted youth unemployment rate of Spain was at 37.1 %, the highest of the EU, followed by Greece with a 30.4%. The Czech Republic had the lowest rate in Europe, with a rate of 7.1%.

Analyzing the youth unemployment rate in Spain in the third quarter of 2021, by autonomous community (2), the region of Catalonia, object of this study, is one of the less impacted with only 10.92%. On the opposite extreme, the Southern region of Ceuta, with a youth unemployment rate of 27.07%.

The situation of the labor market in Catalonia is becoming, over time, a complex and multifaceted reality that we must know how to read from all areas to be able to take measures, which, considering their level of complexity, may require a long time of implementation and a realistic vision.

The labor market is mainly governed by the law of supply and demand, from which companies or organizations are required to cover a job for which they generate a job offer. On the other hand, there are several potential workers who demand access to a job, so when there is a correlation between market supply and demand, it generates a new job.

Keep in mind the concept of the unemployed population and the unemployment rate. The unemployed population is understood as all those people of working age who are unemployed or unemployed. In the following graph, we see the trend in the unemployment rate and the unemployed population from 2001 to 2020.

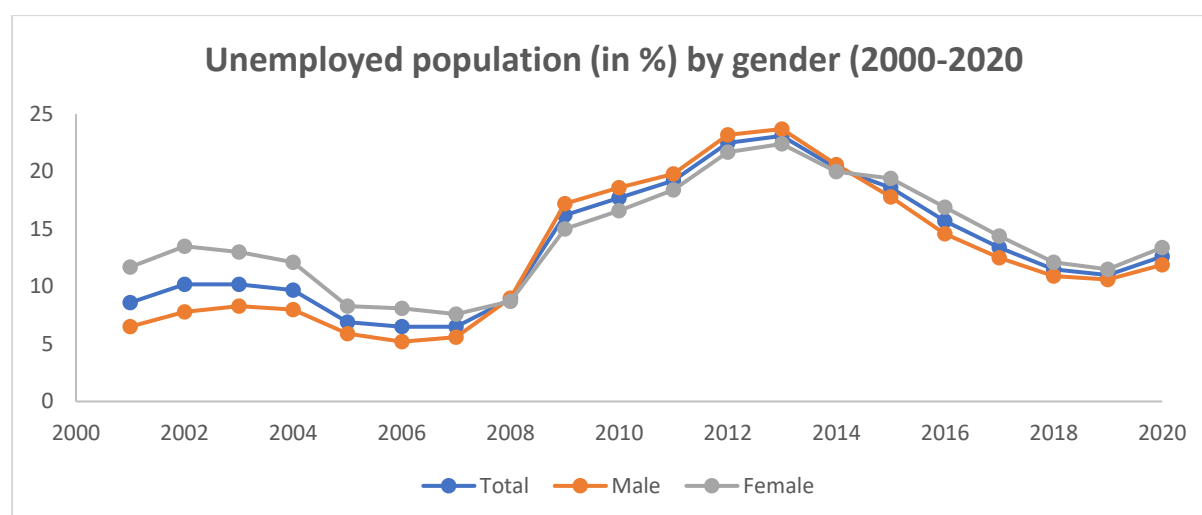


Figure 1 - Unemployed population (in %) by gender (2000-2020) - Source: Idescat

From 2008, due to the economic crisis that suffered, the numbers of unemployed people gradually climbed to 2013, where they hit a maximum of 23.1%. Since then, this situation has been decreasing until 2020, where, as can be seen in Enlightenment 1, it has started to grow again.

Such a high unemployment rate forced a large part of the working-age population to train to acquire the knowledge, aptitudes, and skills that the labor market required, which led to an increase in the qualified population, part of which managed to find work, leaving people without formal training in a complicated position and perpetuating this situation of chronic unemployment from which it is difficult to get out of it.

As Romero and Castro (2017) point out, structural unemployment is the economy's ability to reduce its unemployment rate without generating tensions in wages and prices that affect competitiveness and cool the economic cycle.

There is age segregation regarding the context of the labor market, that is, there is inequality between the occupational distributions of the different age groups, the crisis has increased this gap, adding inequality and loss of economic and welfare capacity of young people (Montero, 2017).

Montero's analysis (2017) is particularly interesting, when he explains that "segregation follows the same pattern as unemployment, as the training of young people increases, the negative effects of segregation decrease or even disappear. People with higher education have high levels of segregation, however this level of segregation of people with higher education, unlike people without training, segregates them positively, increasing the monetary and well-being benefits."

As we mentioned initially, this reality becomes complex and multifaceted, however all directions underpin the evidence that more qualified training, less unemployment and access to more qualified jobs, with higher remuneration and this helps to consolidate a welfare situation.

This situation must be understood as a whole, not only is it a casuistry that affects people with or without training individually, but it affects society, since they bring more wealth to society, the unemployment rate decreases and allows the cycle of our welfare society to continue.

The pandemic situation resulting from Covid-19 has also had an impact on the occupation of young Neets.

A4. The labor market in the sports field

As has happened in different professional fields, the world of sport, from different perspectives, has also highlighted the need to professionalize in all areas. To do so, laws and regulations have been developed that underpin, among other things, the specialization of sports professionals as well as their training and experience.

We understand that the changing market, which tends to specialize, requires trained professionals. The public administration has deployed over the years a set of regulations, which without entering debates on the importance or importance of market regulation through legal norms, have helped in the organization of sports professions.

There is a scientific debate about the results of becoming a generalist or specialist professional, there are voices that point to the importance of knowing and knowing a little about everything, and others that point to specialization as a key element for professional success. In the case of people with more responsibilities within organizations, it seems that there is consensus regarding the best conditions of CEOs with more general profiles (Custódio et al., 2013).

First, we find the *LEGISLATIVE DECREE 1/2000, of July 31, which approves the Single Text of the Sports Law* (2000), which is currently in force, which regulates the organization of sport in Catalonia. Secondly, The laws of the exercise of sports professions are *LAW 3/2008, of 23 April, on the exercise of sports professions* (2008) and *LAW 7/2015, of 14 May, amending Law 3/2008, on the exercise of sports professions* (2015).

This last law regulating the practice of sports professions classifies sports professions into four major areas: a) physical education teachers, b) professional sports monitors, c) sports coaches (referring to a specific sport) and d) sports directors. These four sports professions mostly include the specific professions of sport from a technical point of view, however there are many jobs and jobs that require knowledge and

experience in the world of sport that the law does not collect. This GAP between regulations and professional practice leads us to interesting debates and diverse opinions.

The regulations also include what kind of training workers must have to work in any of the four major sports professions included in the Law. The regulated training is as follows:

- Graduate in Physical Activity and Sport Sciences
- Graduate in Physical Education Teaching
- Senior Technician in Animation of Physical and Sports Activities (upper degree)
- Technician in Group Driving in the Natural Environment (intermediate degree)
- Sports technician in a specific sport modality (intermediate grade)
- Senior sports technician in a specific sport modality (upper degree)
- 1st level technician in a specific sport modality
- Introductory course to sports technician (CIATE)

On the other hand, the Ministry of Education and Vocational Training of the Spanish State, through INCUAL regulates the qualifications to practice different professions, among many others, regulates the professional family of physical and sports activities.

“Within the framework of the National Catalog of Professional Qualifications, the professional family of Physical and Sports Activities covers a wide range of activities grouped for study in three areas: a) Physical-sports and recreational activities, b) High performance sport and c) Prevention and recovery.

The professional family takes as a reference 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.

Sport is an emerging niche of occupation, as evidenced by the fact that in the last ten years employment in the sector in the European Union has grown by 60%, with more than one million employed in main activity and about two million in secondary activity. In addition, it can mobilize more than ten million volunteers” (Ministry of Education and Vocational Training, 2021).

INCUAL itself details three major classifications, firstly the National Classification of Occupations, which includes:

- 1501 Directors and managers of recreational, cultural and sports enterprises
- 2329 Teachers and teaching professionals not classified under other headings
- 3539 Artistic and sports representatives and other commercial service agents not classified under other headings
- 3721 Athletes and sportsmen and women
- 3722 Coaches and referees of sports activities
- 3723 Instructors of sports activities
- 3724 Sports and entertainment monitors
- 5220 Sellers in shops and warehouses
- 5992 Bather-lifeguard

Secondly, the National Classification of Economic Activities

- 8551 Sports and recreational education
- 9311 Management of sports facilities

- 9312 Activities of sports clubs
- 9313 Gym activities
- 9319 Other sports activities
- 9321 Amusement Park and theme park activities
- 9329 Other recreational and entertainment activities
- 9604 Physical maintenance activities

And finally, the qualifications, grouped into three levels, which can be found in the annex E.2 Family Ratings Physical and Sports Activity - Incual.

B. Analysis of the state of situation in Catalonia

The main goal of the Skills4Sports project is to map the existing NEET skills in the Mediterranean to allow the different participant partners to effectively establish the baselines by evaluating the skills on which NEET should be trained to increase their employability. Skill mapping will help to create a comparison of skills between geographical areas and a subsequent comparison of the skills required by the sports labor market. As a result, a work tool will be developed that will identify and correct the lack of certain skills and consequently to effectively establish the baselines by evaluating the skills on which NEET should be trained.

This study is carried out simultaneously in different regions, following the same methodology and requirements. So this compilation of reports is based on the analysis and conclusions of the young Neets in Catalonia.

B.1 Documentary collection and comparative table.

To map and analyze the different skills on which NEET should be trained to increase their employability ratio, data will be collected through different bibliographic sources that document the existing skills of NEET in Catalonia along the 3 reports in which the project is based. The different sources consulted will be systematically organized as a bibliographic archive of the project. A map of existing NEET competencies will be drawn up from the data extraction.

For the purposes of this report, the different questions have been tabulated in four groups:

- Group 1 (G1): Required for job position (answered by the organizations)
- Group 2 (G2): Candidates according to the companies (answered by the organizations)
- Group 3 (G3): Current employees according to the companies (answered by the organizations)
- Group 4 (G4): Self-Assessment of skills by Neets (answered by Neets)

The following figures show the differences between the four groups on each of the variables of the seven dimensions. When there is a significant difference, a line is drawn to connect them.

Each slide shows the answers of each variable on one dimension. Each variable shows the three levels answer (low/mid/high) in (red/yellow/green) for the four groups. Significant differences between some group pairs have been checked: 1 vs 4, 2 vs 4, 3 vs 4, 2 vs 3. Connecting lines between groups are displayed in black for an observed difference with a $p.value < 0.05$ and in magenta for $p.value < 0.01$. At the bottom of the graph there's a summary of percentage of variables where differences have been.

It has been done with R software version 4.1.2 and MESS library.

B.1.1 Communication skills

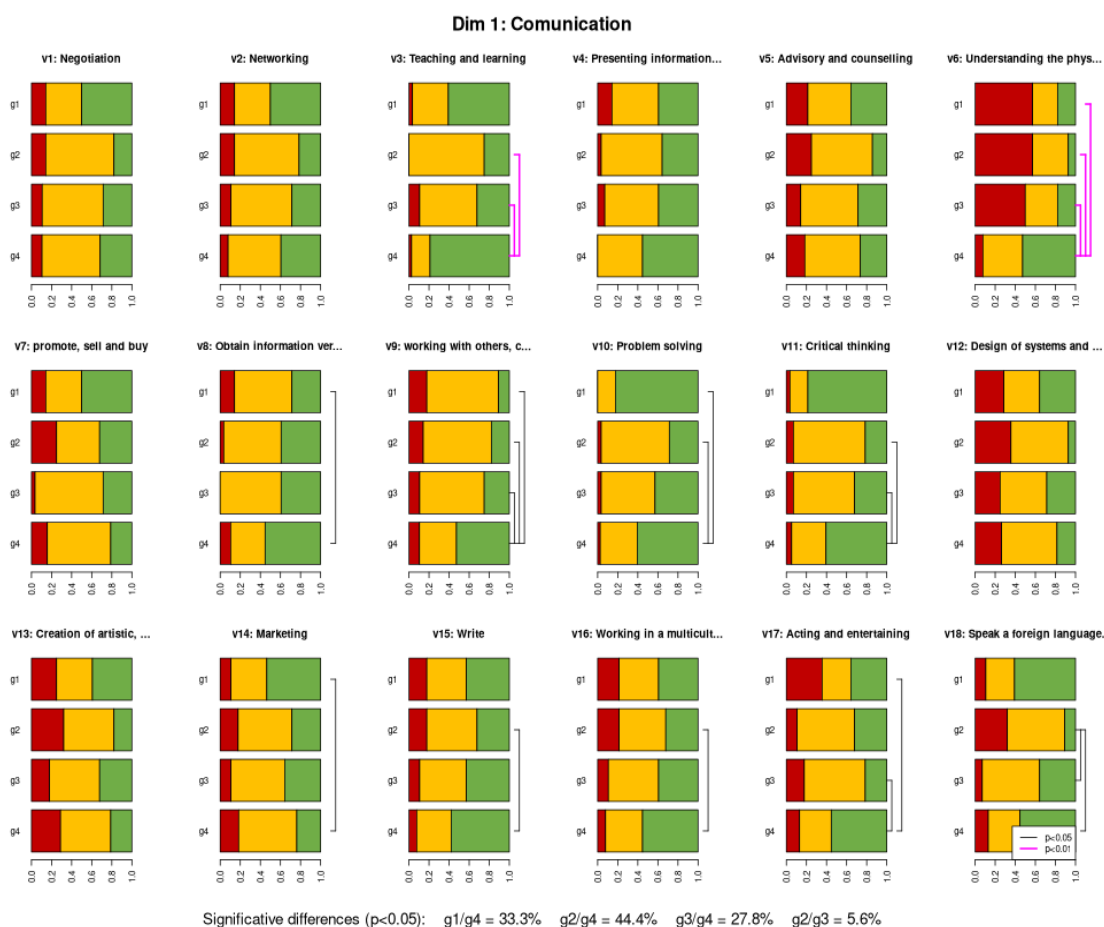


Figure 2 - Skills related to communication (Groups 1 to 4) - Source: Prepared by Authors

Significant differences between group 4 and groups 1/2/3 are observed in 33%/44%/28% of questions respectively.

In variable 6: Understanding the physical and mental state of athlete's major differences appear between all groups and 4th, with 4th having higher values (more self-perception).

Regarding the differences between group 2 and 3, these have only appeared in variable 18: Speak a foreign language, with the valuation of group 3 being very optimistic compared to group 2.

B.1.2 Information skills

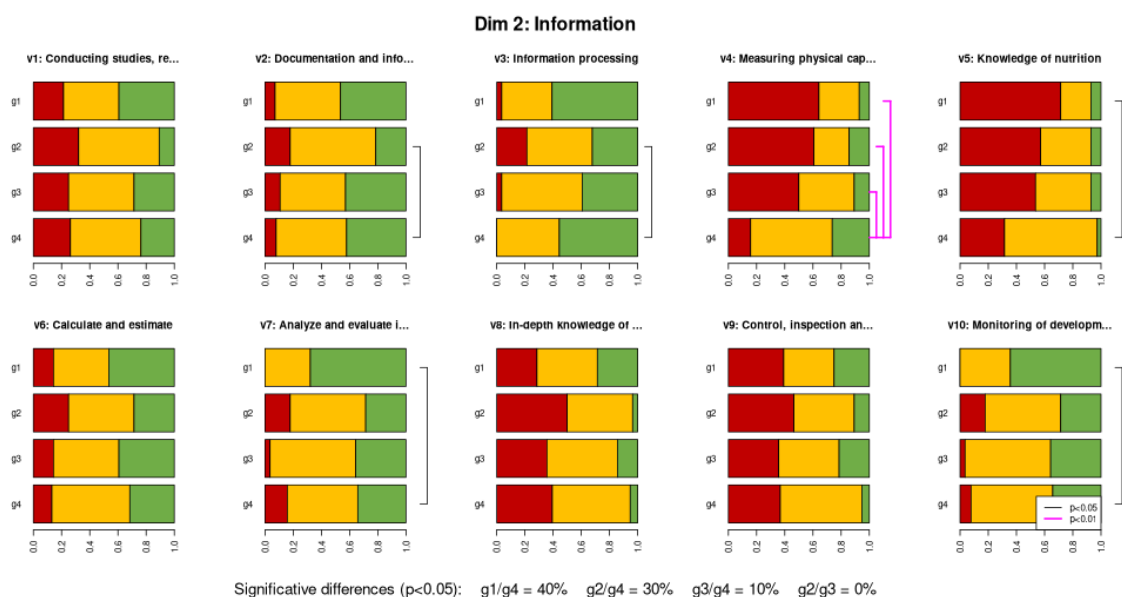


Figure 3 - Skills related to information (Groups 1 to 4) - Source: Prepared by Authors

Significant differences in 40% of the variables between group 1 and group 4, 30% between group 2 and 4 and 10% between group 3 and 4.

Variable 4: Measuring the physical capacities he is noted for the very significant differences between group 4 and the others, being the 4th very optimistic.

B.1.3 Protection and care skills

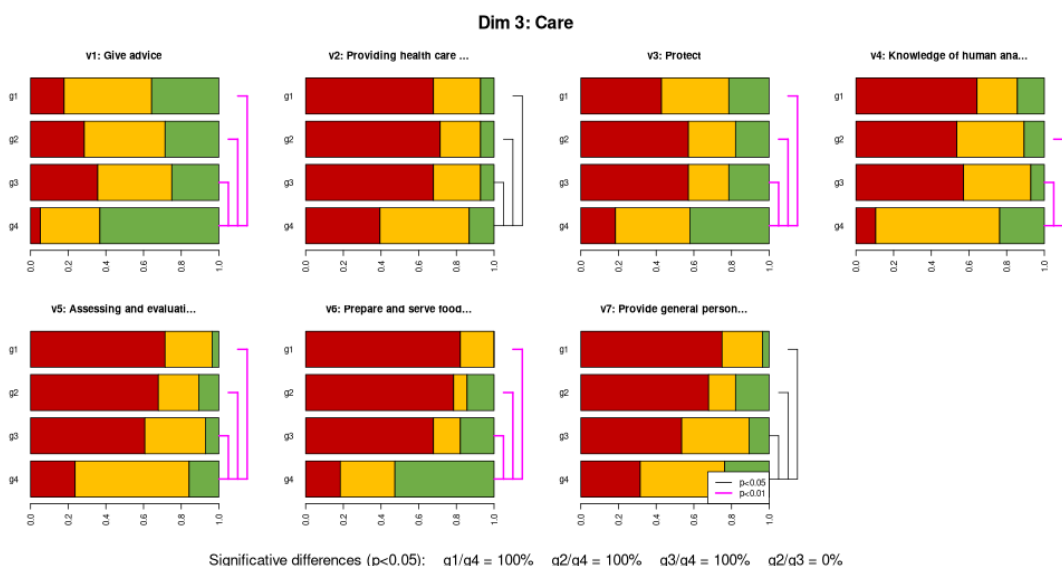


Figure 4 - Skills related to protection and care (Groups 1 to 4) - Source: Prepared by Authors

It is notable for the significant differences between all groups and 4th for all variables. Group 4 is always shown with much higher results (more high values and less low) than others. Therefore, all the variables in the dimension coincide in this difference.

B.1.4 Management skills

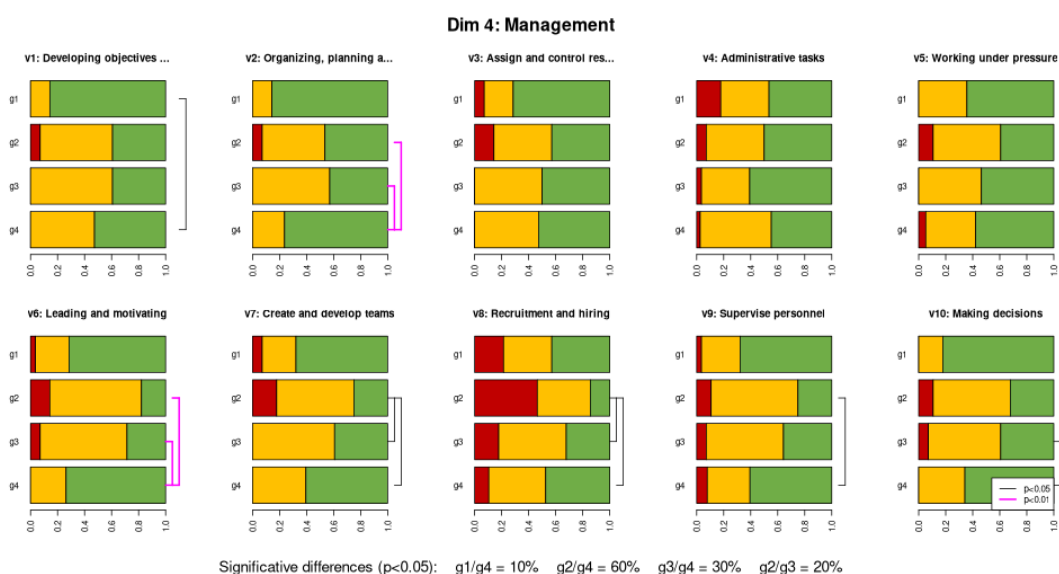


Figure 5 - Skills related to management (Groups 1 to 4) - Source: Prepared by Authors

It shows 60% significant differences between groups 2 and 4, with the autopercception values of NEETS higher than those of group 2. Comparing groups 3 and 4 the same conclusion is reached, although in this case it only affects 30% of variables. Last, significant differences between groups 2 and 3 are observed for variables 7 and 8, with group 3 being the most optimistic.

B.1.5 Computer skills

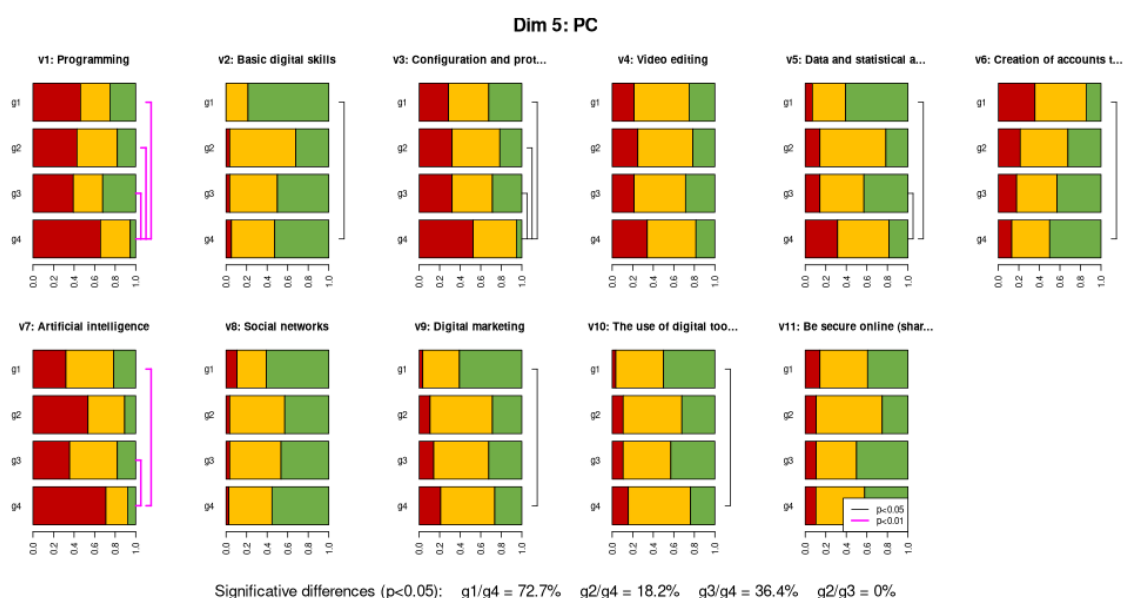


Figure 6 - Related to computer skills (Groups 1 to 4) - Source: Prepared by Authors

It is notable for the large number of differences between groups 1 and 4th in 77% of the questions. Of these, group 4 offered lower ratings on all questions except one. Between group 3 and 4 differences have been found in 36% of the questions, with group 4 always being pessimistic.

B.1.6 Manipulation and displacement of elements skills

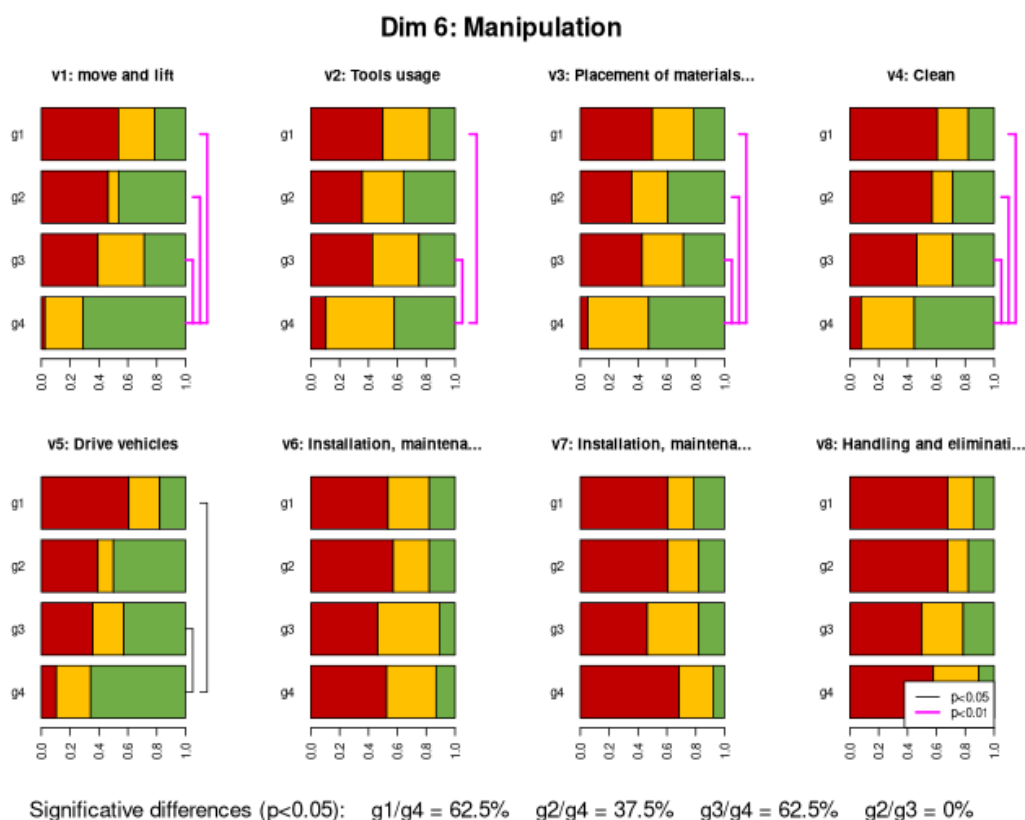


Figure 7 - Skills related to manipulation (Groups 1 to 4) - Source: Prepared by Authors

It is relevant for differences between groups 1 and 3 compared to 4 in 62.5% in both cases and is always the group 4 which has higher ratings. In addition, 37.5% of the questions are divided between groups 2 and 4 and 4 are also the highest rating group.

B.1.7 Construction and repair skills

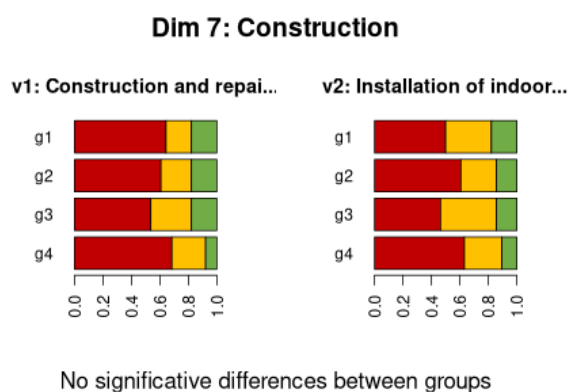


Figure 8 - Skills related to construction (Groups 1 to 4) - Source: Prepared by Authors

No significant differences have been found between comparative groups.

C. Conclusions

The realization of this study has allowed us to advance in the research on the professional insertion of young NEETs in the sports sector.

The appropriate approach of the surveys, focus groups and interviews has allowed us to analyze the results individually and collectively, giving us the possibility to cross-check these responses to obtain specific conclusions by areas.

From the results of report 1, 2 and 3, dimensions and variables of high interest are identified, in which actions can be taken to improve the situation.

It is proposed to use the present studies to produce an educational proposal that allows young NEETs to increase their labor market insertion. This is an objective that has different beneficiaries: on the one hand, young NEETs gain access to the labor market of the sports industry and organizations obtain more and better candidates to fill their positions.

We must not forget the real possibility that young NEETs could start a professional project of entrepreneurship.

It has been a pleasure to work on these three reports, which we hope will be useful in tackling this situation of NEETs unemployment in the sports sector.

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E. Appendix

E.1 Unemployed population and unemployment rate by sex (%)

Year	Total	Male	Female
2020	12,6	11,9	13,4
2019	11	10,6	11,5
2018	11,5	10,9	12,1
2017	13,4	12,5	14,4
2016	15,7	14,6	16,9
2015	18,6	17,8	19,4
2014	20,3	20,6	20
2013	23,1	23,7	22,4
2012	22,5	23,2	21,7
2011	19,2	19,8	18,4
2010	17,7	18,6	16,6
2009	16,2	17,2	15
2008	8,9	9	8,7
2007	6,5	5,6	7,6
2006	6,5	5,2	8,1
2005	6,9	5,9	8,3
2004	9,7	8	12,1
2003	10,2	8,3	13
2002	10,2	7,8	13,5
2001	8,6	6,5	11,7

Table 1 - Unemployed population and unemployment rate by sex - Source: Indescat (2020)

E.2 Qualifications family Physical Activity and Sport – Incual (in Spanish)

- Nivell 1:
 - AFD500_1 - Operaciones auxiliares en la organización de actividades y funcionamiento de instalaciones Deportivas
- Nivell 2:
 - AFD096_2 - Socorrismo en instalaciones acuáticas
 - AFD159_2 - Guía por itinerarios de baja y media montaña
 - AFD160_2 - Guía por itinerarios en bicicleta
 - AFD161_2 - Guía en aguas bravas
 - AFD338_2 - Guía por barrancos secos o acuáticos
 - AFD339_2 - Guía por itinerarios ecuestres en el medio natural
 - AFD340_2 - Socorrismo en espacios acuáticos naturales
 - AFD501_2 - Balizamiento de pistas, señalización y socorrismo en espacios esquiabiles
 - AFD502_2 - Conducción subacuática e iniciación en buceo deportivo
 - AFD503_2 - Guía de espeleología
 - AFD504_2 - Iniciación deportiva en espeleología
 - AFD505_2 - Iniciación deportiva en hípica y ecuestre
 - AFD506_2 - Iniciación deportiva en natación y sus especialidades
 - AFD507_2 - Iniciación deportiva en vela con embarcaciones de aparejo libre y fijo
 - AFD508_2 - Iniciación y promoción deportiva en judo y defensa personal
 - AFD538_2 - Iniciación deportiva en la modalidad de salvamento y socorrismo en instalaciones acuáticas
 - AFD612_2 - Iniciación deportiva en esgrima
 - AFD613_2 - Iniciación deportiva en golf
 - AFD614_2 - Iniciación deportiva en piragüismo
 - AFD615_2 - Iniciación deportiva en tenis
 - AFD663_2 - Iniciación deportiva en karate
 - AFD664_2 - Iniciación deportiva en rugby
 - AFD665_2 - Iniciación deportiva en taekwondo
 - AFD672_2 - Dinamización de actividades recreativas en parques de aventuras en altura
 - AFD673_2 - Iniciación deportiva en atletismo
 - AFD674_2 - Iniciación deportiva en balonmano
 - AFD698_2 - Iniciación deportiva en baloncesto
 - AFD699_2 - Iniciación deportiva en escalada
- Nivel 3:
 - AFD097_3 - Acondicionamiento físico en sala de entrenamiento polivalente
 - AFD162_3 - Acondicionamiento físico en grupo con soporte musical
 - AFD341_3 - Actividades de natación
 - AFD509_3 - Animación físico-deportiva y recreativa
 - AFD510_3 - Animación físico-deportiva y recreativa para personas con discapacidad
 - AFD511_3 - Fitness acuático e hidrocinésia
 - AFD539_3 - Coordinación de servicios de socorrismo en instalaciones y espacios naturales acuáticos
 - AFD616_3 - Instrucción en yoga