



ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

Analysis of labour market
in the sport and physical
activity sector

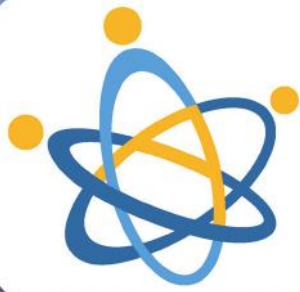


Austria

September 2019

TABLE OF CONTENTS

TABLE OF CONTENTS	2
1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT	4
2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET	7
3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR.....	11
4. SPORT LABOUR MARKET STATISTICS.....	19
5. NATIONAL EDUCATION AND TRAINING SYSTEM.....	35
6. NATIONAL SPORT EDUCATION AND TRAINING	43
7. RECOMMENDATIONS	46



ESSA-SPORT

Improving the Supply of Skills to the Sector

1

THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

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

a) The ESSA-Sport Project

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

The 3-year project, which began in October 2016, aimed to create a knowledge base and plan for action within the sector on the key issues of skills and workforce development which are central to helping the sector grow, to equip those working or volunteering with the right skills and to enable the sector to fulfil its potential as a social, health and economic driver. The overall ambition was to create an evidential basis for change and improvement, to create a major consultation on skills for the sport and physical activity sector.

The project has identified skill needs and future priorities based on national and European level research and consultation activities. The project partners are proud to have generated new knowledge and data to support policy and priority actions in the sport and physical activity sector.

b) The National Report

A National Report has been developed for EU countries where there is no ESSA-Sport National Coordinator. The report has been developed through desk research activities and unlike countries where there is an ESSA-Sport National Coordinator there has been no national consultation activities organised.

c) The sport and education system

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

Section 3 presents some basic information and characteristics of the national sport and physical activity sector/system.

The overall national education and training system is presented in Section 5 whereas some basic information on how education and training is organised in the sport and physical activity sector is presented in Section 6.

d) Sport Labour Market Statistics

Section 4 focuses on the work carried out to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

In order to make an impact on the sector and allow it to unlock its potential to improve people's lives, it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies.

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

NACE is the statistical classification of economic activities in the European Community, while ISCO is the International Standard Classification of Occupations. The ESSA-Sport consortium has been successful in

collecting the most relevant NACE and ISCO data related to the sport sector, gathered from the European body Eurostat. This data on the size and characteristics of the sport labour market at the national level is presented in section 4.

e) Recommendations

For countries where there has not been an ESSA-Sport National Coordinator it is not possible or relevant to develop a detailed action plan. Rather, some broad recommendations formulated at the European level are presented in section 7 which can potentially form the basis of further discussion by national stakeholders to confirm their relevance and whether they could be implemented nationally.



ESSA-SPORT

Improving the Supply of Skills to the Sector

2

NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

a) National key facts and data



Capital	Vienna
Official EU language(s)	German
EU member country	Since 1 January 1995
Currency	euro. Euro area member since 1 January 1999
Schengen	Schengen area member since 1 December 2007

Geographical Size	83 879 Square Kilometres
Population:	8 858 775
GDP per capita in PPS ¹	127

Political system
Austria is a federal parliamentary republic with a head of government - the chancellor - and a head of state - the president. The country consists of 9 states (Bundesländer). Both regional and federal governments exercise executive power. The federal Parliament consists of 2 chambers: the Lower House (Nationalrat) - directly elected - and the Upper House (Bundesrat) - elected by regional parliaments.

Trade and economy
<p>The most important sectors of Austria's economy in 2018 were wholesale and retail trade, transport, accommodation and food services (22.9%), industry (22%) and public administration, defence, education, human health and social work activities (17.3%).</p> <p>Intra-EU trade accounts for 71% of Austria's exports (Germany 30%, Italy 6%, and Slovakia 5%), while outside the EU 6% go to the United States and 5% to Switzerland.</p> <p>In terms of imports, 78% come from EU Member States (Germany 41%, Italy 6% and Czechia and the Netherlands 4%), while outside the EU 4% come from Switzerland and 3% from China.</p>

¹ Living standards can be compared by measuring the price of a range of goods and services in each country relative to income, using a common notional currency called the purchasing power standard (PPS). Comparing GDP per inhabitant in PPS provides an overview of living standards across the EU.

European Parliament

There are 18 members of the European Parliament from Austria.

Unemployment rate	4.5%
Job vacancy rate ²	3.0%

b) Characteristics of the overall labour market

1) The total employment in Austria

TOTAL EMPLOYMENT	4.241.000
+ % of the population aged 15-64	73,0%
<i>Total population aged 15-64</i>	5.808.900

TOTAL UNEMPLOYMENT	220.000
+ % of the active population	4,9%

2) The overall labour market - By gender

Male	53,0%
Female	47,0%

3) The overall labour market - By age

15 - 24	11,3%
25-49	73,7%
50+	15,0%

4) The overall labour market - By type of employment

Employed	89,7%
Self-employed	10,3%

5) The overall labour market - By type of contract

Full time	72,7%
Part time	27,3%

² A job vacancy is defined as a newly created, unoccupied, or about to become vacant, post. The job vacancy rate (JVR) measures the proportion of total posts that are vacant expressed as a percentage as follows: $JVR = \text{number of job vacancies} * 100 / (\text{number of occupied posts} + \text{number of job vacancies})$.

6) The overall labour market – By level of education³

Low education	12,5%
Medium education	52,7%
High education	34,8%

³ The statistics on level of education collated from Eurostat refer to ISCED level:

Low education	Levels 0-2
Medium education	Levels 3-4
High education	Levels 5-8



ESSA-SPORT

Improving the Supply of Skills to the Sector

3

THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR⁴

a) Legal basis for sport in Austria

Matters of sport fall into the constitutional competence of the federal states. The Confederation primarily carries out a funding competence based on Article 17 of the Federal Constitutional Law ("Private Business Administration").

From 1 January 2018, the Federal Government's Sports Promotion Act 2017 and the Gambling Act, as amended, form the basis of the Federal Government's Sports Promotion Act.

b) Organisation of sport in Austria

State institutions are responsible for the agendas of sport, which in turn operate at federal and state level, and there are also non-governmental organizations, such as Sport Austria, the Austrian Olympic Committee (ÖOC) and the clubs and associations.

In the state sector, the Federal Ministry of Public Service and Sport, the Federal Ministry of Defense, the Federal Ministry of the Interior, and the Federal Ministry of Education, Science and Research are responsible for the various tasks of sport at federal level.

Since agendas of sport fall within the constitutional sphere of action of the federal states, nine regional sports directorates have been set up.

With the Federal Sport Promotion Act 2017 (BSFG), the Bundes-Sport GmbH (BSG) was founded as a funding agency, which is owned by the federal government. Tasks of this organisation include the awarding, execution and control of subsidies under the law, the development of other promotions in the field of sports, the promotion of the preparation and holding of major sporting events of international importance, the promotion of women's and girls' sports and disadvantaged groups, the promotion of projects of sports science importance or the promotion of top-level sport and the inclusion of people with disabilities in sport.

In the non-state sector, Sport Austria is the umbrella organisation of Austrian sport and coordinates matters of sport with the responsible state agencies. The full members of Sport Austria are the three umbrella organizations ASKÖ, ASVÖ and Sportunion, which currently has 60 recognized trade associations as well as the Austrian Disabled Sports Association, the Austrian Olympic Committee, the Austrian Paralympic Committee and the Special Olympics.

c) Key organisations

1) Bundes-Sport GmbH (BSG)

The main task of Bundes-Sport GmbH (BSG) is the allocation, management and control of funding for sports associations, organizations and institutions.

The BSG supports sports associations, organizations and institutions in accordance with Art. Federal Sports Promotion Act (BSFG) 2017 and carries out the associated controls and evaluations. The BSFG 2017 regulates the federal sport promotion as well as its processing and transparency.

⁴ The source for the content of this section (up to the part on Eurobarometer) is the website of Sport Austria www.sportaustria.at accessed in October 2019

The BSG is a non-profit limited liability company of the Republic of Austria that promotes sports associations, organizations and institutions. In this context, the BSG grants subsidies and carries out the related subsidy checks.

2) Sport Austria

Sport Austria is a non-profit institution with the aim of representing the interests of sport in Austria and in international organisations. Sport Austria is thus the central coordination and advisory platform within the Austrian sports system.

Sport Austria's comprehensive area of expertise includes the coordination of sport policy activities, provision of services for members, representation of sports concerns vis-à-vis state institutions, representation of Austrian sport in international bodies, coordination of funding agencies, training of trainers and instructors, and further education of executives, development of sports projects, assessment and drafting of draft laws and regulations, information on sports-related legal and tax matters, publication of publications, production of documentation and databases, event and association marketing and promotion of sports fairness, in particular through measures against doping , Game Manipulation, Violence and Racism.




3) Other organisations

Other key organisations in Austrian sport can be accessed and viewed through the following links:

-  [100% sport](#)
-  [Federal Ministry of Public Service and Sports](#)
-  [Federal Ministry of Education, Science and Research](#)
-  [federal Ministry of Internal Affairs](#)
-  [Federal Ministry of Defense](#)
-  [Federal Ministry of Labor, Social Affairs, Health and Consumer Protection](#)
-  [Bundessporteinrichtungen GmbH \(Federal Sports and Leisure Centers BSFZ\)](#)
-  [Federal Sports GmbH \(BSG\)](#)
-  [Fit Sport Austria GmbH](#)
-  [Competitive sport Austria](#)
-  [Land Sports Organizations \(LSO\)](#)
-  [National Anti-Doping Agency \(NADA\)](#)
-  [Austrian Federal Sports Academy \(BSPA\)](#)
-  [Austrian Society for Sports Medicine and Prevention \(ÖGSMP\)](#)
-  [Austrian Sport Aid \(ÖSH\)](#)
-  [Austrian Sports Science Society \(ÖSG\)](#)
-  [Austrian Armed Forces \(Heeressportzentrum HSZ\)](#)
-  [Austrian Federal Network Sports Psychology \(ÖBS\)](#)
-  [Austrian Institute for School and Sports Facilities Construction \(ÖISS\)](#)
-  [Austrian Institute of Sports Medicine \(ÖISM\)](#)
-  [Austrian Performance Sport Center \(ÖLSZ\)](#)
-  [Sport with perspective \(KADA\)](#)
-  [sports theme](#)
-  [Association for the Protection of Integrity in Sport \(VWIS\)](#)

d) Sport and health

The World Health Organization (WHO) sees physical activity as a fundamental means of improving people's physical and mental health. In the "Austrian recommendations for healthy exercise", the Healthy Austria Fund (FGÖ) describes the extent to which physical activity is beneficial to health and the duration and intensity of which. Concrete movement recommendations for different age groups are given. In doing so, Austria has taken up the recommendations of the EU Commission and anchored the WHO guidelines at the national level.

-  Recommended Movement for Children and Adolescents: In order to promote good health, age-appropriate forms of exercise independent of gender are recommended for at least 60 minutes daily (medium intensity). In addition, muscle-strengthening and bone-strengthening forms of movement as well as additional activities for coordination and flexibility should be performed on at least three days of the week.
-  Exercise recommendation for adults: Healthy 18-64 year-olds are advised to use every opportunity to exercise and to be active at least 150 minutes a week with moderate intensity. In addition, muscle-strengthening forms of exercise should be performed on at least two days of the week.
-  Exercise recommendation for the elderly: Healthy people over the age of 65 years should distribute the exercise types recommended for adults on as many days of the week as possible, and in addition to this, they should also improve balance.

The National Action Plan on Movement (NAP.b), published in 2013, is a comprehensive expert paper, sponsored by the Ministry of Sport and the Ministry of Health, aiming to "increase the physical activity of the population towards the minimum recommendations for healthy exercise". The aim of the guideline is to further increase the awareness of measures for the promotion of physical activity and to encourage the development and implementation of measures on the way to a holistic culture of movement and sport in society. The NAP.b is to be seen as part of a health strategy alongside the framework health objectives, the child and adolescent health strategy and the National Nutrition Action Plan (NAP.e). There are six areas of sports, healthcare, education, employment, transport / environment / regional planning / object planning and older people.

e) Sport and business

According to a study by SportsEconAustria, the gross value added of Austrian sports in the narrower sense (operation of sports facilities, trainers, other services such as groundskeeper and all the inputs required for sports practice such as sporting goods production and trade) is € 5.6 Billion - that is 2.55% of total Austrian gross value added. By comparison, agriculture and forestry contribute only 1.71%, energy and water supply only 2.36% to Austrian economic output.

If one includes all other goods and services related to sports (sports facilities, sports coverage, sports betting, traffic to and from sports facilities, etc.), one speaks of sports in the broader sense with a gross value added of € 16.4 billion - this corresponds to 7.49% the gross value added.

f) Youth and children

It is a central concern of the Austrian Federal Sports Organization to support children and adolescents in sports. The children, adolescents and young adults are the future pillars of popular and elite sports. Without a doubt - according to this motto, you try to bring as many children and young people to the sport. Apart from that, exercise from childhood is an important contribution to a healthy life.

The work of Sport Austria is reflected in the following main topics:



Daily movement unit

Developed from the "Daily Gymnastics" initiative, it is important to sport to motivate as many children and adolescents as possible to get enough exercise already at school and in kindergarten.



BSO-Sportjugend (2004-2019)

The youth representation elected in the Federal Sports Organization has the task of picking up and dealing with youth-relevant topics which are in the interest of the sports associations.



Kinderschutz

Sport Austria enables professional support, awareness raising and prevention against abuse through the cooperation with "die möwe"

g) Sustainability

Sport has numerous links with environmental, climate, nature conservation and sustainability. Consider the organization and implementation of sporting events, the planning, construction and use of sports facilities or the practice of sports in nature. For several years, Sport Austria has been promoting the topic of "sports and the environment" and "sports and sustainability" through cooperation and partnerships. The overarching goal is to raise awareness and raise awareness of ecology and sport through target group-specific information.

h) Anti-doping

The National Anti-Doping Agency Austria GmbH (NADA Austria) was founded on 1 July 2008 and is a non-profit, independent anti-doping organization. By resolution of the Anti-Doping Act of 29 June 2007 (Federal Anti-Doping Act 2007, BGBl. I 30/2007), NADA Austria, as an independent doping control body, has the task of comprehensive anti-doping work in sport. The basis of the activities are the Anti-Doping Federal Law and the World Anti-Doping Code. Tasks include the planning, conduct and monitoring of doping controls, the review, analysis and evaluation of information regarding potential anti-doping rule violations, cooperation with state investigative bodies, the filing of test applications with the independent Austrian Anti-Doping Law Commission (ÖADR) and the exercise of party status in anti-doping proceedings. In addition, NADA Austria will take over the decision on applications for TUEs and the reporting on compliance with anti-doping regulations by Austrian sports organizations. In the area of preventive anti-doping work, NADA Austria relies on information, education and awareness-raising. In addition to the athletes, the target groups are all persons from their environment (eg coaches, carers, doctors, officials, parents, teachers and pharmacists). NADA Austria works closely with all relevant ministries, research centres and other partners.

i) Snapshot of sport and physical activity participation (Special Eurobarometer 472)

Special Eurobarometer 472 is a public opinion survey on sport and physical activity in the 28 EU Member States. It contributes to providing data to support the developing policy framework for promoting sport and physical activity.

The survey was carried out by TNS Political & Social network in the 28 EU Member States between 2 and 11 December 2017. Some 28,031 EU citizens from different social and demographic categories were interviewed face-to-face at home and in their native language, on behalf of the Directorate General for Education, Youth, Sport and Culture.

Austria (N = 1,021)

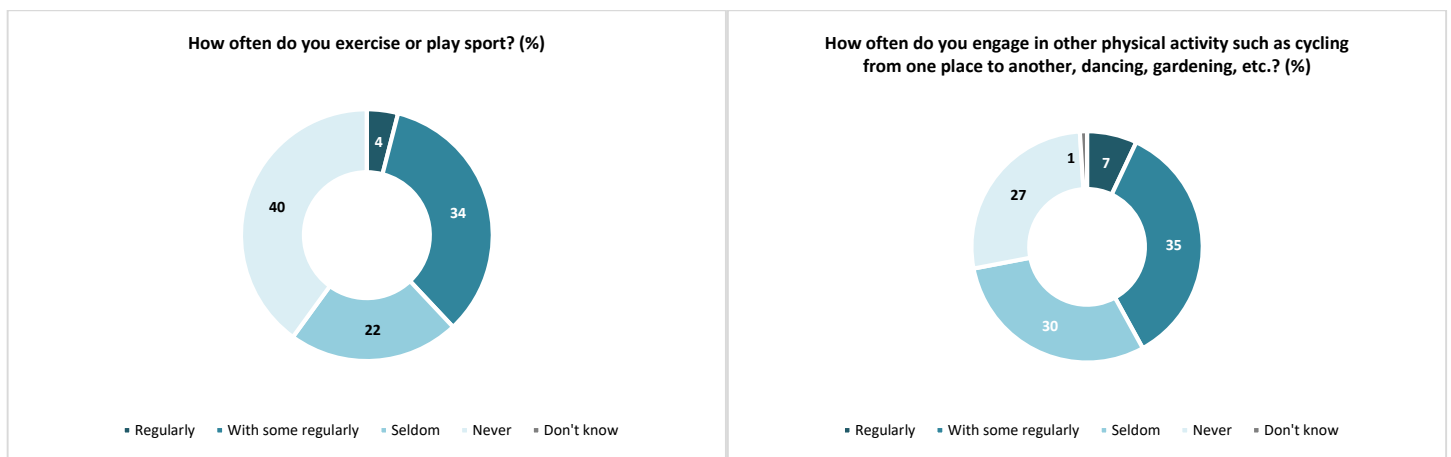
For the purposes of the ESSA-Sport Project National Summary Report for countries where there is no National Coordinator, the following selected graphs from Special Eurobarometer 472 provides some relevant background information as part of briefly describing sport and physical activity at the national level.

This data can be relevant to the labour market statistics presented in section 4. For example, one would expect that a high level of national participation in sport and physical activity could result in more paid and volunteer positions to serve the needs of those people, whether it is coaches, referees, managers or other sport professionals.

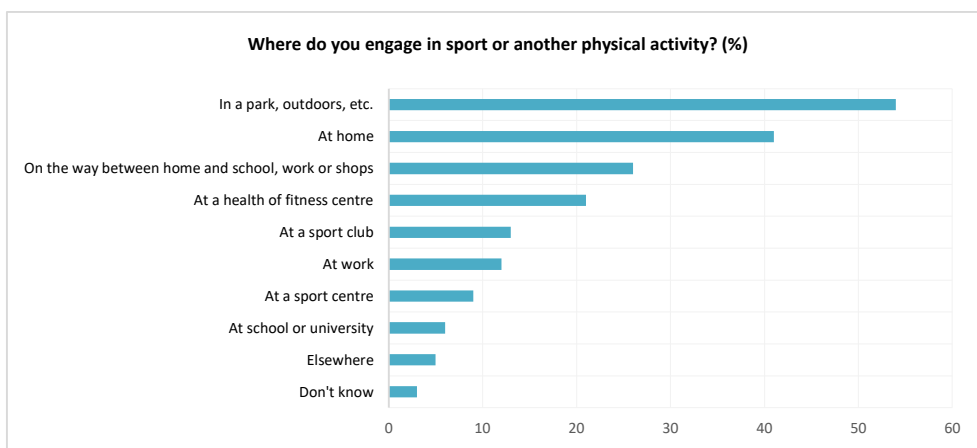
The full Special Eurobarometer 472 national factsheet can be found here:

<https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/special/surveyky/2164>

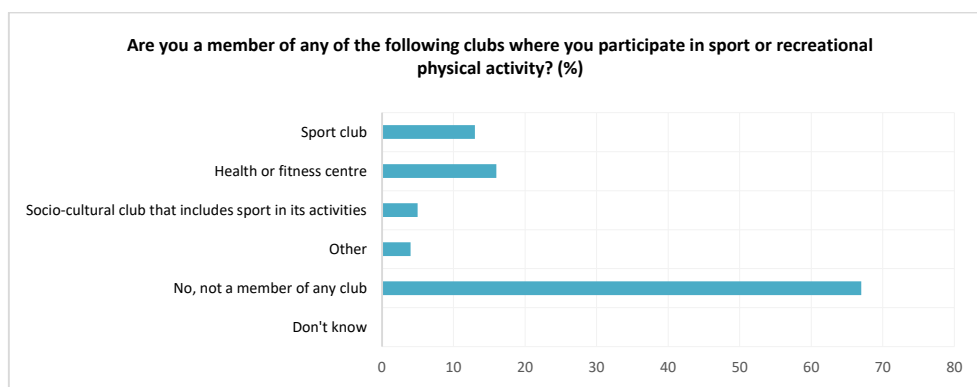
1) Participation in sport or exercise



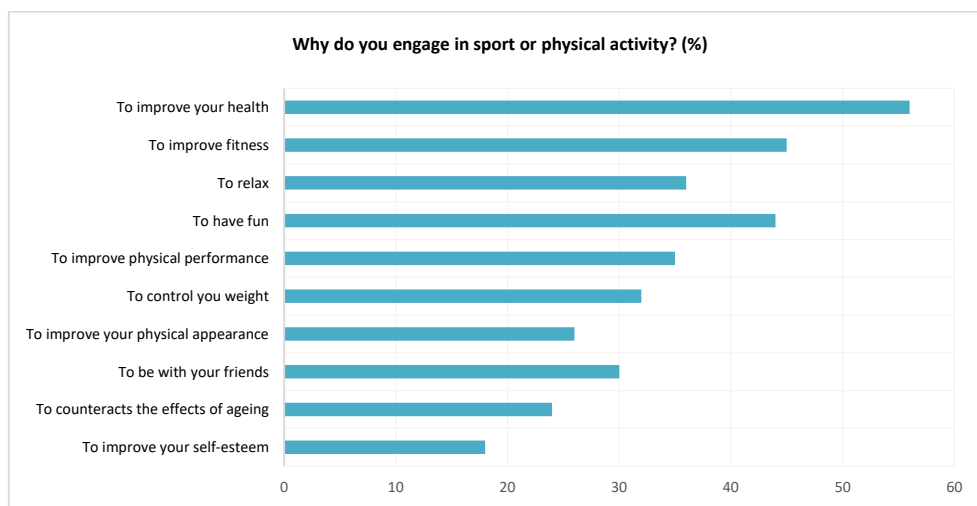
2) Location of engagement in sport or physical activity



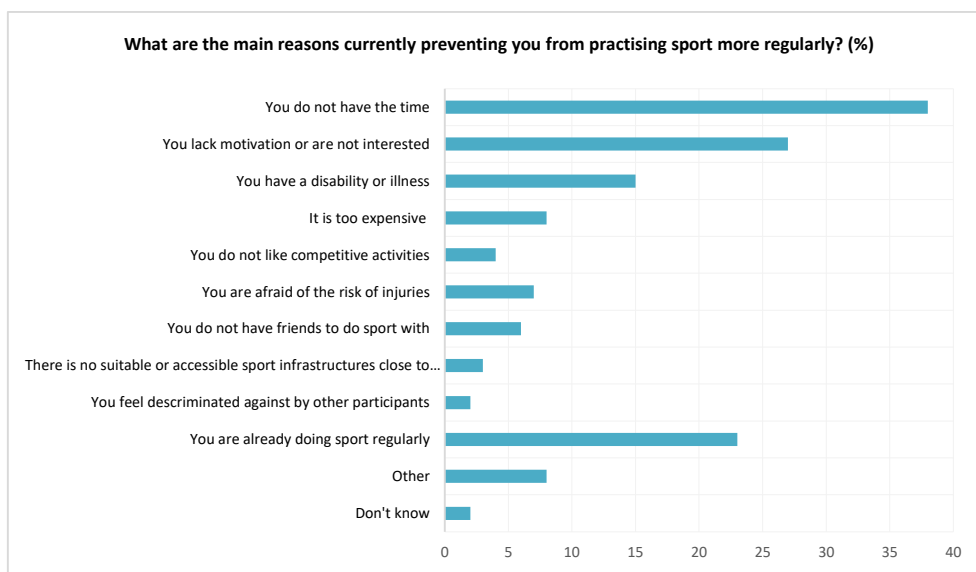
3) Club membership



4) Motivation to participate



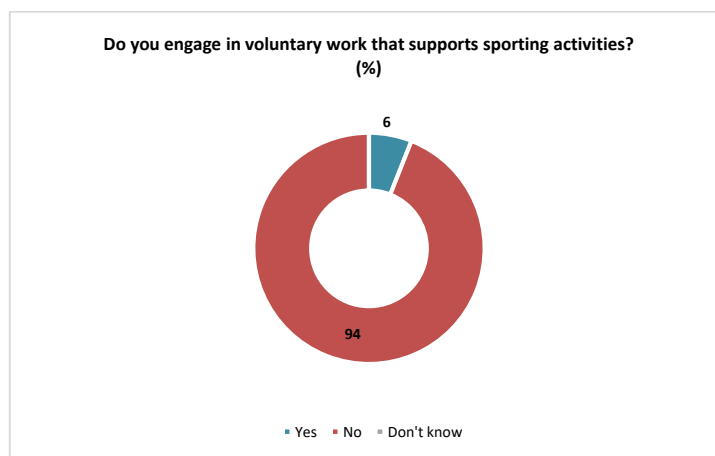
5) Barriers to participation



6) Opportunities to participate



7) Engagement in voluntary work in sport





ESSA-SPORT

Improving the Supply of Skills to the Sector

4

SPORT LABOUR MARKET STATISTICS



4. SPORT LABOUR MARKET STATISTICS

The following summarises and highlights some of the main findings of the Austrian statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Austria, according to the statistical definition of the ESSA-Sport project, in 2018 was 24,125. This represents a decrease of 3.94% since 2011.**

This is the total of all those paid staff working in organisations which have their main purpose as Sports Activities (Section 4.1 below) and those working in Sport Specific occupations in other types of organisations (Section 4.2).

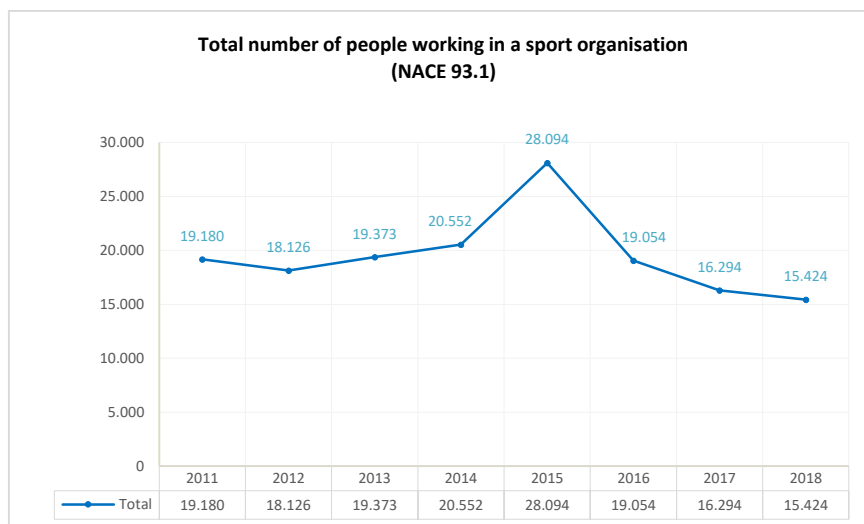
a) Total Number of People Working in Sports Organisations

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

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

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

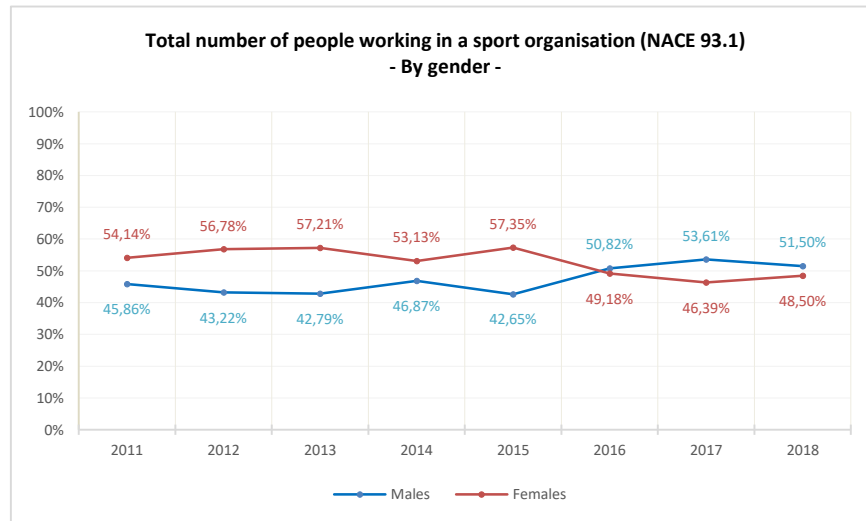
1) Total Number of People Working in All Occupations in Austrian Sports Organisations and Growth Rate



The total Austrian working population in these organisations (all occupations) as of 2018 is 15,424. This compares with a figure of 19,180 in 2011. Thus, there is a decrease during this period of 3,756 (19.58%). When the evolution is analysed year after year, it is important to note that the number of people working under the NACE code 93.1 in Austria increased until 2015 before decreasing up to 2018 with a sharp peak in 2015. Further research has to be done to determine the reasons for this. It is important to understand if the large blip in 2015 is related to a statistical or counting error or the real situation in the sport industry.

2) All People Working in Austrian Sports Organisations by Gender

The number of male employees in 2018 exceeds the number of females by 462 (3%). This shows a change from 2011 when the number of female employees exceeded the number of males by 1,588 (8.28%). The workforce is decreasing overall, as noted above, but is achieving close to gender parity.



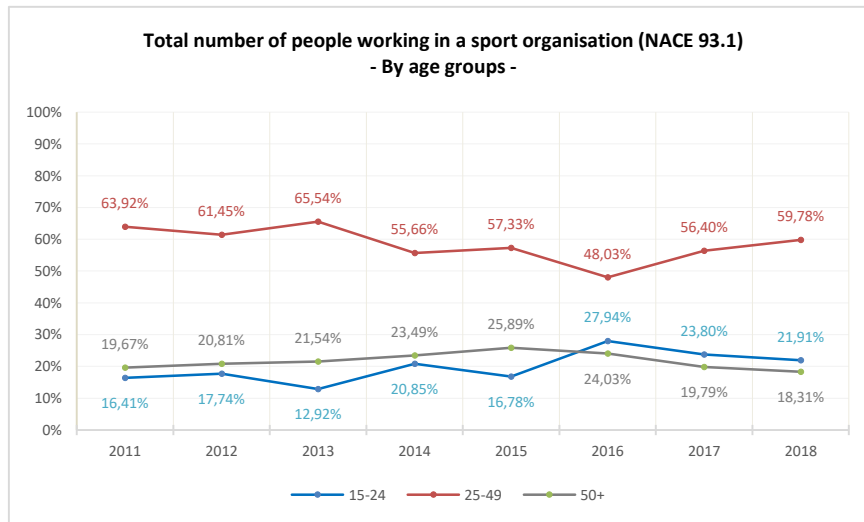
It is interesting to analyse that the negative growth rate of people working in a sport organisation decreased the gap between males and females, suggesting more females are leaving the sector than males.

It is important to underline that the highest peak in 2015 corresponds to an important growth of female employment (14.7% higher than the male rate), which quickly returned in 2016 to 2014 levels suggesting the possibility of a statistical error in 2015.

3) All People Working in Austrian Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	3,379 (21.91%)
25-49 years old	9,221 (59.78%)
50+ years old	2,824 (18.31%)

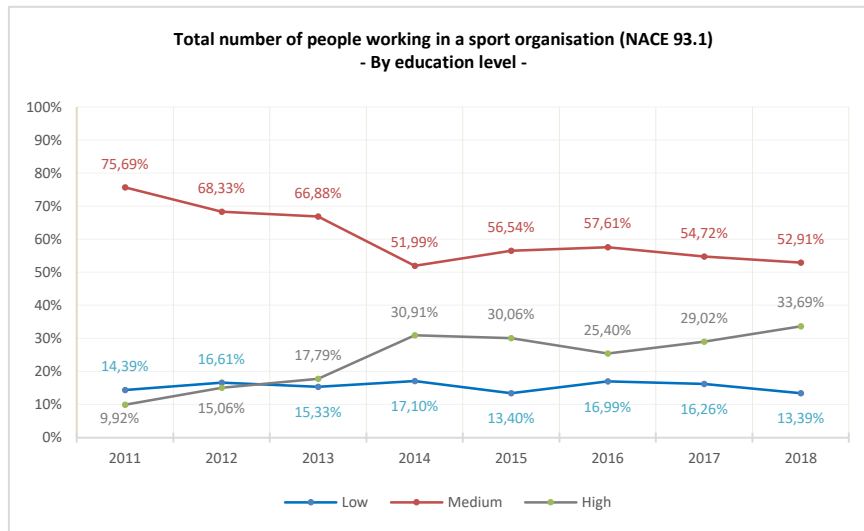


2011-2018 shows a slight decline in the 25-49-year-old age group (4%) and the 50+ group age (over 1%). The 15-24 age group increased by 5%. This suggests a slight rejuvenating workforce which could be beneficial in the future.

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

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

Low (ISCED 0-2)	2,066 (13.39%)
Medium (ISCED 3-4)	8,161 (52.91%)
High (ISCED 5-8)	5,197 (33.69%)



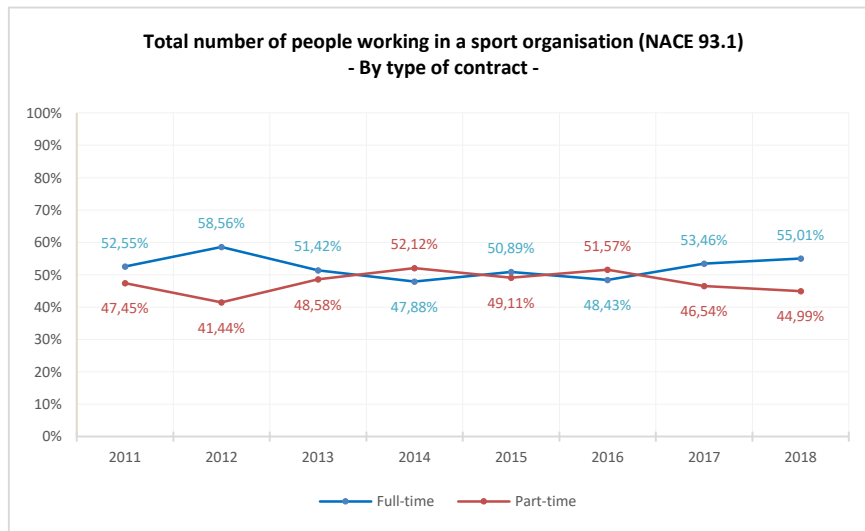
2011-2018 shows that there are more people with higher education qualifications working in the sector (from 9.92% in 2011 to 33.69% in 2018), but this is partly offset by the decline in those with medium level qualification (decline of 22.78%). The growing number with high levels of educational attainment may suggest a demand in the sector for new higher skilled roles, or alternatively that a portion of the workforce is overqualified for the level of job being performed.

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

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

Full-time 8,484 (55.01%)

Part-time 6,940 (44.99%)



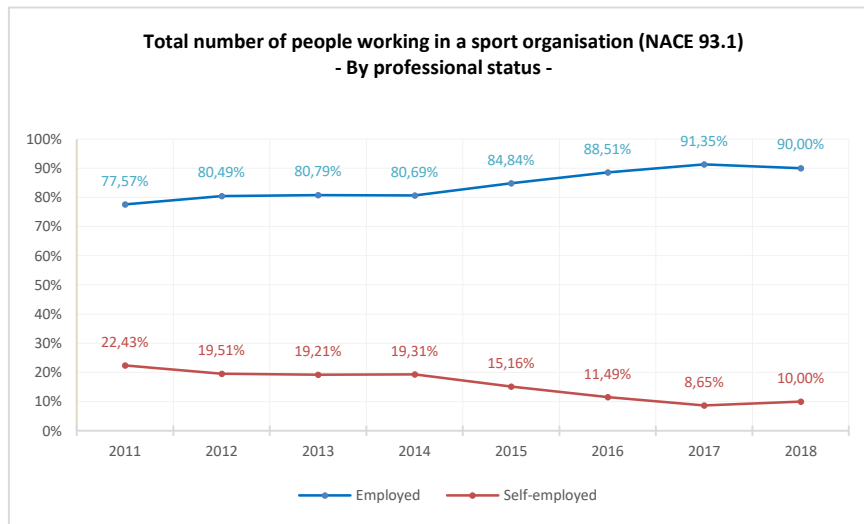
2011-2018 shows a slight increase in the number of full-time jobs (2.5%) as the proportion of part-time jobs decreased by the same percentage. The gap decreased over the years with a higher rate of part-time jobs in 2014 and 2016. The overall high rate of part time work may suggest the need for more flexible training provision to meet different working styles.

6) All People Working in Sports Organisations by Professional Status

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

Employed 13,882 (90%)

Self-employed 1,542 (10%)



2011-2018 shows a large increase in the percentage of employed staff.

7) All People Working in Sports Organisations – Additional Remarks

As mentioned earlier, the total Austrian working population in sports organisations in 2018 is 15,424. This corresponds to a decrease of 19.58% since 2011 but it is important to note that actually, this number increased until 2015 before decreasing up to 2018.

2015 is an important year for Austria regarding the number of people working under the NACE code 93.1 as the peak reached an impressive number of 28,094. This corresponds to a vast increase of female employees aged between 25-49 with medium or high education in both full time and part time contracts. It is important to further investigate the peak of 2015 which was not sustained in future years from 2016.

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

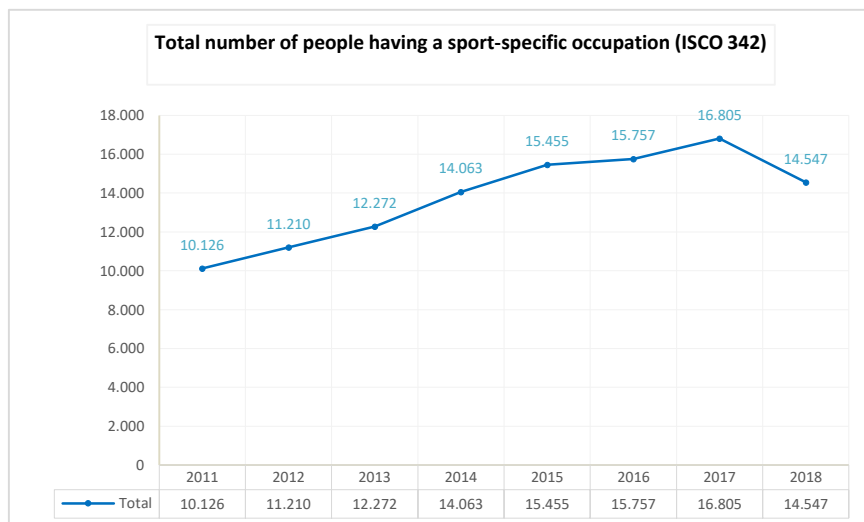
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

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

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

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

The total working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 14,547. This compares with a figure of 10,126 in 2011.



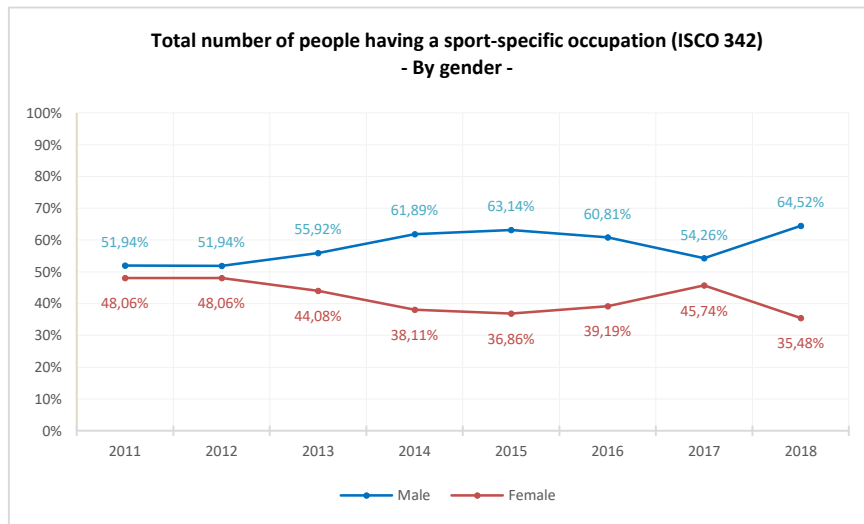
Thus, there is a growth during this period of 43.66%. This is high growth rate over the eight-year period especially when the number of people working in a sport organisation (NACE 93.1) has decreased by 19.58%. There is clearly a higher demand for Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders now than there was in 2011 and this suggests a clear need for work-related training in these occupations. After seven straight years of growth from 2011 to 2017 there was a decrease for 2018, it will be important to monitor if this is the start of a negative trend or if the growth returns for 2019 onwards.

2) People Working in Sport Specific Occupations by Gender

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

Male 9,386 (64.52%)

Female 5,161 (35.48%)



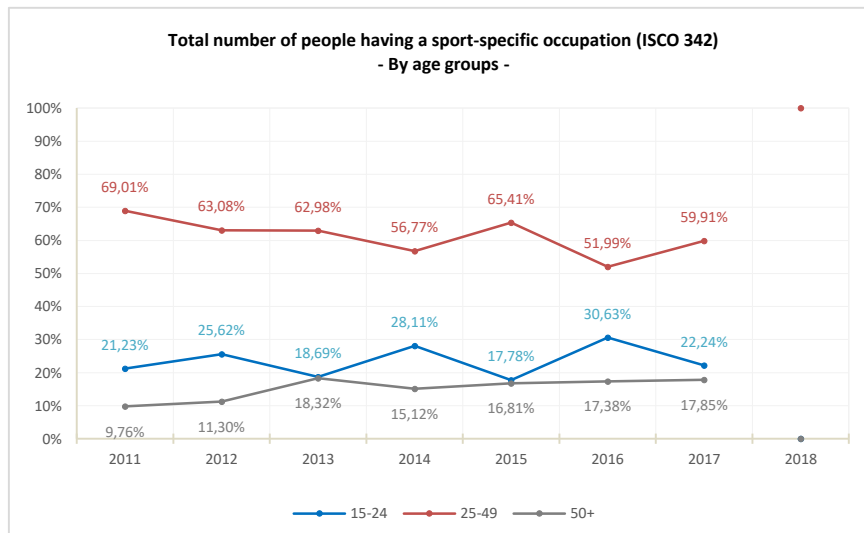
This shows a considerable change from 2011 when 51.94% of those working in sport specific occupations were male and 48.06% were female – a margin of less than 4%. The number of males employed now exceeds the number of females by 29%. This is a greater margin than the number of males over females in the working population of sports organisations in general (3%). It is interesting to note that after a steady increase in female employment to 2017 there was a sharp decrease in 2018 resulting in the wide gap between male and female, it is important to monitor if this situation and see if the gap closes in 2019.

3) People Working in Sport Specific Occupations by Age

2018 data are not complete as only data for 25-49 are available.

In 2017 the workforce in sport specific occupations was broken down by age as:

15-24 years old	3,738 (22.24%)
25-49 years old	10,068 (59.91%)
50+ years old	2,999 (17.85%)

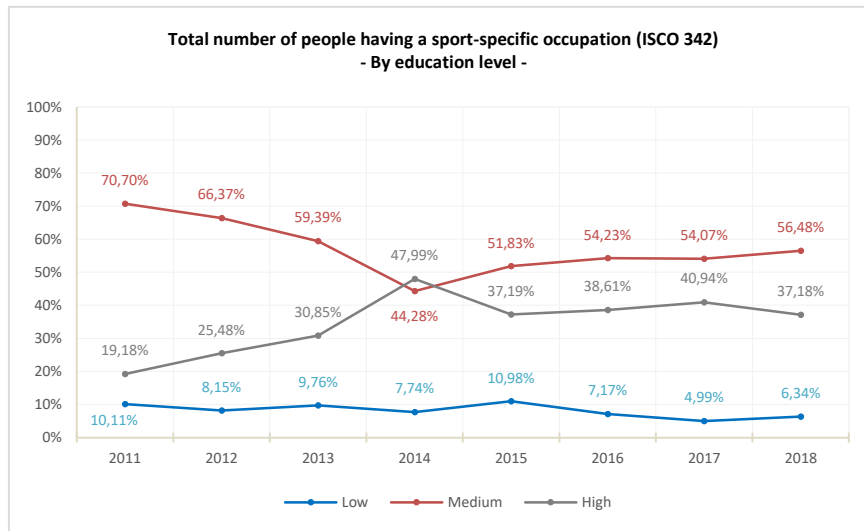


2011-2017 shows an increase in two age group: 1% in the 15-24 and 8% in the 50+ age group. The 25-49 age group declined by over 9%. This would suggest the sports specific workforce is getting slightly older. This contrasts with the age of the working population in sports organisations as whole (NACE 93.1) where we see a slight rejuvenating tendency. The higher number of older people joining sport specific occupations may suggest a greater need for specific training (CPD) in employing organisations.

4) People Working in Sport Specific Occupations by Level of Education

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

Low (ISCED 0-2)	923 (6.34%)
Medium (ISCED 3-4)	8,216 (56.48%)
High (ISCED 5-8)	5,408 (37.18%)



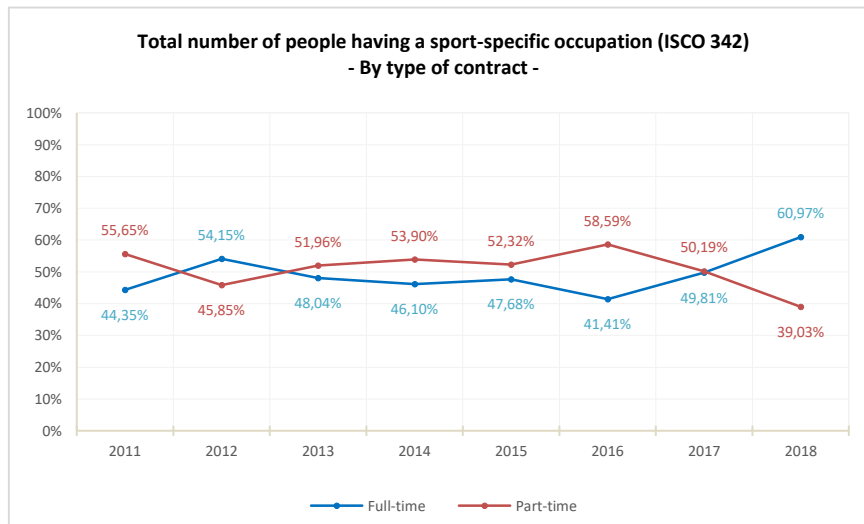
2011-2018 shows a 4% decrease in the low education group, and a 14% decline in the medium education group. The high education group increased sharply by 18%. These figures are similar to those for all people in sports organisations overall and may simply represent a general trend in the working population. Further research can identify if the jobs need higher level skills and education, or the jobs are taken by overqualified people.

5) People Working in Sport Specific Occupations by Type of Contract

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

Full-time 8,870 (60.97%)

Part-time 5,677 (39.03%)



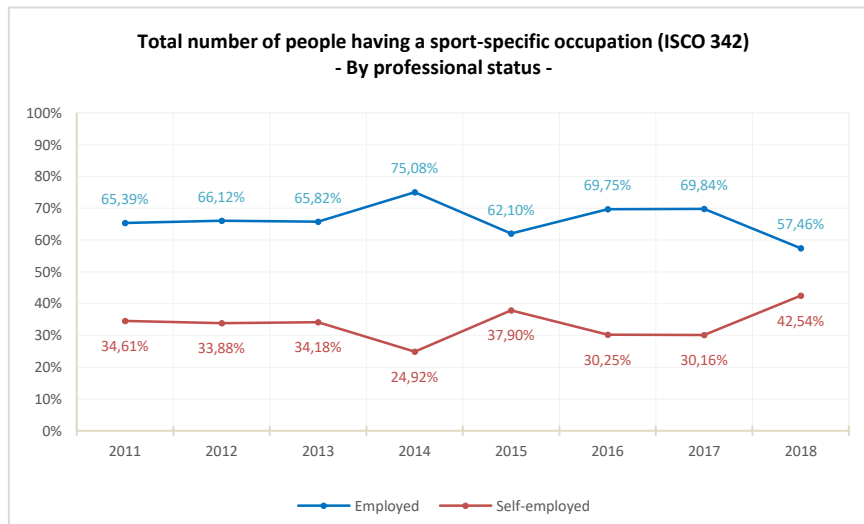
2011-2018 evolution shows a significant change. Over that period, the proportion of full-time contracts increased by 16%. In 2018, there was a clear preference for full-time contracts despite the fact that part-time contracts were the norm in 2011 and in the majority for the period 2013-2017. It would be interesting to know the reason for the sharp fall in part time contracts for 2017-2018.

6) All People Working in Sports Specific Occupations by Professional Status

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

Employed 8,359 (57.46%)

Self-employed 6,188 (42.54%)



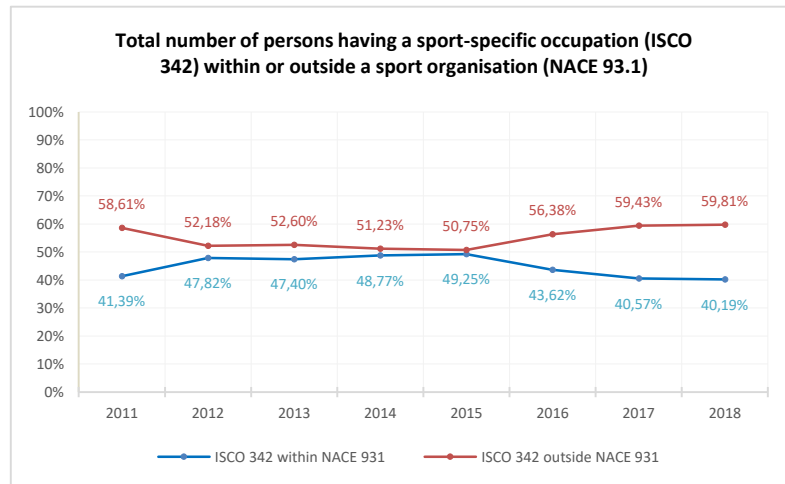
2011-2018 shows a significant increase in the percentage of self-employed (8%) as the employed staff decreased by the same proportion. The preference for self-employment is increasing over the years and may represent trends in the Austrian labour market overall. It is noteworthy to see a sharp decline in employed sport-specific jobs from 2017 to 2018 and this should be monitored to see if it is the start of a trend or a one off event in the statistics.

7) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

The total Austrian working population in sports specific occupations for the year 2018 breaks down as follows:

In sports organisations 5,846 (40.19%)

In other types of organisations 8,701 (59.81%)



This compares with 2011:

In sports organisations 4,191 (41.39%)

In other types of organisations 5,935 (58.61%)

There is only a slight change during the eight-year period as the sport specific occupations in sports organisations decreased by 1.20% to the other group's benefit.

The graph shows that following the increase, the number of people having a sport specific occupation started to decrease in 2016 inside sports organisations and in 2018 outside sports organisations.

c) Total Employment in the Sports Sector

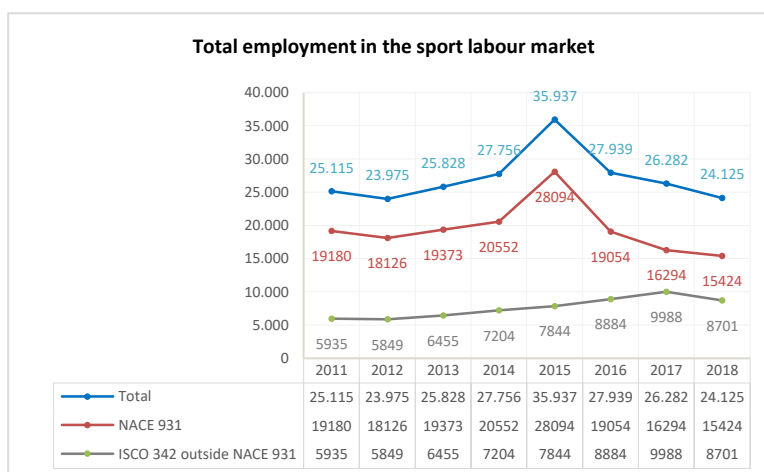
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

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

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

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

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



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

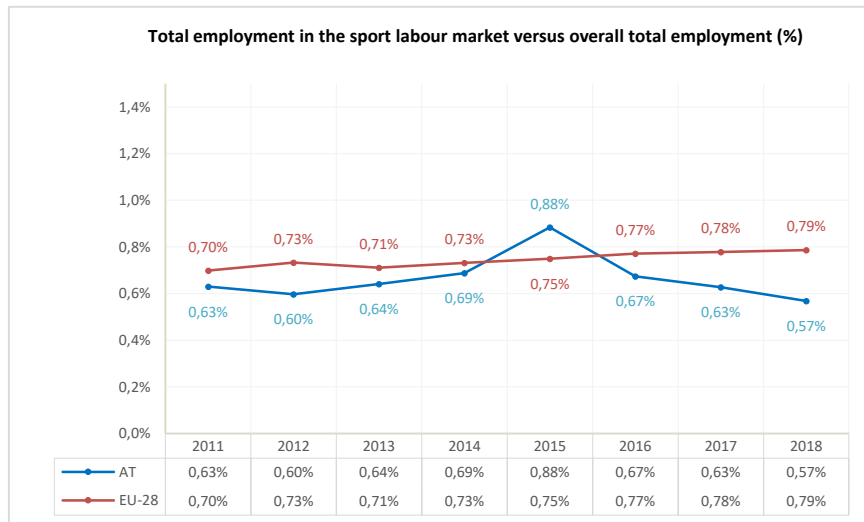
2011 25,115

2018 24,125

This shows an overall growth rate of -3.94%.

2) Comparing Employment in Sport and Physical Activity in Austria with the Rest of the EU

The size of the Sport and Physical Activity workforce in Austria is lower (by 0.22%) than that in the EU 28 as a proportion of total employment. In Austria 0.57% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. Despite progress towards the EU average up to 2014 and overtaking that average in 2015, the gap has now widened to be 0.15% greater than it was in 2011.



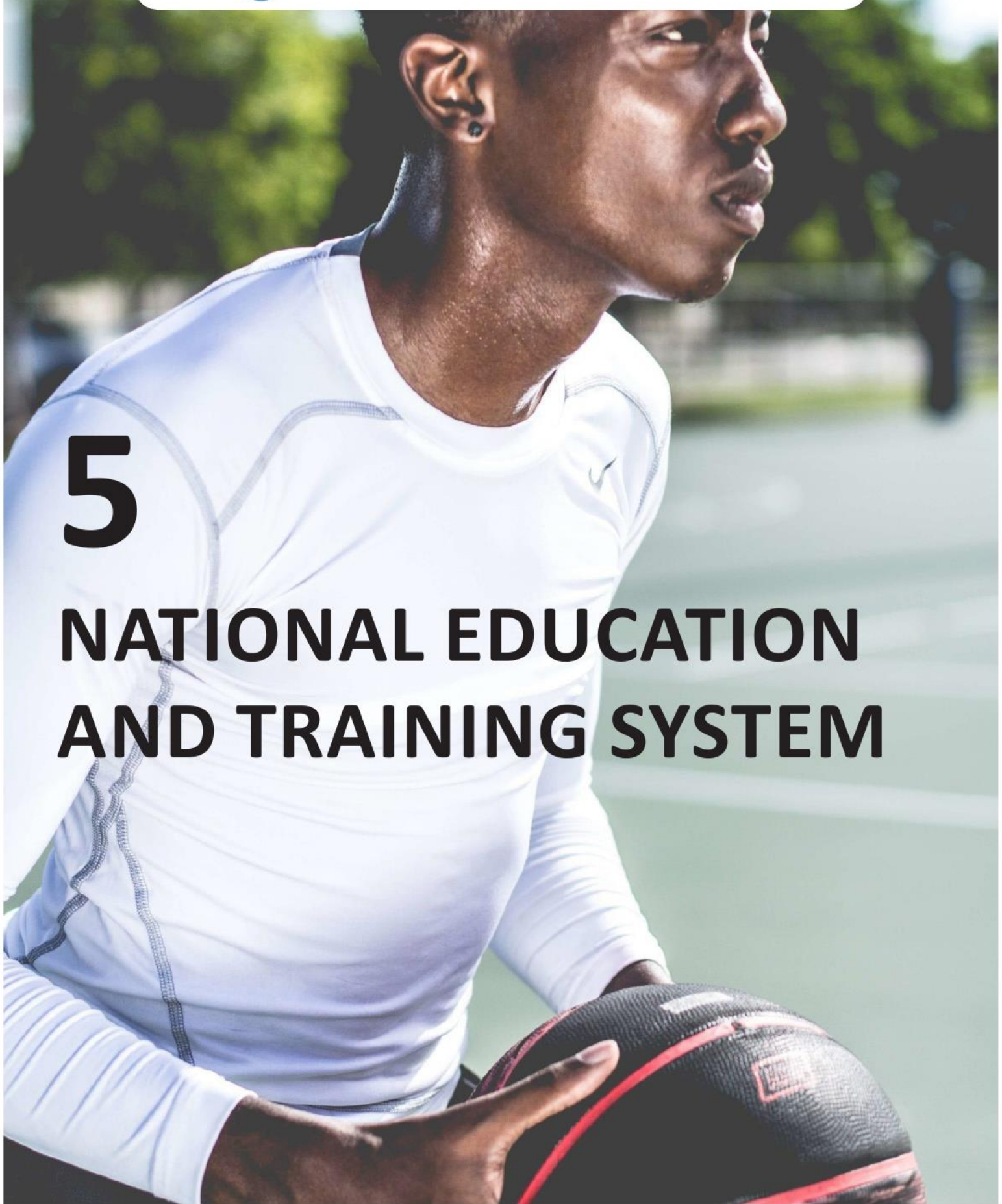


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

a) Responsible Ministry⁵

The Federal Ministry of Education, Science and Research (BMBWF) is responsible for the entire school sector, from primary up to upper secondary level, for adult education and for the theme of “lifelong learning”. Universities, colleges, universities of applied sciences and university colleges of teacher education and also the corresponding research activities are within the sphere of responsibility of the BMBWF.

The Federal Ministry for Digital and Economic Affairs (BMDW) is responsible for all tasks which concern dual training (apprenticeship training).

Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK) is the supreme oversight body for education and training in health care (ISCED 454, 665 and 767 and also NQF levels 6 and 7). It is also entrusted with improving the employment opportunities of school leavers and assisting unemployed people.





b) Stages of the education system⁶

School education is compulsory for nine years and starts at the age of 6. Primary school is the general compulsory school for pupils aged 6-10 (years 1 to 4).




The lower secondary level (years 5 to 8) comprises: New secondary school and Lower level of academic secondary school

The upper secondary level (years 9 to 13) comprises a general education branch and a vocational branch.

Higher education is provided by:

-  Public Universities (the biggest sector),
-  Private Universities,
-  Universities of Applied Sciences
-  University Colleges of Teacher Education

Adult learning programmes may lead to legally regulated qualifications (also called formal qualifications). They include second-chance programmes, for example: These are programmes that aim at the acquisition of qualifications by adults in the formal education sector e.g.:

-  the compulsory schooling qualification
-  the apprenticeship-leave certificate
-  the final certificate from schools for people in employment







⁵ https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-1_en

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/austria_en

c) Higher Education⁷

1) Public Universities

According to the Universities Act 2002, which entered into force on 1 January 2004, the main tasks of Universities are:




-  to develop and impart the sciences and/or the arts,
-  to provide basic training for scientific and/or artistic occupations and the qualifications for professional activities which require the application of scientific and/or artistic findings,
-  to train a next generation of scientists and/or artists,
-  to offer further training, especially to graduates,
-  to support national and international cooperation in the field of scientific research and teaching and/or the exercise of the arts and their teaching,
-  to support the use and application of university research results and/or the practical accessibility of the arts.

In Austria, the universities are legal entities under public law which have their own legal personality. The Federal Minister for Education, Science and Research has the legal supervision.

The performance of each university (including the offer of study programmes) and its budget are negotiated every three years between the university and the Federal Minister and laid down in performance agreements.

2) Universities of Applied Sciences

Since 1994/95 universities of applied sciences have been offering degree programmes aiming to equip students with vocational qualifications. There are bachelor's and master's degree programmes, which include practical training and are offered as full-time or part-time courses. The main goals of universities of applied sciences are:

-  to ensure practice-oriented training at university level,
-  to communicate the skills needed for the respective occupational field,
-  to promote permeability of the education system and flexibility of graduates.

A new university of applied sciences (a new institution) or a new degree programme needs to be accredited by the Agency for Quality Assurance and Accreditation Austria (AQ Austria)



⁷ https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-1_en

3) Private Universities

Private universities were first set up based in 1999. In 2012 the Private Universities Act was adopted, which now represents the legal basis for private universities.

Private universities are entitled to award academic degrees to graduates of the degree programmes they offer (bachelor's, master's and doctoral degrees), and this also includes the same academic titles as awarded at public universities.




For the private university sector the following external quality assurance procedures are carried out:

-  institutional accreditation of private universities,
-  programme accreditation of degree programmes.

4) University Colleges of Teacher Education

University colleges of teacher education are legal entities under public law with restricted autonomy.

The following study programmes have to be offered and provided at university colleges of teacher education as part of initial teacher training:

-  bachelor's and master's degree programmes to obtain teaching credentials for the primary sector,
-  bachelor's and master's degree programmes to obtain teaching credentials for the secondary sector (general education as well as vocational education and training),
-  continuing training programmes have to be offered for all occupational fields related to pedagogy.

d) Vocational Education and Training (VET)⁸

Existing VET programmes and curricula are regularly developed, updated and adjusted to guarantee that VET is labour market-oriented. One major goal of this adjustment process is to achieve congruency between VET and employment as well as between qualification supply and demand, by attempting to appraise future developments at an early stage and respond to them proactively. In the Austrian VET sector there are different anticipation processes that lead to curricular adjustments. Major stakeholders in this process include the social partners, which frequently support the coordination process between educational provision and qualification requirements and/or make statements on curriculum drafts.

In the following, the processes during the development of curricula are presented for various VET programmes:

(a) the educational objectives and content of programmes for intermediate and higher vocational education are laid down in framework curricula. They are issued by the Education Ministry (BMB). Initiatives towards curricular reforms and/or the introduction of new subjects or area specialisations are launched by the educational institutions themselves or by the Education Ministry. In so-called curriculum committees, teachers and BMB experts work together with representatives of the economy to develop draft curricula for the respective subjects. As well as a number of other institutions, the social partners also receive the drafts to issue their statements. In 2004 educational standards were defined per subjects and introduced in the VET school sector: these are learning outcomes which focus on final qualifications and describe the learners' knowledge and skills at the end of the programme. Educational standards are not tested in separate exams

⁸ https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_AT.pdf

but are integrated into the regular teaching and assessment processes. Thus, they make a significant contribution towards supporting competence-oriented teaching and assessing in the VET sector. The objectives of teaching are, however, still specified in the decreed curricula. By introducing the educational standards, a strong trend towards competence orientation has become established in VET, which is now also reflected in the new curricula;

b) the training content for every apprenticeship is laid down in training regulations (for the company-based part) and curricula (for the school-based part). The Ministry of Economy (BMFWF) issues the job profile (i.e. an in-company curriculum) and the competence profile (i.e. the competences which apprentices should have acquired by the end of their training at the company and at part-time vocational school) as part of the training regulation. Initiatives to adjust existing or introduce new apprenticeships are frequently taken by companies or social partners.

c) the initiative to modify existing or introduce new fields of study at universities of applied sciences frequently comes from the business sphere. The study plan, which is elaborated by a development team, must be subjected to a needs and acceptance analysis. In this process, the economy's quantitative demand for students is determined and the developed training and qualification profile is evaluated by potential employers.

(d) in the CVET sector it is the easiest to adjust programmes to qualification requirements. In this sector it is possible to respond to the economy's needs most quickly. The extensive lack of legal bases as well as competition between providers on the free CVET market lead to more flexibility and scope when designing needs-oriented courses

e) National Qualifications Framework ⁹

The Austrian National Qualifications Framework was set up when the Federal Act on the National Qualifications Framework (NQF Act, Federal Law Gazette No.14/2016) entered into force in March 2016. Since then, the NQF bodies mentioned in the law have been set up, the form sheet for the request for NQF allocation and the NQF manual have been approved by the NQF steering group – the political body which has a decisive influence on the NQF process.

The Austrian NQF comprises eight levels, with qualifications assigned to levels 6 to 8 based on different descriptors. Whereas qualifications of the Bologna architecture acquired at HE institutions (i.e. Bachelor, Master and PhD degrees) are classified according to the Dublin descriptors, assignment of all the other qualifications is based on the EQF descriptors. Levels 1 to 5, which are also characterised by the EQF descriptors, comprise qualifications from all education contexts.

The NQF is a comprehensive framework, which means that all qualifications – independent of where they have been acquired (whether at schools, HE or CVET institutions) and of whether they are government-regulated or not – can be allocated. This aims to enhance the visibility and perception especially of those qualifications which have to date not been portrayed in any classification of education (such as ISCED) – i.e. qualifications offered outside the formal education system and/or the contents of which are not laid down by law. The NQF must merely be understood as a transparency instrument, meaning that it will not have any regulating effect.

⁹ https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_AT.pdf

For a qualification to be assigned to an NQF level and hence also to be entered in the NQF register (a database which shows all allocated qualifications), it needs to fulfil certain criteria (e.g. a valid assessment procedure needs to be passed). In addition, qualification providers need to submit a 'request for NQF allocation', in which they describe the qualification in detail (e.g. the learning outcomes, the assessment procedure, quality assurance) and state reasons for the NQF level they are applying for. Already before the official introduction of the NQF, both the criteria and the description categories in the request for allocation had the effect that they were used as 'guidelines' for setting up new qualifications and modernising existing ones. Therefore major impetus for greater standardisation, for the further development and quality assurance of qualifications comes from the NQF.

f) Quality Assurance¹⁰

1) Tertiary Level

The laws which are relevant for quality assurance in tertiary education are the Universities Act, the Act on Quality Assurance in Higher Education, the 2005 Higher Education Act and the Federal Act on Private Universities.

2) Adult Education

An agreement concluded between the Federal Government and the provinces forms the legal basis of the Quality framework for the adult education sector in Austria (Ö-CERT).

3) External Quality Assurance

Ö-CERT – an overall framework of quality for adult learning institutions in Austria – started in December 2011. It is a nationwide model for the recognition of quality assurance and improvement measures of educational organisations and providers. The Austrian Ö-CERT addresses a diversity of providers of adult learning with many different, often regionally developed, quality labels. Ö-CERT was set up to improve transparency regarding the quality of adult education providers for customers, learners and public authorities. To be awarded an Ö-CERT, providers must hold one of the valid quality management systems or quality assurance procedures listed on the Ö-CERT website. Ö-CERT only recognises quality management systems which include an external audit and have a limited validity period. Apart from having a valid QMS, providers must fulfil general basic requirements concerning organisation, offers, quality assurance and compliance with democratic and ethical principles. Benefits of Ö-CERT include its light-touch administration and the fact that, at only EUR 100, application costs for an Ö-CERT accreditation are low and therefore do not present a financial barrier for small organisations.

The Federal Institute for Adult Education plays a major role as a competence centre for adult learning. BIFEB is part of BMB and is dedicated to the principles of lifelong learning and equal access to education. The close national and international cooperation with affiliate organisations of adult education and other research institutions ensures the professionalisation of continuing education as well as the setting of new quality standards in lifelong learning. Their offers in the field of continuing education are especially aimed at teachers and trainers, counsellors, education managers and communication managers and librarians. The

¹⁰ https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-1_en & https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-adult-education-and-training-1_en

contents covered in courses, workshops and university-level courses are delivered by Austrian as well as international experts. In addition new learning modes are introduced. All these measures aim at ensuring and/or raising the quality of adult education and training in Austria.

BIFEB closely cooperates with the Austrian Academy of Continuing Education who runs a system for the qualification and recognition of adult educators by checking and validating skills according to defined standards by recognition of existing qualifications. A two-part modular curriculum at WBA based on competence profiles leads to two obtainable certificates: certified adult educator and graduate adult educator. The WBA programmes aim to professionalise the field of trainers in adult education and training and therefore contribute to improving quality assurance. In addition, WBA ensures quality assurance and transparency with binding training and CET standards.

g) Apprenticeships¹¹

Apprenticeship training takes place at two places of learning: in the training company and at part-time vocational school (hence the term 'dual' system). A prerequisite for taking part in an apprenticeship is the successful completion of nine years of compulsory education. About one third of all apprentices have completed compulsory schooling by attending prevocational school before taking up apprenticeship training.

Learners need to find themselves an apprenticeship place in a company to be able to access this programme. Once a training company is found, learners need to sign an apprenticeship agreement with the authorised apprenticeship trainer, which is recorded by the apprenticeship offices.

The apprenticeship offices advise apprentices and training companies and organise the implementation of apprenticeship-leave examinations. They are located at the Economic Chambers in the federal provinces, but work as authorities on behalf of the Ministry of Economy. Together with representatives of the Chamber of Labour, the apprenticeship offices also check the suitability of training companies (i.e. the facilities and the qualification of the trainers).

An Austrian-wide training regulation (Ausbildungsordnung) exists for every apprentice-ship. It includes the job profile (Berufsbild) – a type of curriculum for the company-based part of training, which lays down the minimum knowledge and skills to be taught to apprentices by companies. The competence profile (Berufsprofil), which is also part of the training regulation, formulates in a learning outcome-oriented manner the competences apprentices acquire by the end of their training in both learning sites. The social partners are essentially in charge of taking decisions about what in-company curriculum and/or competence profile an apprenticeship occupation is based on and they exert a decisive impact on the structure and content of apprenticeship training via their work in relevant advisory councils.

At the end of the apprenticeship period, every apprentice can take the apprenticeship-leave examination (LAP). This exam aims to determine whether the candidate himself/herself is able to independently and appropriately carry out the activities connected to the occupation. The LAP comprises a practical and a theoretical part.

Following successful completion of the LAP, graduates have various CVET options, such as taking the master craftsperson exam for a skilled craft. Access to HE programmes can be acquired by taking the exam called Berufsreifeprüfung during or after the apprenticeship training. For many, an apprenticeship also forms the

¹¹ https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_AT.pdf

basis for a self-employed career. Almost 40% of managers in the business sphere have completed an apprenticeship.

Most apprentices are found in the crafts and trades because an apprenticeship is, in many cases, the only training track for occupations in this field (e.g. hairdresser, joiner, brick-layer). In wholesale and retail, industry and the tourism sector, apprenticeship training is also widespread. The tendency that more and more young people want to acquire a professional qualification, preferably in apprenticeship training, combined with the fact that the willingness of companies to train apprentices has decreased, among other factors due to insufficient basic competences of apprenticeship beginners, has led to the expansion of supra-company training (ÜBA, Überbetriebliche Berufsausbildung). Originally conceived as a temporary educational offer until entry to a regular, i.e. company-based apprenticeship, ÜBA was incorporated as an equivalent part of dual VET in 2008. Now it is possible for young people who do not find a company-based apprenticeship post or have not been accepted by a VET school to spend the entire duration of the training in a training workshop, which is funded publicly (through Public Employment Service Austria). The school-based part of apprenticeship training is provided at the regular part-time vocational school. ÜBA apprentices complete their training with the apprenticeship-leave exam.

h) Recognising and validating non-formal and informal learning and learning pathways¹²

To date, there exists no comprehensive system (i.e. a system including all contexts of study) for the validation of non-formal and informal learning (VNIL) in Austria (cf. European Inventory – Country Report Austria 2014).

However, initiated by the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01), work has already started on developing a holistic and coherent VNIL strategy (cf. European Inventory – Country Report Austria 2014).

The development of a national validation strategy is conducted in close coordination and cooperation with the processes to develop a National Qualifications Framework (NQF, cf. chapter 8.2: Current Policy Priorities) and to implement a lifelong learning strategy in Austria (LLL:2020). This national strategy pursues the objective of identifying the large number of already existing validation approaches and initiatives in Austria and making them visible and accessible in a coordinated manner in an overall strategy. The goal is to develop new validation models in a needs-oriented manner. Another goal is to raise awareness of the importance of competences acquired in different study contexts and promote their recognition.

Alongside these future scenarios, some practices and procedures for the validation of non-formal and informal learning are already in place. The most important development in adult education and training is, of course, validation of non-formally and informally acquired competences as part of the procedures of the Austrian Academy of Continuing Education (WBA) to acquire the WBA certificate and the WBA diploma (cf. chapter 8.4: Possibilities where certification bodies are involved). In addition, based on special agreements, holders of the WBA diploma have the possibility to be admitted to an HE study programme. This represents a major step towards achieving a higher degree of permeability of the education system and of access to tertiary qualifications.

¹² https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-1_en



ESSA-SPORT
Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING



6. NATIONAL SPORT EDUCATION AND TRAINING

a) Overview from desk research¹³

In Austria the general formal education institutes in Higher Education and formal Vocational Education and Training offer education and training in the sport sector mainly for coaching and sport management and research.

Austrian universities of Graz, Innsbruck and Salzburg offer sport related Bachelor programmes (e.g., Sport Management, Sport Science and Kinesiology), Master's programmes (e.g., Sport Science and Kinesiology, Teaching for Secondary Schools in Sport), and Doctoral programmes (e.g., Management and Media, Health and Fitness, Training Science).

Alongside the formal education system there is a sectoral vocational and education system for 'sport teachers', coaches, trainers, instructors, (para) medical practitioners, referees and/or other officials in the sport sector itself. Special courses and educational activities are offered by various institutes or organisations not part of the formal education system for different parts of the sector as sport organisations and clubs, municipal and local multisport programmes and in the fitness and outdoor and alpine sports. People can qualify for trainer/coach, instructor, 'teacher', referee, official, (para) medical practitioner (e.g. sport masseur) and sport manager or board member.

The national government role towards the non-formal educational system in the sport sector is providing financial assistance and partly recognising non formal education to continue with formal education. As sport according to the Austrian constitution is the responsibility of the regional governments these Lander governments support non formal education for sport organisations. The national government bodies do not have to be informed about these non-formal educational activities in the sport sector. State recognised sport governing bodies provide non-formal education in subjects where formal education does not put in resources.

Most of the sport qualifications of coaches, trainers, instructors (in sport disciplines) are completely and directly integrated in the National Qualification Framework. Qualifications for instructors (fitness and outdoor sports) referees and officials are embedded in a separate sport qualification framework with a formalized link to NQF. However in some sports or parts of the sector the qualification framework have no link to NQF.

b) Sport Austria Management certificate course¹⁴

The Austrian sports landscape is a dynamic and constantly changing environment in which full-time staff and honorary officials are confronted with a variety of tasks. In order to successfully run a sports organisation (association) in the long term, it is important to have a broad base of economic, legal, social and media know-how.

Sport Austria and the three umbrella organizations ASKÖ, ASVÖ and SPORTUNION want to provide full-time employees and honorary officials of sports clubs / associations in Austria with free access to sports club-

¹³ Coni Servizi , Directorate-General for Education, Youth, Sport and Culture (European Commission) , PwC (2016) Study on sport qualifications acquired through sport organisations and (sport) educational institutes

¹⁴ <https://www.sportaustria.at/de/schwerpunkte/fortbildungsangebot/sport-austria-management-kurs/>

specific training. A new system based on workshops can now better address the needs of individual participants. In addition to the much more flexible scheduling, the Sport Austria Management Certificate Course offers the possibility of specialisation in areas of personal interest or work and responsibilities. The participants will be assisted by well-known experts from the associations and external experts with help and advice.

The Sport Austria Management Certificates Course is open to anyone involved in sports associations, which are organized directly or through regional or national umbrella and professional associations in Sport Austria, with full-time employment or volunteering.

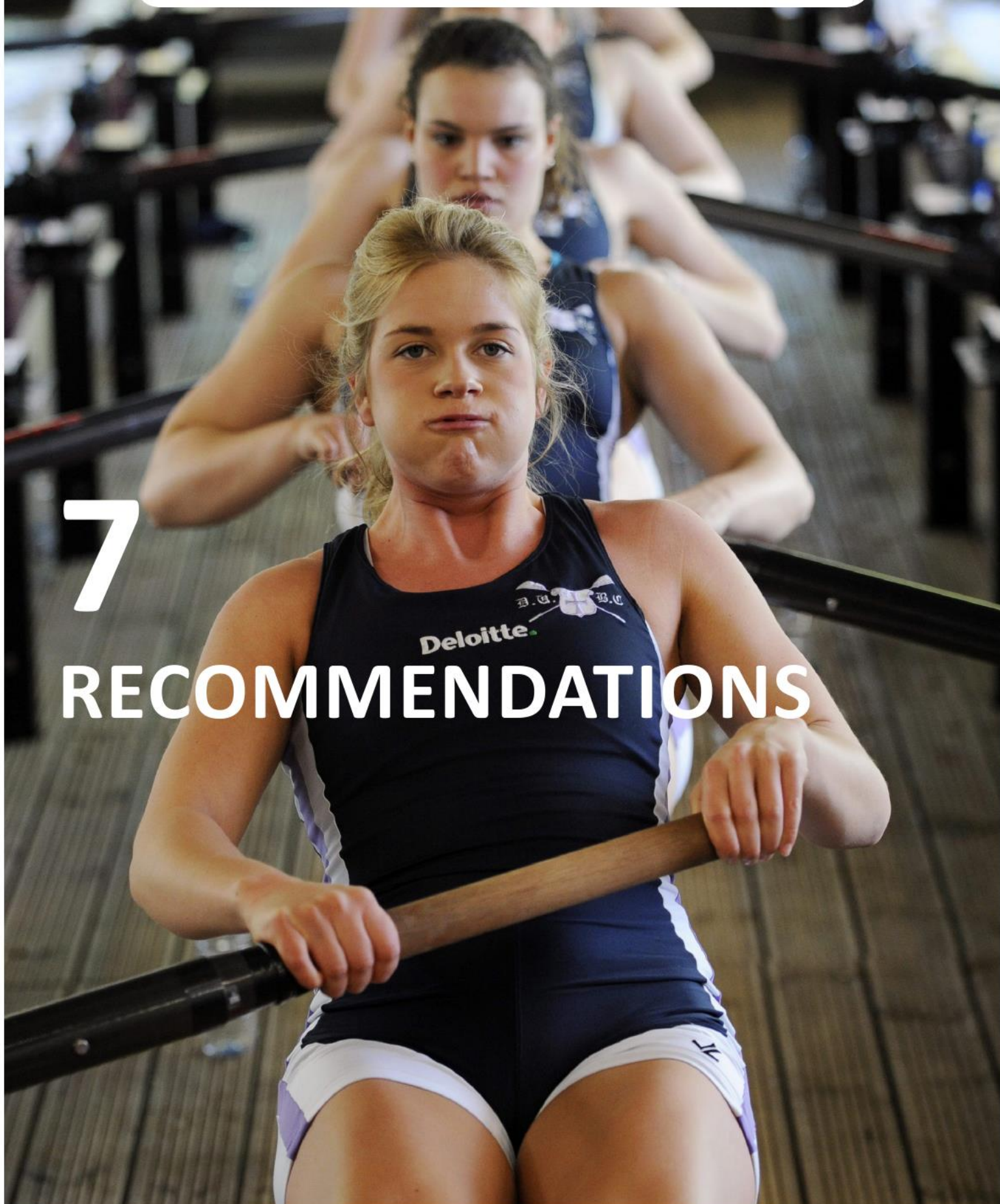


ESSA-SPORT

Improving the Supply of Skills to the Sector

7

RECOMMENDATIONS



7. RECOMMENDATIONS

Through the ESSA-Sport project Recommendations and Action Plans have been developed at the European level and can be found in the European Report. Recommendations and Action Plans have also been developed in countries where there is an ESSA-Sport National Coordinating Partner and can be found in the National Report for those countries.

For countries such as Austria where there has not been a National Coordinating Partner and national stakeholder consultation has not taken place it is not relevant or desirable to present a detailed Action Plan in this National Report.

However, it is useful to outline four Recommendation Areas drawing from priorities identified at the European level, based on common challenges and priorities across Europe, and present them for discussion at the national level by national stakeholders. Potentially these could be developed in to an agreed Action Plan with target dates and key organisations involved at a later date after being discussed and agreed by national stakeholders.

The challenges in developing the sport and physical activity workforce can have commonalities across Europe and it is felt these Recommendation Areas could be considered for relevance and potential action at the national level in Austria by national stakeholders.

Recommendation Area 1: Improving knowledge of the national sport and physical activity workforce

Repeat the analysis of Eurostat data for the national Sport and Physical Activity Labour Market and attempt to make contact with the National Statistics Office (NSO).

Explore the feasibility of undertaking a workforce research survey such as the one carried out through the ESSA-Sport European Online Employer Skills Survey

Recommendation Area 2: Promoting the value of research and the importance of the sport and physical activity sector

Promote the value of research and using an evidence base to inform policy and practice, and the importance of the sport and physical activity sector to society

Recommendation Area 3: Diversifying the workforce

Research and develop more approaches to attracting females into the Sport and Physical Activity workforce

Research other indicators of inclusion in the Sport and Physical Activity workforce

Recommendation Area 4: Professionalising the workforce

Encourage a dialogue between education providers and employers on skills and training issues

Optimise the training, development and qualification opportunities for potential and current workers in the Sport and Physical Activity sector

Develop modular training courses to enable workers in the sector to gain accredited training and qualifications using a variety of training modalities, including online learning.

Develop a national framework of qualifications in sport, linked to national qualifications framework developments and the European Qualifications Framework

Realise the potential of volunteers to deliver services to professional standards and to transition into the paid workforce



www.essa-sport.eu

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

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

