



**ESSA-SPORT**

Improving the Supply of Skills to the Sector

# NATIONAL REPORT

Analysis of labour market  
in the sport and physical  
activity sector



Croatia

*September 2019*

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

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

### a) The ESSA-Sport Project

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

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

A National Summary Report has been developed for EU countries where there is no ESSA-Sport National Coordinator. In these cases national stakeholders have been contacted to provide support to the development of the report, and the report has been supplemented by desk research activities.

### 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 or 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.

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

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) European Employer Skills Survey**

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

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

#### **f) 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 8 which can potentially form the basis of further discussion by national stakeholders to confirm their relevance and whether they could be implemented nationally.





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# NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

### a) National key facts and data



Capital	Zagreb
Official EU language(s)	Croatian
EU member country	Since 1 July 2013
Currency	Croatian Kuna HRK. Croatia has committed to adopt the euro once it fulfils the necessary conditions.
Schengen	Croatia is not a member of the Schengen area

Geographical Size	56 594 Square Kilometres
Population:	4 076 246
GDP per capita in PPS <sup>1</sup>	63

Political system
Croatia is a parliamentary republic in which the head of government - the prime minister - and the head of state - the president - represent the executive power and the state at home and abroad. The government structure is based on separation of legislative, executive and judicial powers. The Parliament holds legislative power and also controls the executive. Its members are elected for 4 years.

Trade and economy
The most important sectors of Croatia's economy in 2018 were wholesale and retail trade, transport, accommodation and food services (23.1%), industry (20.4%) and public administration, defence, education, human health and social work activities (15.5%).  Intra-EU trade accounts for 68% of Croatia's exports (Italy 14%, Germany 13% and Slovenia 11%), while outside the EU 9% go to Bosnia & Herzegovina and 4% to Serbia.  In terms of imports, 78% come from EU Member States (15% Germany, Italy 13% and Slovenia 11%), while outside the EU 3% come from both Bosnia & Herzegovina and China.

<sup>1</sup> 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 11 members of the European Parliament from Croatia.

Unemployment rate	6.8%
Job vacancy rate <sup>2</sup>	1.6%

## b) Characteristics of the overall labour market

### 1) The total employment in Croatia

<b>TOTAL EMPLOYMENT</b>	1.630.000
<b>+ % of the population aged 15-64</b>	<b>60,6%</b>
<i>Total population aged 15-64</i>	2.688.600

<b>TOTAL UNEMPLOYMENT</b>	151.000
<b>+ % of the active population</b>	8,4%

### 2) The overall labour market - By gender

Male	53,9%
Female	46,1%

### 3) The overall labour market - By age

15 - 24	7,2%
25-49	77,1%
50+	15,7%

### 4) The overall labour market - By type of employment

Employed	90,1%
Self-employed	9,9%

### 5) The overall labour market - By type of contract

Full time	94,8%
Part time	5,2%

<sup>2</sup> 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:  $JVR = \text{number of job vacancies} * 100 / (\text{number of occupied posts} + \text{number of job vacancies})$ .



### 1) The overall labour market – By level of education<sup>3</sup>

Low education	8,0%
Medium education	62,5%
High education	29,5%

<sup>3</sup> 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



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# THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

### 3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

#### a) Central State Office for Sport<sup>4</sup>

According to the Program of the Government of the Republic of Croatia, the Central State Office for sport primarily focuses on meeting the following specific goals: strong sports development (adopt a long-term sports development strategy), investing in a number of small sports facilities, encouraging sports in the service of health, encouraging children and young people to engage in organised activities on a daily basis physical activity, redefining the position of professional and amateur sports clubs, ensuring adequate technical and financial conditions for top athletes, implementing measures to combat violence on the sports field, and greater financial responsibility and transparency.

In accordance with the provisions of the Law on Sports, the Central State Office for Sport co-finances program of public needs in sport at the state level, encourages and cares for the development of sports from the youngest age, through recreational to top-notch and professional sports.

#### b) Sport and the law

The Law on Sport is the basic legal act that regulates the sports system in the Republic of Croatia. Also part of the framework of the system of sports are the by-laws adopted on the basis of the Law on Sport, as well as a number of other regulations, which directly or indirectly regulates the system of sports, most notably the Law on Associations.

The new Law on Sport intends to carry out categorisation and evaluation of sports, regulate the work of sports associations, as well as the system of control and the consequences of failure to fulfil obligations by sports to raise the level of efficiency of umbrella sports associations by clearly defining public needs in sport; and defining the criteria for constraints on administration and management costs imposed by public funds.

Furthermore, it is intended to harmonise the necessary qualifications, that is, the level of education according to the type and complexity of jobs in sports and adapting to the real human resources needs, unifying all subjects and data in sports into a single record, to regulate the issue of sports buildings and the network of sports buildings, to arrange a system of financing large international sports competitions in the Republic of Croatia based on clear criteria, to regulate the real needs for scholarships, as well as medical examinations, to provide sports scholarships for top athletes, derogate from the employment status of professional athletes and coaches, including related issues with a dual career as an athlete, to enable the pursuit of sports activities, to divest the proceeds of conviction and criminal acts and obstacles and restrictions on membership in the bodies of sports associations, sports federations and sports clubs societies.

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<sup>4</sup> The contents of this section are taken from the website of the Central State Office for Sport, see <https://sdus.gov.hr/> and the National Sports Program 2019 – 2026, which can be found at <https://sdus.gov.hr/UserDocsImages/dokumenti/Nacionalni%20program%20%C5%A1porta%202019.%20%E2%80%93%202026 .pdf> (translated version used)



### **c) Sport Financing**

The Law on Sport stipulates that sports activities are of particular interest to the Republic of Croatia, and so financing of sports is of national importance. Financing sports creates the preconditions for the development of sports from a young age, through recreational to elite and professional sports. The sports financing system in the Republic of Croatia is regulated Article 74 of the Sports Act.

Looking at the structure of the financing of sport at the national level, it can be concluded that most of the financial resources are related to the funding of umbrella sports associations.

Programs to meet public needs in sport at the state level, related to the functioning of the national sports federations, organising and conducting national championships and international sports competitions representative levels and care of top athletes is suggested by the Croatian Olympic Committee, who is responsible for program execution and spending and which submits a report on execution to the Croatian Parliament and the Central State Office for Sport public needs programs and the use of financial resources.

All other umbrella associations propose programs related to their activities. Each association has its own scope of work responsible for executing programs for which financial resources are provided.

The Central State Office for Sport proposes to the Government of the Republic of Croatia: programs for meeting the public needs which relate to the promotion of sports for children and young people, especially the sports activities of the Croatian School Sports Federation, and to encourage planning and construction of sports buildings, the awarding of the National Franjo Bucar Sports Award and national awards for top sports achievements, for international sports cooperation and international obligations of the Republic of Croatia in sports, scientific and development programs in sports and the functioning of the Information System in sports.

### **d) National Sports Program 2019 – 2026**

At its 12th session, on 12 July 2019, the Croatian Parliament adopted the National Sports Program 2019-2026, the first strategic planning act of the Republic of Croatia in the field of sports.

It contains 6 general and 19 specific objectives, which include 63 measures and 148 activities that will enable the reduction of deficiencies in Croatian sport and take advantage of the opportunities provided in the period 2019 to 2026.

The subtitle of this document is "Towards a Healthy and Active Nation Proud of Athletic Success," and the six general goals of the National Sports Program 2019-2026. are - to provide prerequisites for the development of sports, improve health-oriented physical exercise and increase the promotional values of sports, improve the care of athletes, establish a systematic and rational approach to managing sustainable sports infrastructure, improve the care of professional staff and improve the management system in sports.

"The National Sports Program 2019 - 2026 towards a healthy and active nation proud of sports success" is the first development planning act and an important starting point for thinking and realising the future of Croatian sport.




Croatia can be a country of great sports results and a country where citizens live a healthy and active life. In order to achieve this all stakeholders in the sport system must, through clearly defined tasks, act in a synchronised and focused way towards achieving the set goals.

Strategic approaches to the organisation and development of sports and recreation - health-oriented physical fitness exercises at all levels, as well as the joint action of all stakeholders, are key to achieving

continued success of Croatia as a sports nation. In consultation with a large number of stakeholders in sport, "National Sport Program 2019-2026" will provide a mechanism for achieving national sporting goals and clearly set out the roles, tasks and responsibilities of all partners in the chain, from athletes and club, across municipality or city, county and state level, national sports federation and umbrella associations to the Central State Office for Sport.

The National Sport Program is the basic development act planning to regulate the development and improvement of the sports system in the Republic of Croatia.

The National Sports Program, in accordance with the Sports Act, must contain:

-  programs for creating conditions for playing sports in the educational system
-  programs for creating conditions for achieving the highest results of Croatian athletes in international competitions
-  programs for creating conditions for recreational sports in order to protect and improve the health of the citizens of the Republic Of Croatia.

Important areas of the National Sports Program are: defining how to manage sports, creating the conditions for encouraging investment in sports and transparent and purposeful spending of funds, taking care of sports buildings through developing a network of sports buildings and encouraging the construction and maintenance of sports buildings, as well as encouraging and regulating education of professional staff in sports, care of athletes as the main stakeholders of sport and creation of conditions for recreational sports to protect and improve the health of the citizens of the Republic of Croatia.

The "National Sport Program 2019-2026" is the first strategic document in the history of Croatian sport on national level and provides tools for achieving national sports goals, setting out clearly the roles, tasks and the responsibilities of all stakeholders in the sport system, but also those outside the sport system that are crucial to the realisation of the intended goals.

#### **e) National Sports Program Objectives**

The mission of the entire Croatian sport can be described as:

*Transparent and efficient management of the sports system for all stakeholders to continuously create prerequisites for the development of all manifestations / organizational forms of sport*

#### **GENERAL AND SPECIFIC OBJECTIVES WITH THE ASSOCIATED ACTION PLAN**




The development goals for the period 2019 - 2026 are as follows:

1. Provide prerequisites for the development of sports
2. Improve health-oriented physical exercise and increase the promotional value of the sport
3. Improve the care of athletes
4. Establish a systematic and rational approach to managing sustainable sports infrastructure
5. improve the care of professional staff in sports
6. Improve the management system in sports.

More detail can be provided with a short description and inclusion of the specific objectives:

### 1) GENERAL OBJECTIVE 1: Provide prerequisites for the development of sports




Notwithstanding the increased appropriation for sports at the national level in the previous period, the instability so far and insufficient financial resources to enable the more intense development of the sport are one of the important limiting factors all stakeholders in the sport system. In order to ensure in the future all the prerequisites for the development of sports at national level, regional and local levels need to achieve specific goals:

-  Clearly define the criteria for evaluating programs of public needs in sport and establish a categorization of sports
-  Clearly demarcate the use of funds for public sports purposes, the method of allocation and the control of spending
-  Analyze and determine the possibility of increasing tax breaks for sports.

### 2) GENERAL OBJECTIVE 2: Improve health-oriented physical exercise and increase promotional values sports





According to the study Financing Sports in the Republic of Croatia (Institute of Public Nanos, 2012), sports households

0.33% of total personal consumption is spent on recreation. Taking into account the data that most countries allocate to sports recreation consumes on average about 2% of total personal consumption, it can be said that the Republic of Croatia is at the bottom ladders. In addition, too few children are involved in regular sports through the education system, and Croatia is not used its many potentials to develop various forms of sports tourism. In order in the next period situation changed, it is necessary:

-  Encourage health-oriented physical exercise
-  Encourage universal sports school programs and ensure that high-level physical activity training is provided utilitarian
-  Increase the number of opportunities for health-oriented physical exercise within the education system.

### 3) GENERAL OBJECTIVE 3: Improve the care of athletes




In the focus of the future development of sports in Croatia, it is necessary to provide all the preconditions for the athlete to be satisfied his position in society so that he can educate, work, be and stay healthy. In order to achieve such a goal, it is necessary to:

-  Encourage dual career athletes
-  Ensure a stable system of scholarships and care for top athletes
-  improve the status of under-represented groups in the sport system
-  Increase the use of scientific methods in the field of athlete care and top athletic performance.

### 4) GENERAL OBJECTIVE 4: Establish a systematic and rational approach to managing sustainable sports infrastructure

With insufficient financing, insufficient, outdated and poorly maintained sports infrastructure stands out as one of the major disadvantages of sports in the Republic of Croatia and this area needs to be regulated with a new legislative framework. Because of you need to:






-  Establish a network of sustainable sports buildings
-  Adjust the number and equipment of sports buildings to the actual needs of the sport
-  Increase the number of sports facilities and renovate existing sports infrastructure.

#### 5) GENERAL OBJECTIVE 5: Improve the care of professional staff in sports




An important and one of the key challenges for the further development of sports is the quality of professional staff in sports. Since the development of sports, which is expected in Croatia, is not possible without continuously educated coaches, as well as all other experts in the field of sports, which must be able to follow the developments dictated to them by international umbrella organizations, the multidisciplinary character of sport, as well as its economic effects.

In order to make progress in the area of professional staff, it is necessary to:

-  Adjust the legislative framework related to professional staff
-  Provide education and training of professional staff in sports in accordance with the needs of the sport
-  Harmonize educational programs with the real educational needs of the sport and encourage training.

#### 6) GENERAL OBJECTIVE 6: Improve the sport management system

In order to minimize all the shortcomings pertaining to the sport management system, three specific objectives have been set out:

-  To clarify more clearly the roles and tasks of individual stakeholders in the sport system
-  Harmonize and link public registers in sports
-  Strengthen the management and administrative capacity of stakeholders in the sport system.

#### f) Sport Sector Organisations

The basic organisation of Croatian sport consists of sports clubs that are affiliated with local and / or national sports federations, as well as in local sports communities, and thus form the basis of the pyramid of the sports system, which is based on freedom of association.

At the top of the pyramid of the sports system are: Croatian Olympic Committee, which acts as a national Olympic committee, an alliance of national sports federations and federations of county sports communities and Croatian Paralympic Committee, Croatian Sports Association of the Deaf, Croatian School Sports Federation and Croatian Academic of the Sports Federation, which each have separate pyramids and builds its own sports system independent of Croatian Olympic Committee. The stakeholders of the sports system are also various professional and / or professional sports organizations and organizations such as the Croatian Olympic Club, the Croatian Kinesiology Association, the Croatian Sports Journalists Association, and various professional associations such as associations of coaches, referees, clubs, athletes, managers etc.

The National Sports Council is the highest professional body responsible for the development and quality of sport in the Republic of Croatia.

The Croatian Association for Sport Management (HASM) was founded by sports professionals and sports management professionals on January 7, 2018. in Zagreb. It was founded on a socially humanistic basis, with the aim of acting in the fields of education, science, research and practical professional work. The mission of

the Association is to educate and promote sports management, so that in the future all sports organizations and events will be managed by professional and educated professionals with the necessary knowledge to manage and manage specific business processes in sports.

#### **g) Encouraging the development of local sports**

The Law on Sport, Article 76 defines public needs in sport for which funds are provided from the budgets of local and regional self-government units and the City of Zagreb, respectively programs, activities, jobs and activities relevant to the self-government unit.

The Central State Office for Sport takes care of strengthening the role of local and regional sports communities in the planning, development and realization of the public needs of sports, with special emphasis on the development of sports for children and young people.

Through the Competition for co-financing sports programs to encourage local sports and sports competitions, care for athletes at the local level, draft proposals for a sustainable model of financing sports programs at local and regional level, care for cooperation with sports organizations to jointly encourage sports activities in kindergartens and schools, and encourage sports recreation projects to preserve and improve the health of citizens of all ages at the local and regional level.

#### **h) 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.

Croatia (N = 1,031)

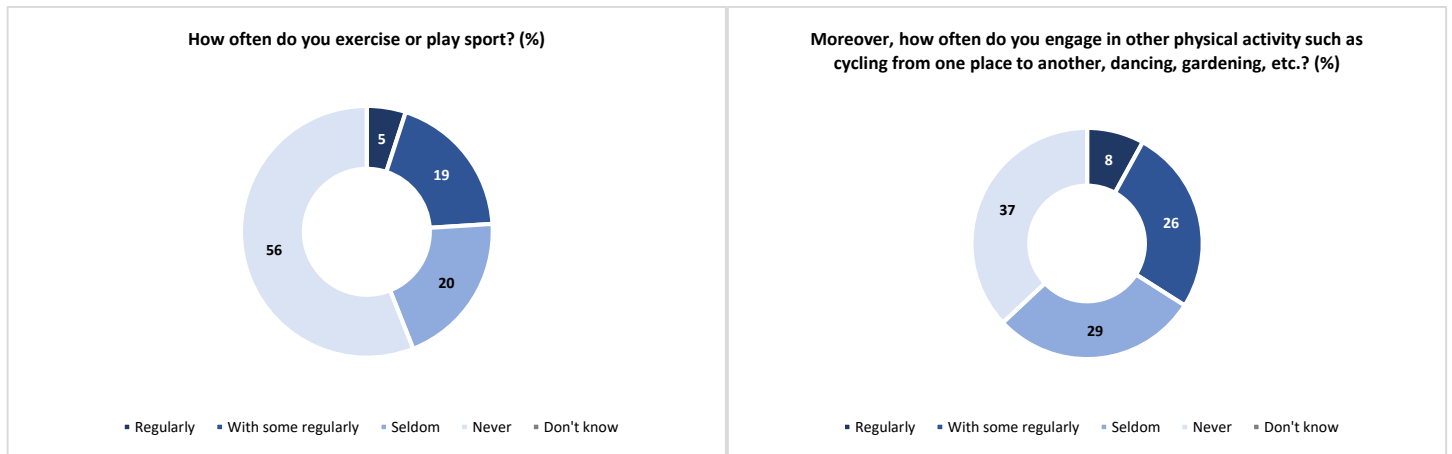
For the purposes of the ESSA-Sport project National Summary Report for countries where there is no National Coordinator, the following selected graphs from Special Eurobarometer 472 provides some relevant background information as part of briefly describing sport and physical activity at the national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

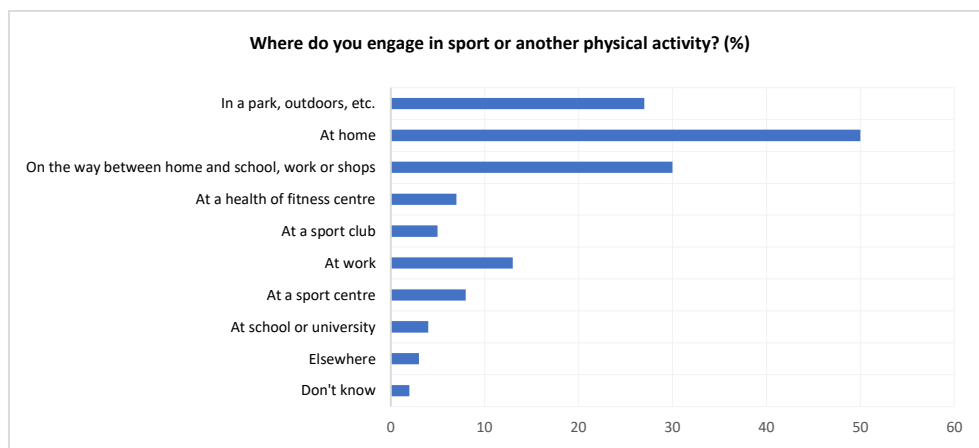
The full Special Eurobarometer 472 national factsheet can be found here:

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

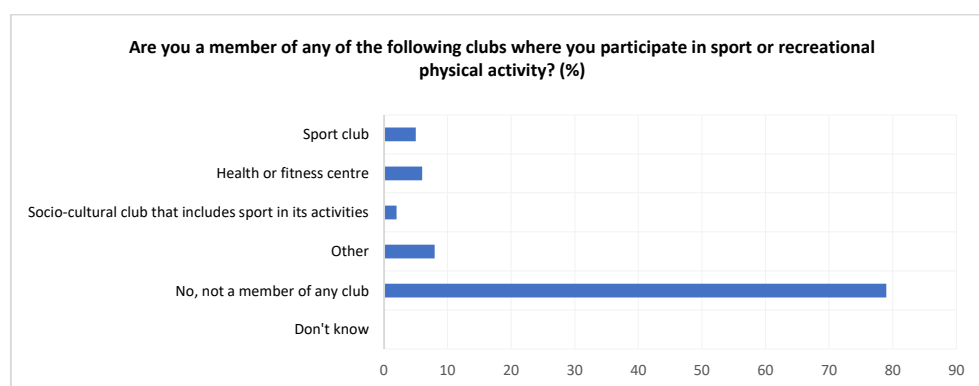
## 1) Participation in sport or exercise



## 2) Location of engagement in sport or physical activity

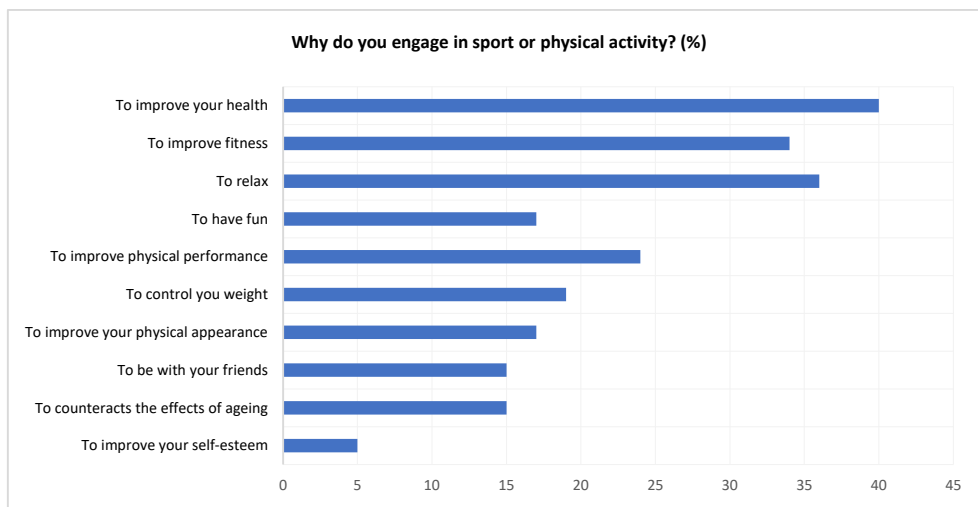


## 3) Club membership

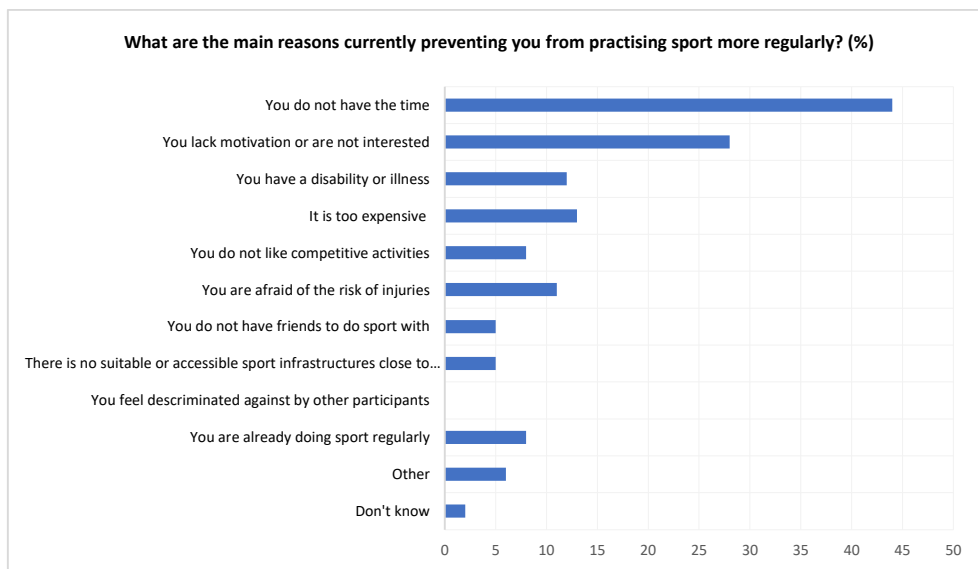




#### 4) Motivation to participate



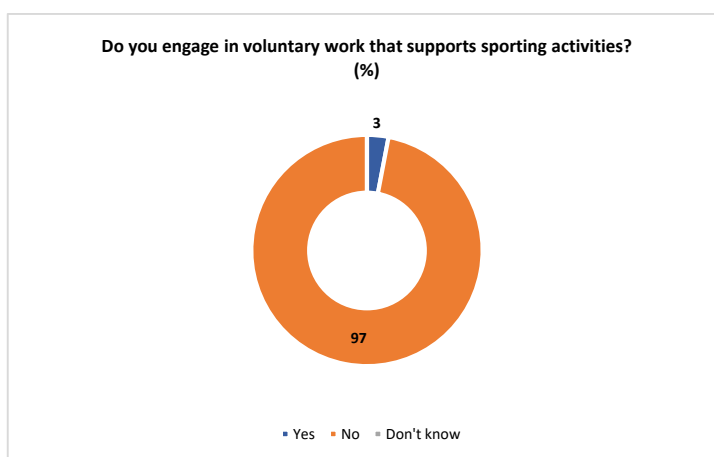
#### 5) Barriers to participation



#### 6) Opportunities to participate



## 7) Engagement in voluntary work in sport





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# SPORT LABOUR MARKET STATISTICS



## 4. SPORT LABOUR MARKET STATISTICS

The following summarises and highlights some of the main findings of the Croatian statistical report developed for the ESSA-Sport project. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Croatia in 2018 was 9,710. This represents a very high growth rate of 137.29% since 2011.**

This is the total of all those paid staff working in organisations which have their main purpose as Sports Activities (Section 1 below) and those working in Sport Specific occupations in other types of organisations (Section 2).

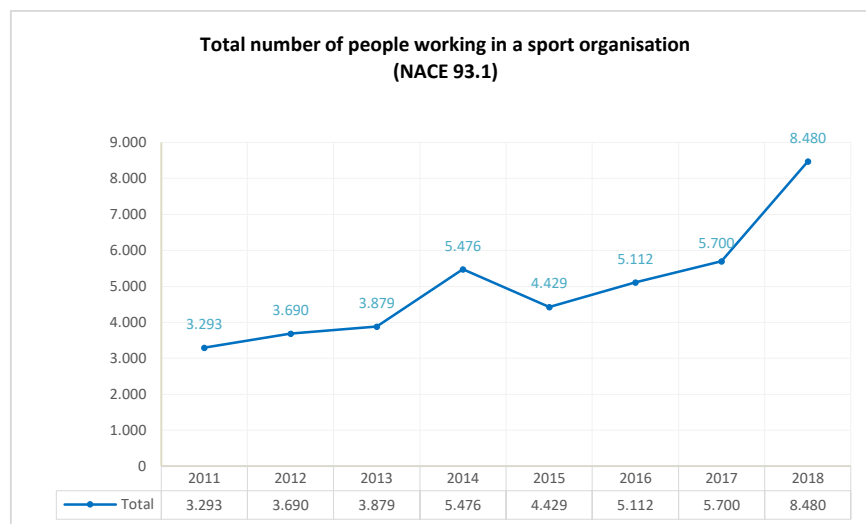
### a) Total Number of People Working in Sports Organisations

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.

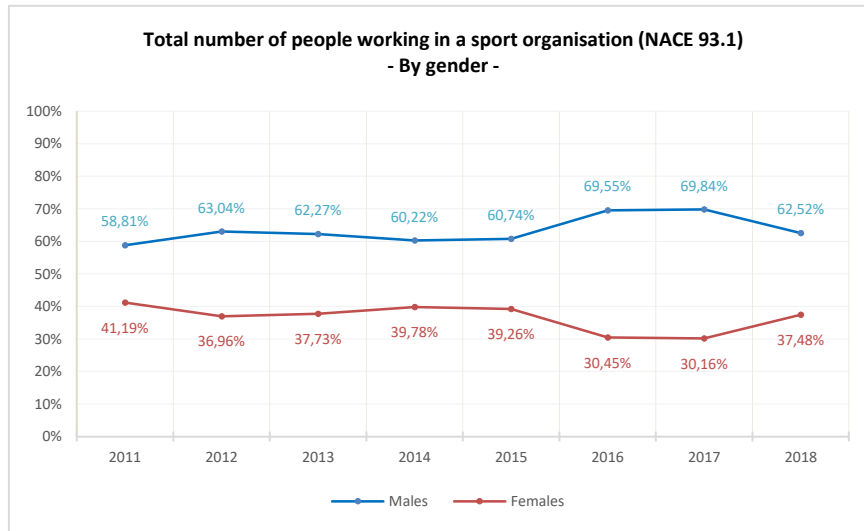
### 1) Total Number of People Working in All Occupations in Croatian Sports Organisations and Growth Rate



The total Croatian working population in sports organisations (all occupations) as of 2018 is 8,480. This compares with a figure of 3,293 in 2011. Thus, there is a growth during this period of 5,187 (157.52%). This growth is very high compared to all EU countries, further research should be done in order to find the reasons for this increase (new sport policies, investments, etc.).

## 2) All People Working in Croatian Sports Organisations by Gender

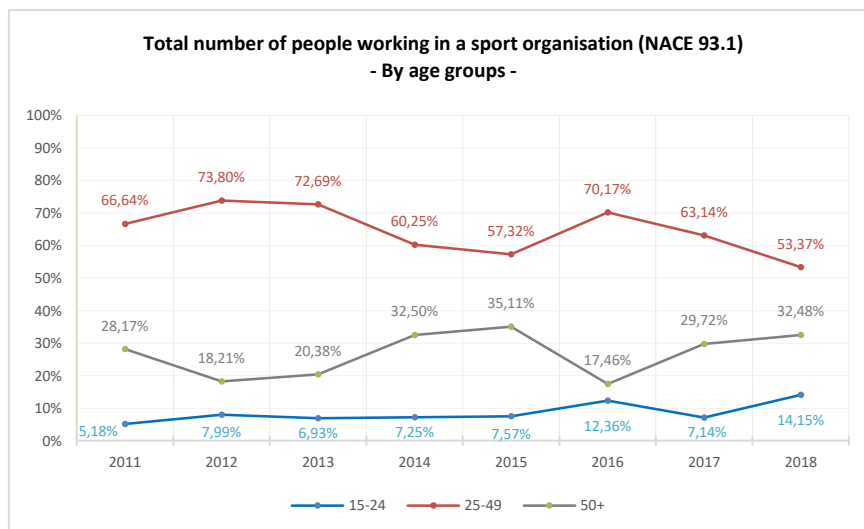
The number of male employees in 2018 exceeds the number of females by 2,123 (25.04% of the total workforce). The margin between males and females has increased since 2011 in response to the growth of the sector. This would suggest that more effort needs to be done to attract and train more females into the industry.



## 3) All People Working in Croatian Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	1,200 (14.15%)
25-49 years old	4,525 (53.37%)
50+ years old	2,754 (32.48%)

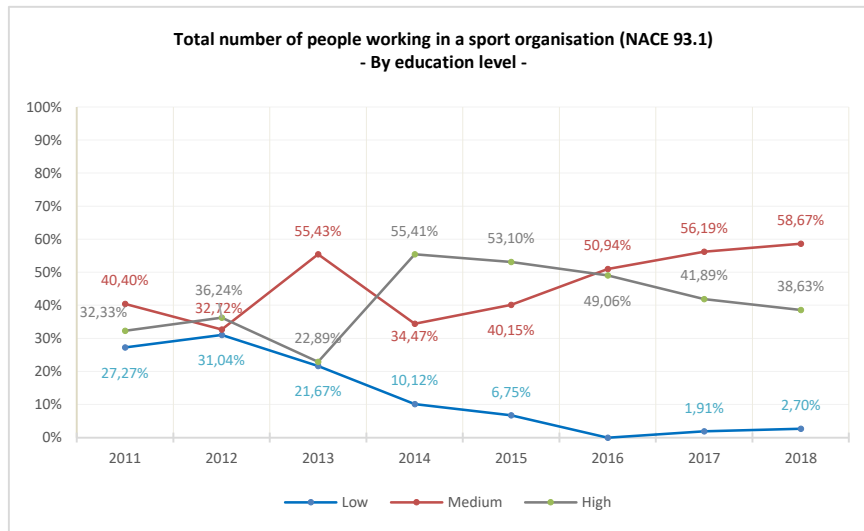


It is interesting to note a relative decline of the 25-49 age group (13%) and the growth of the two other groups. The fact that more people are joining the industry in the younger age group might suggest more need for retraining of people joining from other sectors and in-service training for the new arrivals.

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

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

Low (ISCED 0-2)	229 (2.7%)
Medium (ISCED 3-4)	4,975 (58.67%)
High (ISCED 5-8)	3,276 (38.63%)



2011-2018 shows a very high increase in the proportion of the medium education group (by 18% of the total workforce) and the high education group (by 7%). The low education group decreased by 25%. The number of people have a low education is marginal in Croatian sports organisations.

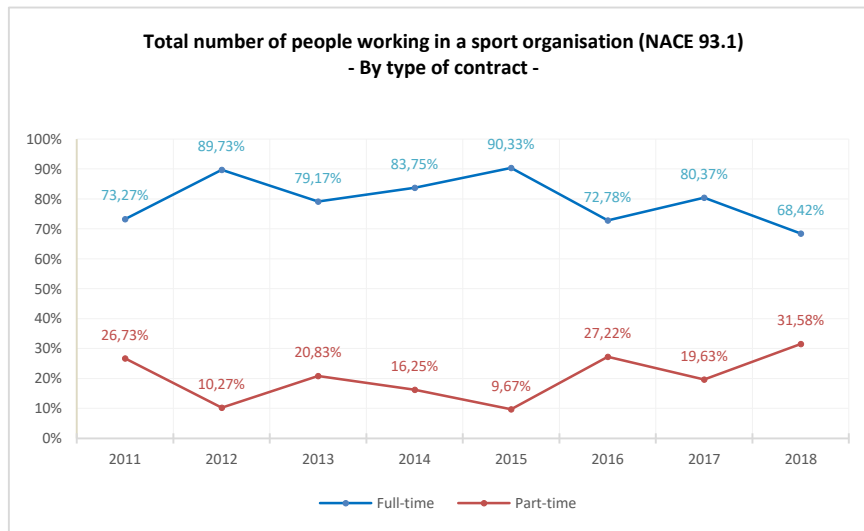
It is significant that the proportion of low education fell from 27.27% to 2.7%. This may suggest an increasing requirement for higher level skills in Croatian sport organisations or more well-educated workers joining the labour market.

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

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

Full-time 5,802 (68.42%)

Part-time 2,678 (31.58%)



2011-2018 shows a high increase in the number of full-time jobs and part-time jobs. Full-time contracts have decreased by 5% and part-time contracts increased by the same percentage. Therefore, the gap between the two types of contract has slightly decreased. The high increase in part-time employment may suggest the need for more flexible training provision to meet the working styles of these staff.

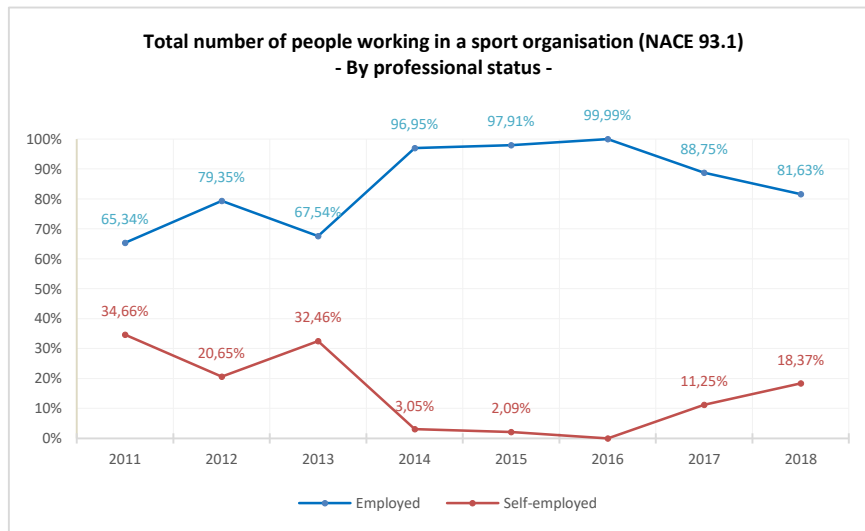


## 6) All People Working in Sports Organisations by Professional Status

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

Employed 6,922 (81.63%)

Self-employed 1,558 (18.37%)



2011-2018 shows that the number of employed staff increased by 16% with the same decline in self-employed.

It is interesting to note that from 2014 to 2016, the percentage of self-employed was low (less than 3%).

It is also important to underline that this trend is markedly different than the trend in many other EU countries.

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

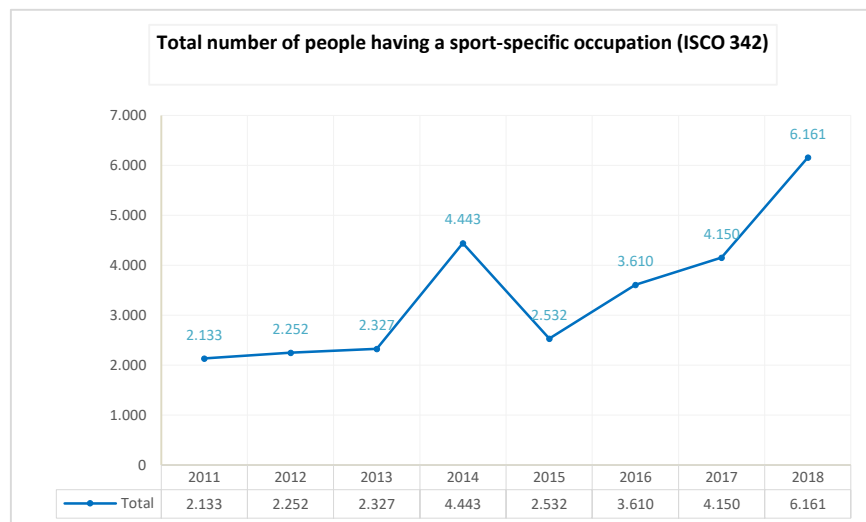
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

- 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 6,161. This compares with a figure of 2,133 in 2011.



Thus, there is a growth during this period of 188.84%.

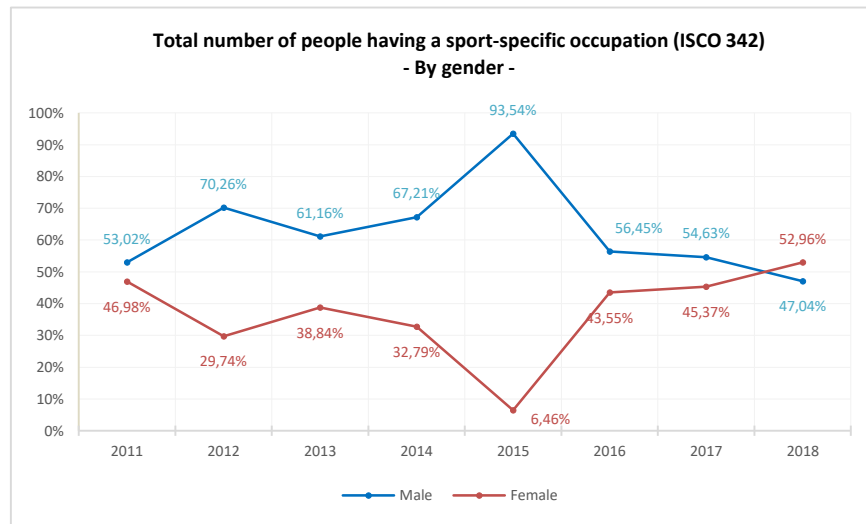
If the graph is analysed year after year, it shows that the number of people having a sport specific occupation increased slightly until 2013. After a peak in 2014, the number increased faster from 2015 to 2018. Upcoming data for 2019 will determine if the number of people working with a sport specific occupation will keep growing or will stabilize.

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

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

Male 2,898 (47.04%)

Female 3,263 (52.96%)



This shows a significant change from 2011 when the number of male employees exceeded the number of females by 129 (6.05%). The workforce is becoming more female and growth in the overall workforce may be accounted for mainly by female recruitment.

Blips are present in 2014 for males and 2015 for females. Further research has to be done to find out if those blips correspond to a change of collection methodology, a calculation mistake or the reality of the sport labour market.

## 3) People Working in Sport Specific Occupations by Age

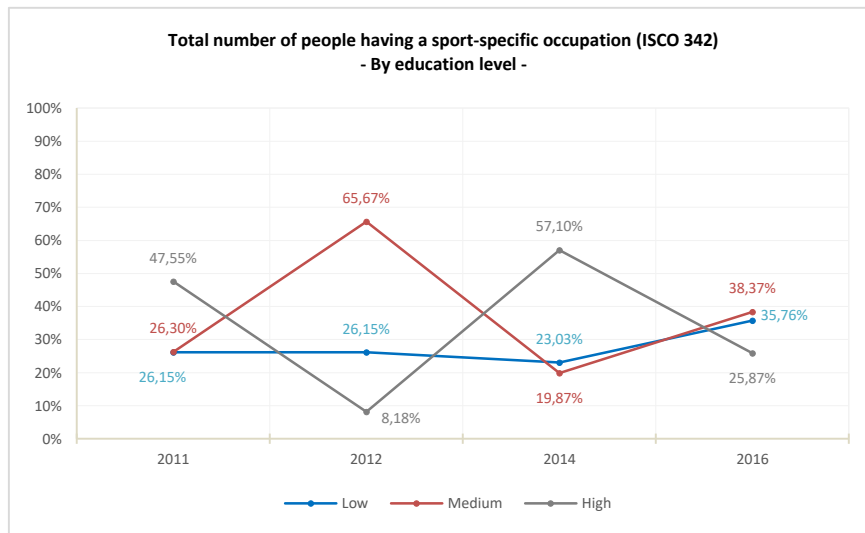
There is no data available in this section.

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

Once again, data are only available for 2011, 2012, 2014 & 2016

In 2016 the workforce in sport specific occupations was broken down by education level as:

Low (ISCED 0-2)	1,291 (35.76%)
Medium (ISCED 3-4)	1,385 (38.37%)
High (ISCED 5-8)	934 (25.87%)



2011-2016 shows that the proportion of Low Education has increased by 10% of the total workforce and Medium Education by 12% while the High Education level decreased by 22%. This shows a remarkable change over the eight-year period. Recruitment is coming predominantly from the Middle and Low Education groups. This runs counter to most other European countries where the Sport and Physical Activity workforce shows a tendency towards the high level education group.

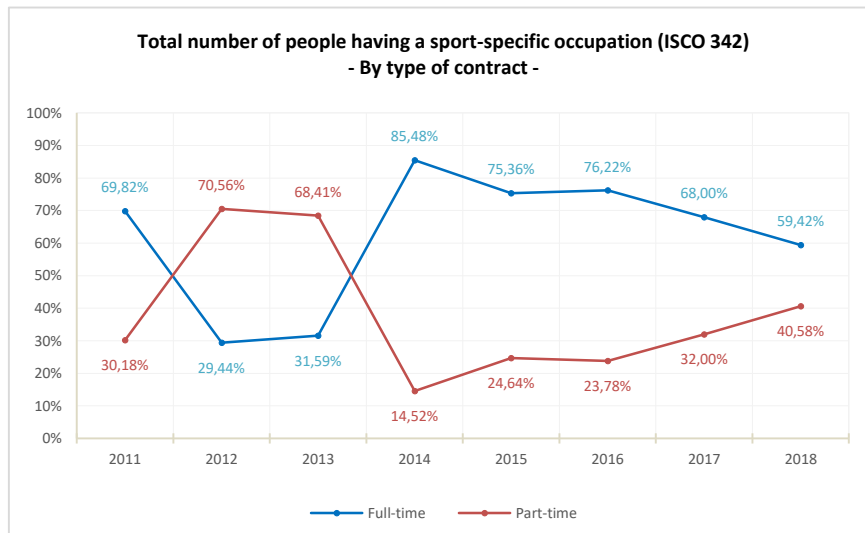


### 5) People Working in Sport Specific Occupations by Type of Contract

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

Full-time 3,661 (59.42%)

Part-time 2,500 (40.58%)



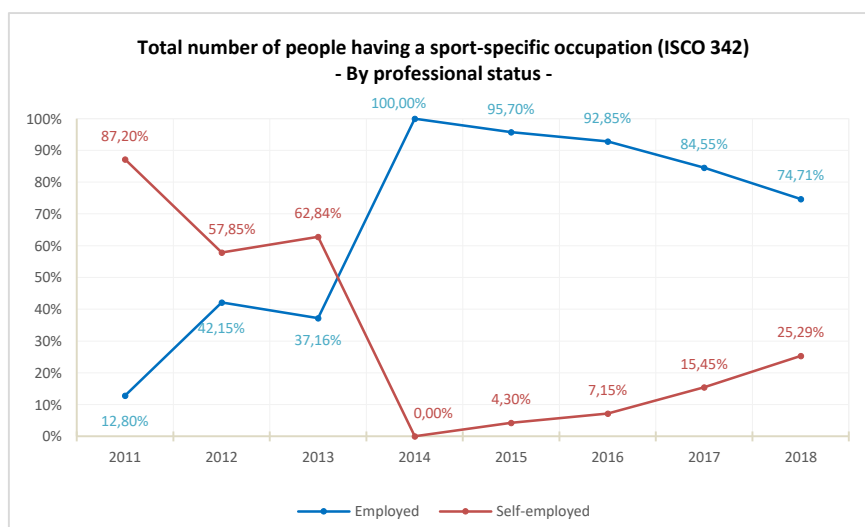
2011-2018 evolution shows that there is a need for both part-time and full-time contracts in sport specific occupation. The situation has remarkably changed as the proportion of full-time contracts declined by 10% as the part-time contracts increased by the same percentage.

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

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

Employed 4,603 (74.71%)

Self-employed 1,558 (25.29%)



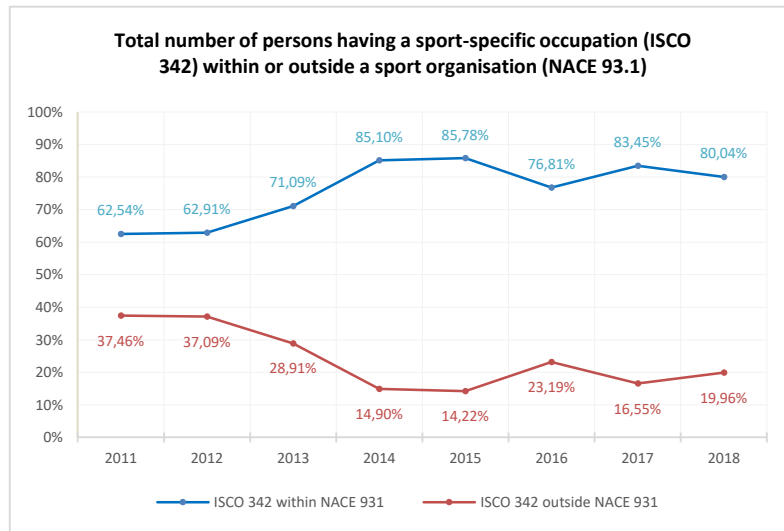
This demonstrates a significant shift in employment patterns over the eight-year period. Whereas employed contracts were very much in the minority in 2011, they now represent a large majority.

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

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

In sports organisations 4,931 (80.04%)

In other types of organisations 1,230 (19.96%)



This compares with 2011:

In sports organisations 1,334 (62.54%)

In other types of organisations 799 (37.46%)

Thus, the percentage of people with a sport specific occupation outside sports organisations decreased by 17%. More and more sport specific occupations are hired in sports organisations.

### c) Total Employment in the Sports Sector

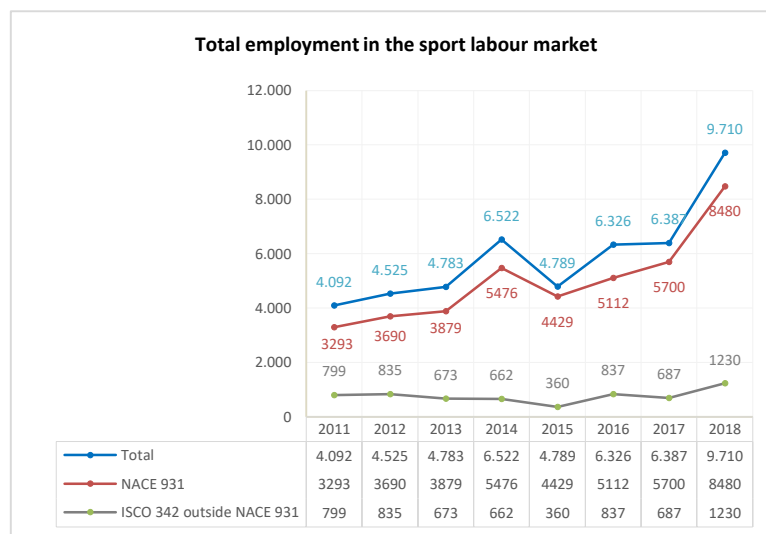
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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 Croatia.



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

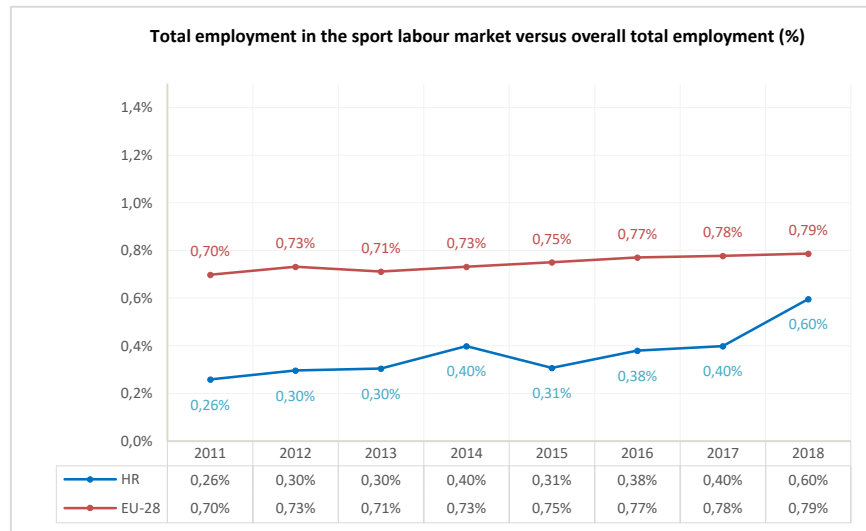
2011                    4,092

2018                    9,710

This shows an overall increase rate of 137.29%.

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

The size of the Sport and Physical Activity workforce in Croatia is lower (by 0.19%) than that in the EU 28 as a proportion of total employment. In Croatia 0.6% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. However, the trend across the eight years is positive with remarkable gains being made over that period.







**ESSA-SPORT**

Improving the Supply of Skills to the Sector

**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**






## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

### a) Responsible Ministry<sup>5</sup>

The Croatian education system at all levels is centrally governed by the Ministry of Science, Education and sports (MSES) and the related national agencies - Education and Teacher Training Agency, Agency for Vocational Education and Training, Agency for Science and Higher Education, Agency for Mobility and EU Programmes and National Centre for External Evaluation of Education.

The Ministry and the agencies legally proscribe and accredit educational programmes provided by educational institutions at all levels.

Fundamental principles of the national education system of Croatia are enshrined in the Croatian Constitution. Art. 65 of the Constitution establishes that in Croatia education is accessible to all citizens under the same conditions in accordance with their capabilities, as well as that compulsory education (encompassing 8 years of single structure primary and lower secondary education) is free for all.

-  Pre-primary education is regulated by the Act on Pre-primary education and care.
-  Primary and general secondary education is regulated by the Act on education in elementary and middle school.
-  Vocational secondary education is regulated by the Act on Vocational Education and Training.
-  Higher education is regulated by the Act on Science and Higher Education.
-  Adult education and lifelong learning is regulated by the Act on the Adult Education and Act on Life-long Learning Centres.

Besides other national documents and acts regulating primary, secondary and higher education system, which touch in many places the issue of life-long learning, as one of the main specific tools targeting life-long learning Croatian Government in 2007 adopted national Adult Education Strategy. The goals of this strategy include support for a continuous link between education and labour, instead of the traditional separation between studying and lifelong labour.

### b) Stages of the education system<sup>6</sup>

The education system begins in preschool institutions, which include those run by local authorities and private nursery schools (legal persons, religious communities, and others), and institutions which provide preschool programmes and shorter programmes such as libraries, various associations and elementary schools. Nurseries are responsible for full-day or shorter programmes of education, health care, nutrition and social care, which cover children from the age of six months to when they start school.

Children who are six and a half or over must attend compulsory elementary education, which lasts 8 years.

Upon completing their elementary education, children may continue optional secondary education which is divided according to curricula into gymnasiums, vocational schools (technical, industrial and craft based) or art schools (music, dance, art). Gymnasiums provide a comprehensive syllabus which lasts 4 years and includes a final examination, the state matura. Programmes in vocational and art schools last from one to

<sup>5</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/administration-and-governance-central-and-or-regional-level-14\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/administration-and-governance-central-and-or-regional-level-14_en) & [https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-14\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-14_en)

<sup>6</sup> <http://croatia.eu/article.php?id=35&lang=2>

five years, and usually end with the production of a final assignment, but it is also possible to sit the state matura if pupils have completed four years of secondary education. Since 2010, state matura results have been the basis for entry to higher education institutions. Along with secondary education, there are also programmes which prepare people to work in their chosen vocations and adult education programmes. Elementary and secondary education in state schools is free.

Higher education is conducted in higher education institutions through university and professional studies. Higher education institutions are divided into polytechnics, colleges of applied science, faculties and art academies. All courses were aligned by 2005 with the requirements of the Bologna Process as part of the creation of a European system of higher education.

University studies equip students for work in science and higher education, in the business world, public sector and society. University studies are organised and implemented at universities which comprise several faculties, and may be at the level of undergraduate, graduate or postgraduate studies. After completing a three or four-year undergraduate course, students are awarded the title of Bachelor (univ. bacc.) and after a further one or two years of graduate studies, the title of Master (mag.). Postgraduate studies last three years and end with the defence of a doctoral dissertation, after which the academic title of Doctor of Science (dr. sc.) or Doctor of Arts (dr. art.) is awarded.

Professional studies provide students with the knowledge and skills they will require to work in professional occupations. Professional studies, which last two to three years, are conducted in colleges of applied science or polytechnics, and may also be conducted in universities. Upon completion, graduates are awarded the title of Professional Bachelor (bacc.) with reference to a specialisation. Polytechnics and colleges of applied science may organise specialist graduate professional studies lasting one or two years for students who have completed professional study courses or undergraduate university courses, and these studies lead to the academic title of Professional Specialist (struč. spec.) with reference to a specialisation. Universities may organise postgraduate specialist studies which last one or two years, which lead to the academic title University Specialist (univ. spec.) with reference to a specialisation.

### **c) Higher Education<sup>7</sup>**

Higher education in the Republic of Croatia is delivered within university and professional study programmes. University study programmes qualify students to work in science and higher education, private and public sectors, and society in general, as well as to develop and apply scientific and professional knowledge. Professional study programmes provide students with an appropriate level of knowledge and skills required to work in applied professions, as well as direct integration into the working process.

The higher education system in Croatia has undergone a comprehensive reform within the framework of the Bologna Process. According to stipulations of the Act on Scientific Activity and Higher Education of 2003 all study programmes were restructured in accordance with the principles of Bologna process introducing 3 study cycles, transfer of ECTS and diploma supplement. Also this Act increased the level of university autonomy. University autonomy at all higher education institutions includes: stipulating internal organisation; establishing educational, scientific, artistic and professional programs; financial autonomy and other forms of autonomy.

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<sup>7</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-14\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-14_en)

Educational requirements for admission into study programmes are set by higher education institutions. In the past the admissions process to first cycle programmes at Croatian universities required students to present their secondary school grades and take an entrance examination.

### 1) Quality Assurance in Croatian Higher Education

Further integration of the Croatian higher education system with the European Higher Education Area places emphasis on external and internal quality assurance. In the light of this, the Act on Quality Assurance in Science and Higher Education was enacted in April 2009, tasking the Agency for Science and Higher Education with external quality assurance processes in Croatia.

Study programs delivered at public universities are self-accredited by university senates, while programs delivered by private higher education institutions, polytechnics or schools of professional higher education are accredited by the Agency for Science and Higher Education (ASHE).

Public HEIs other than universities (polytechnics and colleges), and all private HEIs need to submit proposals of their study programs to ASHE which subsequently starts the accreditation procedure within eight days and arranges a peer review team to evaluate the proposed program.

The Agency for Science and Higher Education (ASHE) is an independent public body responsible for external quality assurance in Croatia and implements regular audits, evaluations, accreditation of professional study programs and re-accreditation of all higher education institutions

### 2) Main governing bodies

The Ministry of Science, Education and Sports (MSES) is the administrative body responsible for planning, funding and monitoring the overall education system. The MSES provides administrative and other activities relating to: the higher education system, securing financial and material conditions for work, all issues related to student welfare, and the legal supervision of higher education institutions.

The National Council for Higher Education is an expert and advisory body of the Croatian Parliament responsible for the development and quality of higher education in the Republic of Croatia. The Rectors' Conference includes all public university rectors and decides on issues of common interest for the development of universities. The Council of Polytechnics and Schools of Professional Higher Education consists of the deans of all polytechnics and schools of professional higher education. The Council decides on issues of common interest for the development of polytechnics and schools of professional higher education.

### 3) Legislation in the field of higher education

Croatian higher education is primarily regulated by the Act on Scientific Activity and Higher Education which provided the framework for the implementation of the Bologna process and modernization of the organizational scheme in science and higher education. The Act treats private and public higher education institutions equally.

The Act on Academic and Professional Titles and Academic Degrees (Qualifications) was passed in September 2007 and established an overarching system of qualifications for students graduating from Bologna study program, as well as provided a framework for comparison of pre-Bologna and Bologna titles.



The 2009 Act on Quality Assurance in Higher Education and Science enabled complete autonomy of the Agency for Science and Higher Education in the external quality assurance processes in Croatia. It also gave autonomy to public universities to freely establish new programs.

The Act on Regulated Professions and the Recognition of Foreign Professional Qualifications was passed at the end of 2009 in order to align the requirements for education in regulated professions with Directive 2005/36/EC.

Recognition of foreign higher education qualifications is regulated by the Act on Recognition of Foreign Educational Qualifications. According to this Act procedures for academic recognition are placed under the jurisdiction of higher education institutions, while professional recognition is under the authority of the Croatian ENIC/NARIC office within ASHE.

#### **d) Vocational Education and Training (VET)<sup>8</sup>**

VET develops vocational and key competences for employment and further education. VET is regulated by the Act on Primary and Secondary School Education and the Vocational Education and Training Act. The VET Act defines the acquisition of VET qualifications, quality assurance, stakeholder cooperation, and in-service teacher training.

VET can also be provided as adult education/training or as continuing VET (CVET) in line with the provisions of the Adult Education Act. This act establishes a normative framework and creates the legal prerequisites for further development of adult education as an integral part of the education and training system.

Since 2013, main strategic frameworks and reforms in education and training system have been conceptualised. They were further supported with legal framework and majority of them are being implemented. Becoming a member state of the European Union has been perceived as an opportunity to substantially reform the system and focus on the development of human potential. All these policy developments highlight the importance of substantially reforming VET. These developments include:

- (a) adoption of the Croatian Qualifications Framework Act and consequent work on its implementation;
- (b) development and adoption of the Strategy of Education, Science and Technology
- (c) initiation and completion of the first phase of the Comprehensive Curricular Reform for Early and Pre-School, Basic and Upper Secondary Education
- (d) development and adoption of the VET System Development Programme 2016–20

Within VET, these changes build on the results of the VET System Development Strategy 2008-13. The strategy included a series of measures directed at the modernisation and strengthening of VET quality in Croatia. Mechanisms for linking VET with labour market needs were strengthened (sector councils), new tools were developed and introduced (sector profiles, occupational standards, qualifications standards) and, based on these tools, modular and learning-outcome-based vocational curricula were introduced. The quality assurance system was improved, in which self-evaluation for the VET institutions was introduced. There was a strong incentive to develop partnerships between the VET institutions and the local stakeholders.

The development and adoption of the VET System Development Programme 2016- 20 was envisioned within the Strategy of Education, Science and Technology in order to provide focus and precise elaboration of the

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<sup>8</sup> [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_CR\\_HR.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_HR.pdf)

realisation of the goals set by the strategy. Both the strategy and the VET System Development Programme 2016-20 strongly direct VET towards quality and efficiency, attractiveness, innovativeness and relevance and a strong connection with the labour market. These documents state that all planning and implementation of VET will be guided by the following principles:

- (a) quality assurance, which will increase the transparency of vocational education and training and strengthen confidence in the system and lifelong learning;
- (b) partnerships, which will ensure and promote the inclusion of all stakeholders in all phases of planning, implementation, and monitoring of VET;
- (c) inclusion, which will strengthen the importance of VET in decreasing the risk of social exclusion of vulnerable and underrepresented groups;
- (d) relevance, which will ensure that VET is based on analyses of labour market needs, the continuation of education and personal development;
- (e) focus on learning outcomes and developing competences for a successful inclusion in the labour market and lifelong learning;
- (f) coherence, relating to different levels and types of education and training.

Within the VET System Development Programme 2016-20, measures to develop new sector curricula and curricula for gaining vocational qualifications, to strengthen the workbased learning (WBL) model, to improve the quality assurance in VET and to promote the continuing professional development system of teachers all serve to raise the relevance and attractiveness of VET and increase the mobility and employability of VET students.

In Croatia, IVET is offered at secondary level. It is provided by VET institutions and partially companies. Professional higher (tertiary) education studies are not seen as higher VET. In vocational programmes/curricula, WBL is present in three forms:

- (a) apprenticeships;
- (b) at school, with on-the-job training periods in companies;
- (c) at school.

#### *Continuing vocational education and training (CVET)*

Formal CVET in Croatia covers the programmes with various educational attainment levels (formal education achieved through CVET, short training programs, re-qualification, etc.) for learners who are older than 16. They may be required to have a certain vocational qualification or work experience. Duration of programmes is shorter than one year but depends on the target group and complexity of the qualifications. These programmes' objectives are to acquire:

- (a) a vocational qualification;
- (b) an additional vocational qualification;
- (c) a competence to perform jobs or functions regulated by law.

### e) National Qualifications Framework<sup>9</sup>

The main framework for reforms in education is provided by Croatian Qualifications Framework (CROQF) that has been developed and is being implemented as the main reforming tool respectively at all education levels.

The CROQF increases quality and relevance of qualifications, improves their consistency, promotes trust in qualifications and enhances the international transparency. Moreover, the CROQF promotes the shift to a learning outcomes based approach throughout education and training and it provides a basis for recognising a wide range of learning achievements by establishing a system of validation of non-formal and informal learning and by further developing of quality assurance system. Finally, the CROQF improves the match between qualifications and the labour market needs and it strengthens cooperation and commitment between education and the labour market.

Conceptual development of the CROQF started early, in 2007, but the CROQF Law was adopted only in March 2013. Coordinated by the Ministry of Science, Education and Sports, the CROQF provides the framework for education reforms with a strong emphasis on improving overall quality of education and matching qualifications standards and education programmes with the labour market needs. Competences needed on the labour market will be identified in the occupation standards developed on the basis of analysis and evidence on competences required by employers and forecasted by researchers.




All qualifications as well as units of learning outcomes that shall be registered in the CROQF Register would be interlinked with the respective occupation standards (if their purpose is labour market) or with the eventual subsequent qualification (if their purpose is further education).

Finally, the qualifications that are labelled with the CROQF shall be recognised as a quality brand where the quality stands for complying with various criteria, and validation of assessment of LO is among them.

The adoption of the CROQF Law and the Ordinance shall boost a series of legislative changes and introduce various changes in QA procedures at all levels of education.

### f) Quality Assurance<sup>10</sup>

Quality assurance in Croatian education is managed by several government agencies, each focused on specific level of the education system.

-  In pre-primary, single structure primary and general secondary education (ISCED 1-3) quality assurance is managed and monitored by the Teacher Training and Education Agency.
-  In secondary vocational education and training and adult education, quality assurance is managed and monitored by the Agency for Vocational Training and Adult Education.
-  In higher education, quality assurance is managed and monitored by the Agency for Science and Higher Education.

#### 1) Higher education

The adoption of Act on Quality Assurance in Science and Higher Education in 2009 marked the beginning of a new stage in development of quality assurance in higher education in Croatia with establishment of the

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<sup>9</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-14\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-14_en)

<sup>10</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-11\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-11_en)

Agency for Science and Higher Education as the quality assurance agency for higher education in Croatia. The Agency provides with the external evaluation of higher education institutions using different types of quality evaluations and on the basis of the European Standards and Guidelines. External evaluation of ASHE is carried out by ENQA on the basis of ASHE self-evaluation report.

The Croatian Agency for Science and Higher Education (ASHE) was modeled after the best European practices in quality assurance in science and higher education. Becoming a full member of ENQA (European Association for Quality Assurance in Higher Education) and being listed in EQAR (European Quality Assurance Register for Higher Education) in 2011, the Agency proved its reliability as a quality assurance agency working in the European Higher Education Area.

## 2) Vocational education

The Strategy of Science, Education and Technology and the VET System Development Programme 2016-20 call for the establishment of a coherent, unified system of VET quality assurance at the national level, at the level of VET providers and at the level of qualifications developed in line with EQAVET recommendations. This system is to be used for both IVET and CVET. Strong argumentation for a coherent, unified system comes from analyses indicating the existence of parallel and uncoordinated structures that are insufficiently used for the amelioration of school practice and the development of VET policy. Currently, the area of quality assurance is informed by:

- (a) self-assessment, based on the VET Act, conducted by the Agency for VET and Adult education;
- (b) external assessment by the National centre for external assessment;
- (c) external assessment of institutions, inspection, professional-pedagogic supervision By the Ministry of Science and Education, the Agency for VET and Adult Education, Education and the Teacher Training Agency;
- (d) quality assurance through the CROQF;
- (e) surveillance over organising and implementation of apprenticeships by the Ministry of Economy, SME and Crafts and the Ministry of Science and Education;
- (f) external assessment of journeyman exam by the Agency for VET and adult education and the National Centre for External Assessment.

Because the curricular reform emphasises the need for WBL, an integral part of this system will deal with quality assurance of the education that takes place in the workplace (i.e. the employers). The VET System Development Programme 2016-20 clearly states that measurable indicators of quality assurance in VET will be developed and that they should be linked with those in EQAVET. As one of the main elements of the system, a mechanism for employment tracking of VET students is also planned. In addition, there are measures for strengthening and modernising self-assessment practices and connecting it to external assessment

### g) Apprenticeships <sup>11</sup>

The education for attainment of VET qualifications in crafts is implemented according to a VET curriculum that consists of two parts, the general education part and the apprenticeship. The apprenticeship consists of a professional-theoretical part and practical training and exercises. VET curricula for qualification in crafts

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<sup>11</sup> [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_CR\\_HR.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_HR.pdf)

are approved by the minister in charge of education with prior consent of minister in charge of crafts. Curricula lists teaching subjects of the general education part, teaching areas of apprenticeship and profession, contents of teaching areas, human and spatial resources, duration, and yearly and weekly number of teaching hours.

The general education and the professional-theoretical parts are implemented in VET schools. The practical training and exercises are implemented mainly in the work process, in craft business workshops or in a trade association, institution or cooperative and to a lesser extent in VET school workshops in a certain number of hours, according to the curriculum for each qualification. For the practical training and exercises, craft business workshops or legal entities must have a license for work with students in the apprenticeship scheme programme. The Croatian Chamber of Crafts issues licenses to craft workshops or legal entities. Craft business workshops or legal entities must provide the conditions for the learners to acquire the knowledge, skills and competences in the real work process and allow learner the quality of the practical training and exercises, in accordance with the curriculum. This means that learners must have a mentor appointed to them with adequate qualifications and pedagogical competences. This is in accordance with the

European guidelines, which emphasize the importance of including education in the workplace in the initial system of vocational education.

In the Strategy of Education, Science and Technology, the proposal of the National Curriculum for Vocational Education, the National Programme of Reforms and the VET Development Program 2016-20, the importance of WBL in real work environments and the promotion of apprenticeships has been particularly emphasised. Furthermore, recent incentives for both learners and enterprises specify a strong wish to foster the apprenticeship schemes in Croatian education

#### **h) Recognising and validating non-formal and informal learning and learning pathways<sup>12</sup>**

The first attempt to provide adult learners with an opportunity to validate their competences acquired outside of the formal education system was made in 2007 under the Act on Adult Education, which stipulated that adult learners can prove their knowledge, skills and abilities regardless of the mode in which they were acquired by taking exams.

Afterwards, the Act on Vocational Education and Training prescribed that the competences acquired by non-formal and informal learning should be confirmed in exams, in accordance with the occupational standards or professional qualifications. The Act prescribed that the procedures for the implementation of the exams for the recognition of non-formal and informal competences were to be decided by the minister. The Act on Croatian Qualification Framework (2013) provided a legal basis for the regulation of the common system for recognition and validation of non-formal and informal learning.

The Strategy for Education, Science and Technology provides a basis for the introduction of procedures and a coherent system for the recognition of non-formal and informal knowledge and skills, as stipulated in the CROQF and in the strategic documents of the EU. This long-term objective was set in order to increase the learners' mobility within the lifelong learning system. Furthermore, the Strategy points out that the validation system for non-formal and informal learning should be primarily aimed at adults who have certain life and work experience.

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<sup>12</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-13\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-13_en)



Validation of learning outcomes for various learning and education modes shortens the time spent in adult education, thus significantly decreasing the related costs – both for the learners and for the community, and closing the gap between formal education and the competences acquired through other forms of learning and education.

Also, the Strategy emphasises the need to provide expert support and guidance to the learners during the process of validation and recognition of non-formal and informal learning, and to ensure that all learners acquire additional competences in the process of validation and recognition of previous learning. The validation should be conducted at the institutions holding highest professional competences in a certain area of knowledge and skills.

One of the support mechanisms for validation and transfer of obtained qualifications, both nationally and internationally, includes the quantification of the workload volume needed to acquire a certain learning outcome through the development of the credits system for vocational education and training (ECVET) and its referencing to the credits system in higher education (ECTS).

Visibility and recognition of competences acquired in non-formal and informal learning, especially during volunteering and internships as well as during various types of work experience acquired abroad, will be additionally supported by the instruments developed by the European Commission, which include Europass and Youthpass. The use of these instruments, as well as the validation of non-formal and informal learning will be built on the foundations and principles of the CROQF. Implementation of procedures and systems for the recognition of acquired knowledge and skills, especially those resulting from non-formal and informal forms of learning, is a long-term goal for our community. It will enable better horizontal and vertical mobility and flexibility, applying the principles of lifelong learning, also included in the CROQF and the strategic documents of the EU.



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# NATIONAL SPORT EDUCATION AND TRAINING





## 6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

### a) Professional Staff in Sport <sup>13</sup>

An important issue for the future development of sport relates to professional staff performing professional jobs in sports. Articles 9 and 10 of the Law on Sport define the professional staff in sports, both as a coach and as a person qualified to work in sports. sports (instructor, manager, etc.).

From the point of view of strategic planning of the future development of sports in the Republic Croatia it was necessary to collect quality indicators of the current status of trainers and indicators of professional work in sport.

Therefore, the Central State Office for Sport collected and analysed data on the number and level of training of coaches, submitted by the national sports federations and the programs and the number of completed trainees by program. In accordance with the Law on Sport, the trainer must have at least a bachelor's degree, while a person trained in sports may teach citizens the basic techniques of a particular sport or to conduct sports recreation of citizens.

The work of a trainer may also be performed by a person who is qualified for these jobs through a staff training institution at based on the license program of the world or European umbrella associations for a particular sport, then the person who won a medal at the Olympics, World or European Senior Championships, or who is a coach who has completed at least fifteen years until the date of entry into force of the Act, and was professionally trained through an institution for training of personnel in sports. From the above it follows that in those sports in which the European or world umbrella the associations did not bring in programs for licensing, programming, and training of athletes, except in the case persons who have won medals at Olympic Games, World or European Championships or persons who are coaches have worked for at least fifteen years and have been professionally trained through a staff training facility, may to be performed only by persons who have acquired a public certificate at higher education institutions.

According to a study by the European Commission "Study on Sport Qualifications Acquired Through Sports Organizations and (Sports) Educational Institutions" Croatia is one of the EU countries with the most completed Bachelor coaches on an annual basis and we are among the few countries with exclusively formal vocational training. Notwithstanding the above, still Croatia lacks a large number of qualified professionals.

Analysis of the Central State Office for Sport, based on data obtained from 50 national sports federations, showed that in 2016 compared to 2015 the number of coaches decreased by 0.31%.

Continuous education of coaches and other professionals in the field of sport is extremely important, which is achieved through life long learning.

Despite the positive fact that most sports associations have a licensing system in place, it is worrying that most national sports federations grant coaching licenses, that is, allow work to persons who do not meet the legal requirements for qualifications.

It is necessary to build a much more efficient and better system of vocational training. Only a well-organised and effective system of education, training and training can improve the sports system in each individual club, and consequently in the whole Croatian sport.

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<sup>13</sup> As discussed in National Sports Program 2019 – 2026

[https://sdus.gov.hr/UserDocsImages/dokumenti/Nacionalni%20program%20%C5%A1porta%202019.%20%E2%80%93%202026\\_.pdf](https://sdus.gov.hr/UserDocsImages/dokumenti/Nacionalni%20program%20%C5%A1porta%202019.%20%E2%80%93%202026_.pdf)

Also in the sports system, there is a lack of opportunities to acquire professional qualifications for coaches in sports persons with disabilities, therefore, it is necessary to start developing systemic solutions, ie courses that would be implemented at the faculties of kinesiology or through sports training and education institutions.

Particular attention should be paid to the social, work and economic status of coaches. This is a key area for future planning for the development of the coaching profession in the Republic of Croatia. If no way is found for resolving a number of outstanding issues regarding the work and social status of coaches, it is difficult to expect significant uplift and quality in the work of coaches and, consequently, their educational status.

#### **b) Professional qualifications in sports<sup>14</sup>**

Article 9 of the Law on Sport stipulates that a coach is a person who programs and conducts sports training , sports recreation and sports instruction, and by Article 10 that a person qualified to work in sports is considered to be a person who teaches citizens the basic techniques of a particular sport or conducts sports recreation of citizens, and is qualified for that work through an institution for training personnel in sports, thereby that sports-recreation of citizens can be carried out only on the basis of a program designed by a person who has at least the qualifications prescribed for a bachelor's coach.

Formal education for the aforementioned professional jobs in the field of sports can be obtained through higher education programs and formal training and development programs.

#### **c) Higher education programs**

Higher education is performed by higher education institutions and is regulated by the Law on Scientific Activity and Higher Education.

University studies comprise three levels: undergraduate, graduate, and graduate.

Professional studies include two levels: professional study and specialist graduate professional study.

In the Republic of Croatia, higher education programs for the education of professional staff in sports are conducted by the Faculty of Kinesiology, University of Split<sup>15</sup> and the Faculty of Kinesiology, University of Zagreb<sup>16</sup>.

#### **d) Formal training and development programs**

The activity of adult education is regulated by the Adult Education Act

Pursuant to Article 4 of that law, adult education programs may be run by institutions registered for the adult education business. Institutions wishing to implement adult education programs should obtain from the ministry responsible for education a decision approving the implementation of adult education programs.

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<sup>14</sup> As discussed on the website of the Central State Office for Sport <https://sdus.gov.hr/istaknute-teme/strucne-kvalifikacije-u-sportu/133>

<sup>15</sup> <https://web.kifst.unist.hr/en/>

<sup>16</sup> [https://www.kif.unizg.hr/en/about\\_us](https://www.kif.unizg.hr/en/about_us)



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**FINDINGS FROM THE  
EMPLOYER SKILLS  
SURVEY**



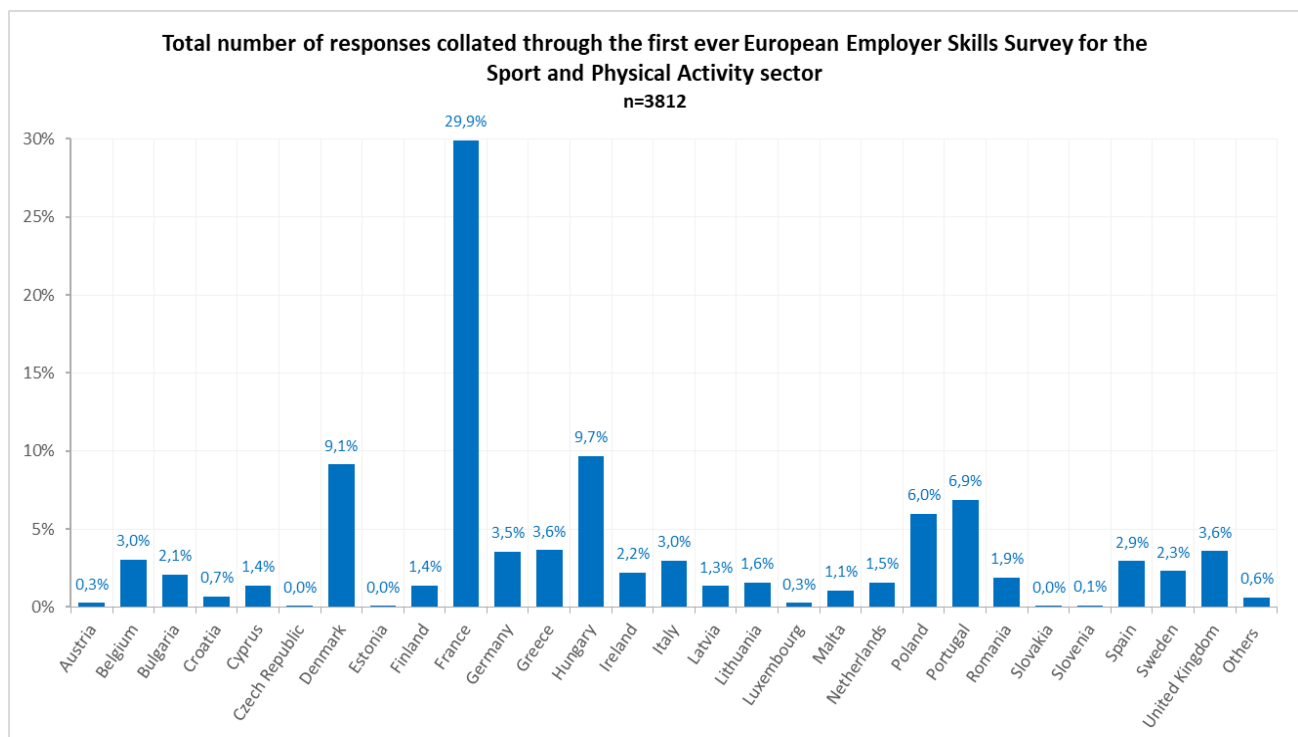
## 7. FINDINGS FROM THE EMPLOYER SKILLS SURVEY

### Some Headline Results from the ESSA-Sport Employer Skills Survey for Croatia

What follows is a summary of ESSA-Sport Employer Skills Survey Croatia Report. The Employer Skills Survey was carried out across Europe at the end of 2018/ start of 2019, aimed at all employers in the sport sector. It was translated in to Croatian language. The following are some of the main results.

#### a) The Croatian Sample

25 responses (0.7% of all respondents from all EU countries) were received from Croatia. This is a very small sample and what follows in this section should not be considered a reliable reflection of the sector as a whole. The small sample also means that the analysis in some subsections is not possible.



#### b) Croatia's Respondent Profile

##### 1) Types of Organisations in the Croatian Sample

The Croatian top five responses came from:

- Sports Clubs (36%)
- Sport Federations (36%)
- Sport Bodies (12%)
- Universities/Colleges (8%)
- Sport for All Organisations (4%)

##### 2) Scope of Respondent's Organisation

60.87% of Croatia's respondents reported themselves as 'National'. 13.04% as 'Local'. 13.04% as 'Regional'. 13.04% as 'International'.

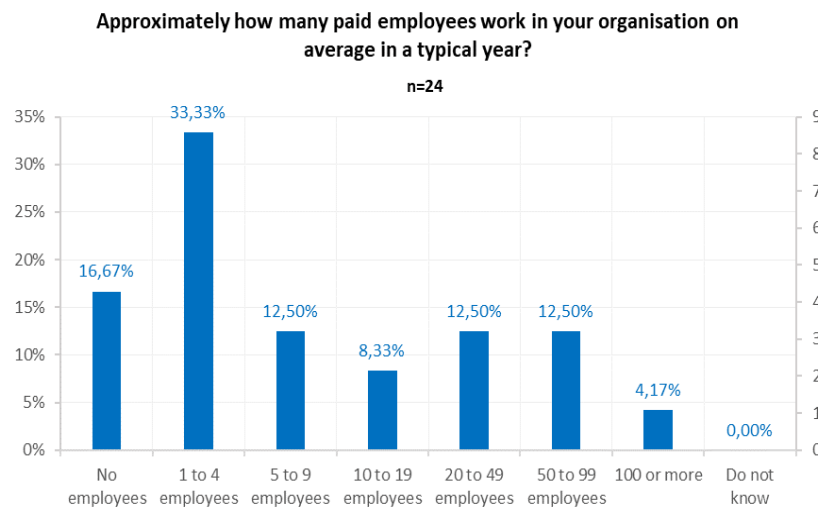
### 3) Respondents' Organisational Categories (Not for Profit, Public and Private Sectors)

- 62.5% of Croatian respondents were from the Not for Profit, Voluntary and Charitable sector.
- 16.67% represented the Public Sector
- 4.17% the Private Sector.

### 4) Size of Respondents' Organisations by Number of Paid Employees

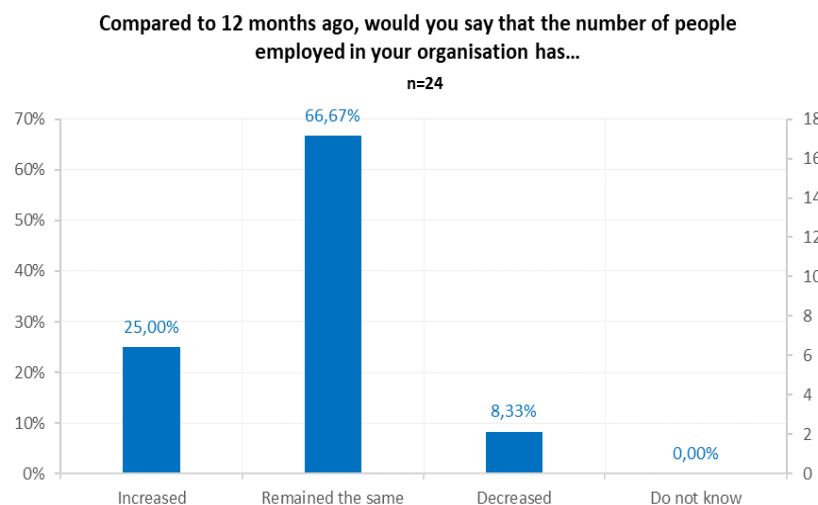
The largest proportion of Croatia's responding organisations employed 1-4 paid staff (33.33%). The next highest (16.67%) had no paid employees.

4.17% employed 100+.



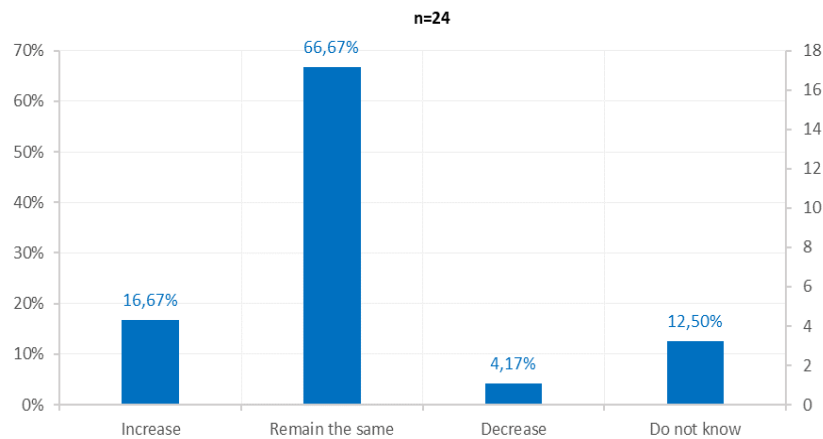
### 5) Organisational Growth/Shrinkage

In the Croatia survey, 91.67% reported that their organisation had remained the same or grown in the last 12 months. 8.33% reported shrinkage.



83.34% of Croatian respondents expected their organisation to remain the same or grow in the next two years. 4.17% forecast a reduction in size.

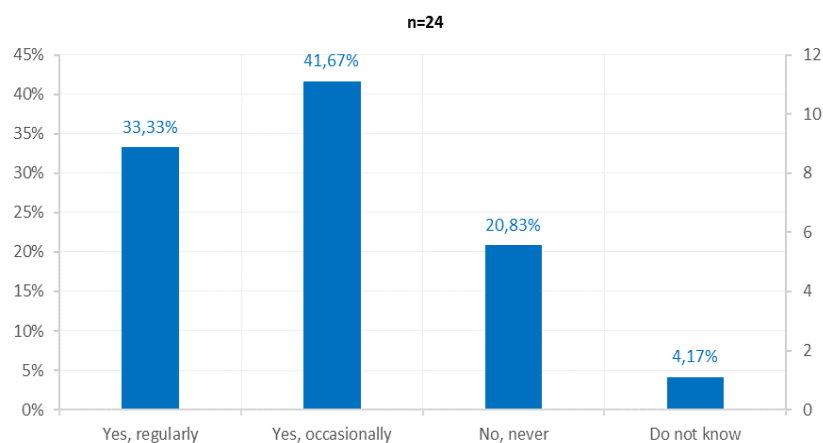
**How do you think the size of the workforce in your organisation will tend to change over the next 2 years?**



### 6) Deployment of Volunteers






33.33% of Croatian respondents reported that they engaged the services of volunteers on a regular basis. 41.67% said they did so occasionally. 20.83% reported that they never engaged volunteers. 4.17% said they did so occasionally.

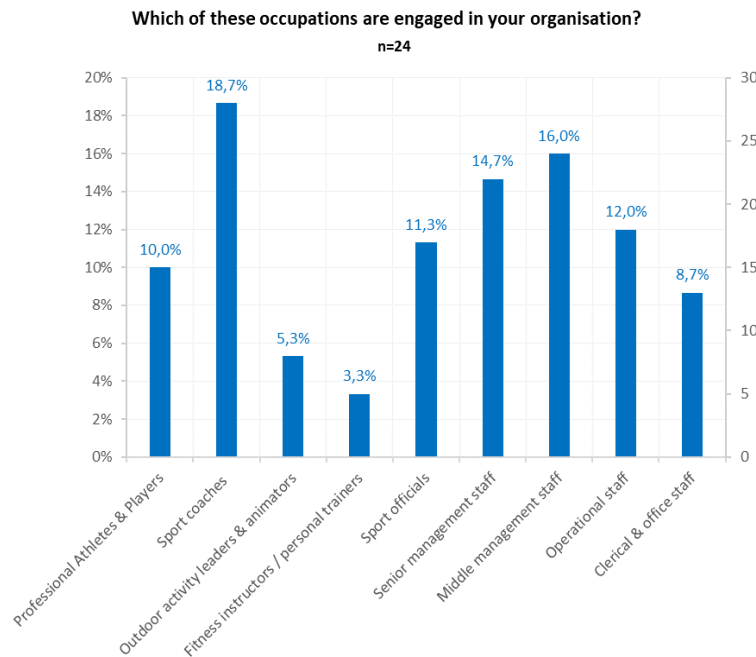
**In a typical year does your organisation engage any volunteers / unpaid staff?**



## 7) Top Five Types of Occupations Engaged

The top five occupations employed in Croatia by survey respondents were:

-  Sports Coaches (18.7%)
-  Middle Management Staff (16%)
-  Senior Management Staff (14.7%)
-  Operational staff (12%)
-  Sport Officials (11.3%)



### c) Skills Maps and Training Priorities

#### Introduction

The following section was intended to cover skills needs for the eight occupations with a graph displaying a list of skills/attributes relevant to the occupation and the level of importance which the respondents attached to each, a second graph showing the same list of skills/attributes and percentage of respondents who felt these skills/attributes were Weak and in Need of Improvement and a final graph explaining the training priorities.

Unfortunately, the number of Responses received was too low and it was not possible to elaborate analysis.

#### d) Recruitment and Retention

Once again for this section and all related sub-sections, it was not possible to elaborate analysis as there were less than 10 responses per question.

### e) Key Issues Working in Sport and Physical Activity

27 statements were presented to Croatian respondents who were asked to indicate their level of agreement. The next table shows the statements and the percentage of Croatian respondents who said they either 'Agree' or 'Strongly Agree'. The statements are listed in order of their level of support.

#### 1) Key Issues Ranking

	Statement	% Agree or Strongly Agree
1	Effective governance is important to your organisation	100,0%
2	It is important that your staff have access to on-going training to keep their skills up to date	100,0%
3	Universities/ training providers should work more closely with organisations like yours	100,0%
4	More effort is needed to make Sport and Physical activity more inclusive in attracting participants	94,7%
5	Improving governance should be a priority for all sport organisations	89,5%
6	The Sector is changing and evolving, as a result the skills needed by those working in the Sector will change too	89,5%
7	The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive	89,5%
8	The skills required in our organisation are changing	84,2%
9	New training courses are required to meet the training needs of organisations like yours	84,2%
10	It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer	78,9%
11	Our staff would benefit from learning experiences in other countries	78,9%
12	You find your staff are willing to train and develop themselves	73,7%
13	In the future there will be a demand for a better qualified workforce operating in sport organisations like yours	68,4%
14	Sport organisations have become more professional in recent years	63,2%
15	Past experience is more important than qualifications when recruiting volunteers	63,2%
16	Expectations and priorities from national Government on sport organisations are increasing	63,2%
17	Volunteers do NOT need the same level of qualifications to perform their roles as paid staff	57,9%
18	Customer service is poor in sport and physical activity facilities and clubs	52,6%
19	Expectations and priorities from national Government are causing our organisation to change	52,6%
20	It is not easy to progress from a technical role (e.g. as a coach or instructor) to a management position	52,6%
21	It is difficult to find relevant continuing professional development (CPD) courses for your staff	52,6%
22	Our expectations of volunteers are as high as paid staff when they perform the same role	52,6%
23	Work experience is more important than qualifications when recruiting paid staff	42,1%



24	There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression	36,8%
25	Attitude and personality are more important than qualifications when recruiting paid staff	31,6%
26	It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable	26,3%
27	It is easy to find and recruit people with the right skills to work in your organisation as paid staff	10,5%

## f) Workforce Development and Planning

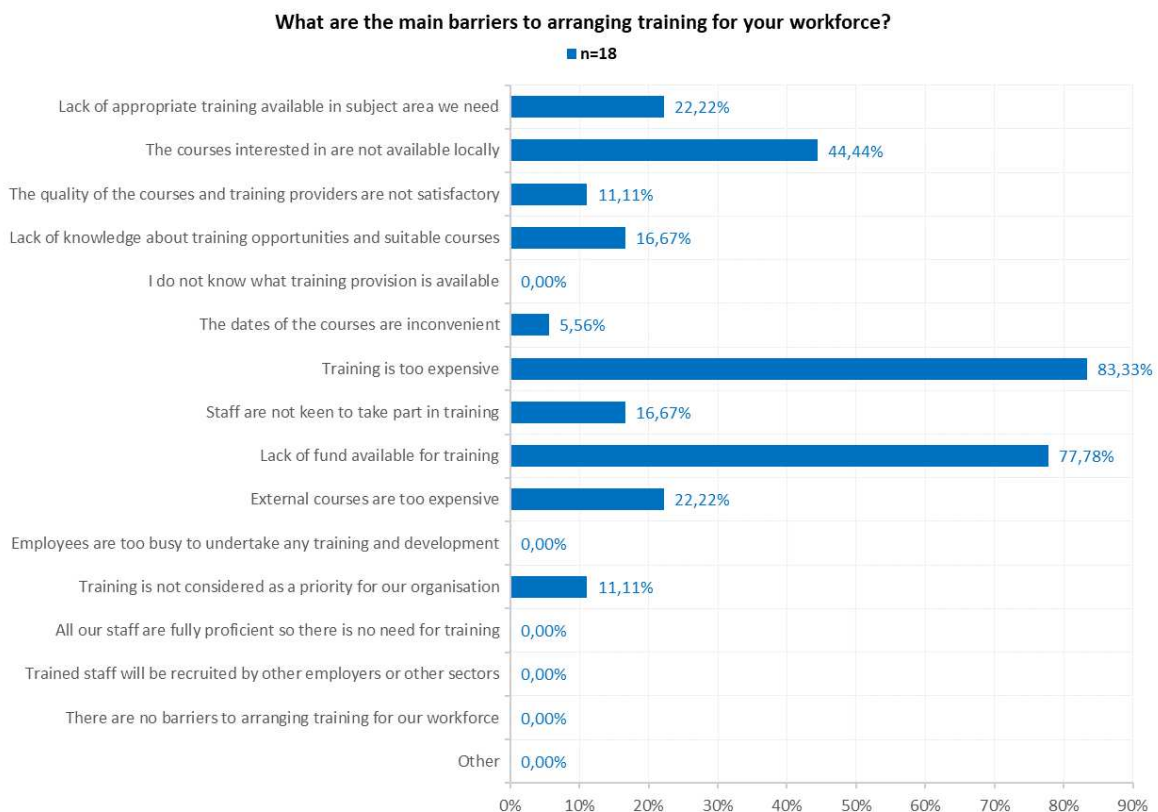
### 1) Performance Review

- 10.53% of Croatian respondents said that they regularly reviewed the skills and training needs of their staff team.
- 52.63% reported that they did so 'partly'

### 2) Barriers to Training and Development

The following barriers were identified by Croatian respondents to arranging training for the workforce

- Training is too expensive (83.33%)
- Lack of funds available for training (77.78%)
- The courses interested in are not available locally (44.44%)
- Lack of appropriate training available in the subject areas we need (22.22%)
- External courses are too expensive (22.22%)



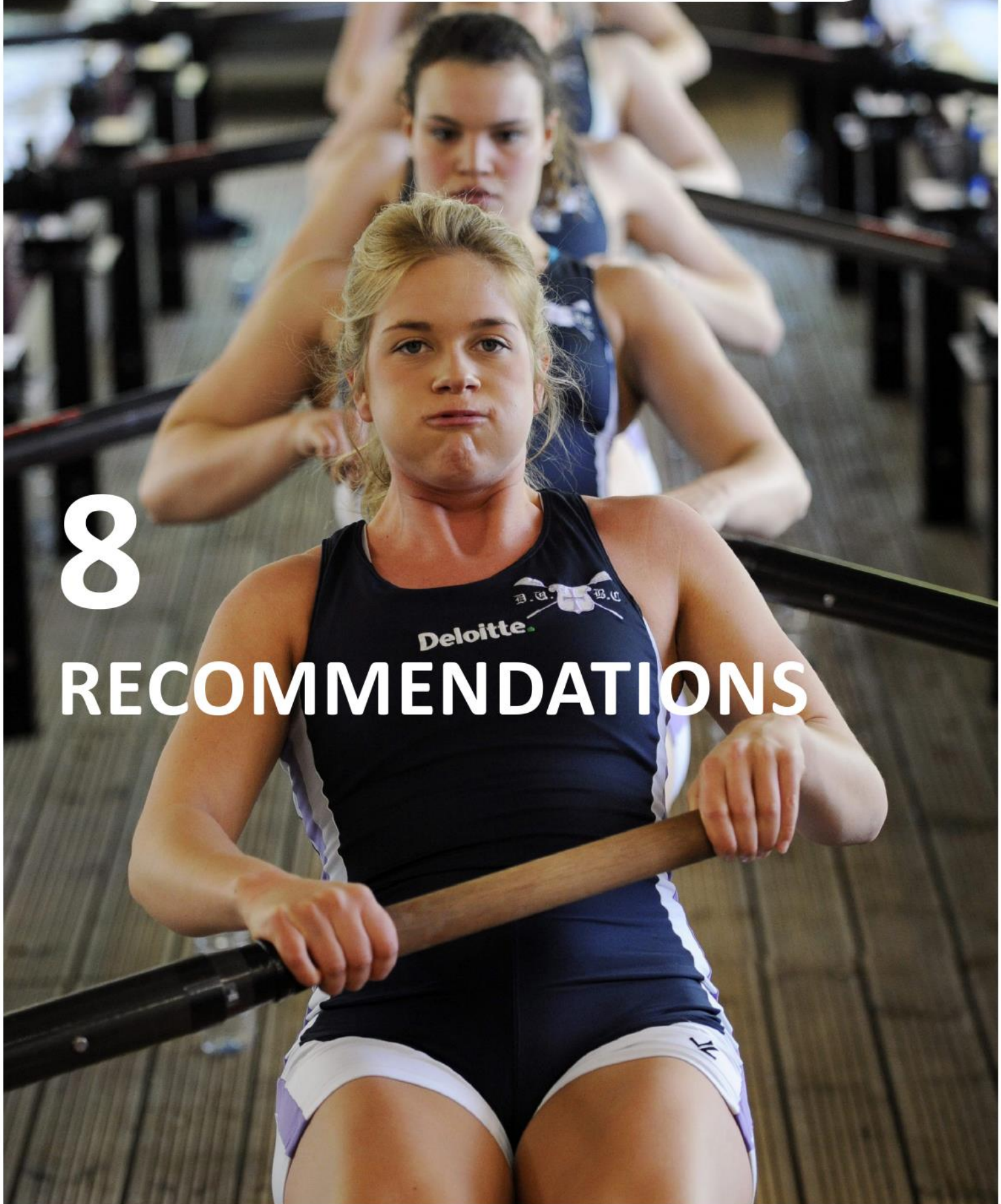


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**RECOMMENDATIONS**



## 8. 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 Croatia 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 Croatia 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





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