



**ESSA-SPORT**

Improving the Supply of Skills to the Sector

# NATIONAL REPORT

Analysis of labour market  
in the sport and physical  
activity sector



Czech Republic

*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 Report

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

### c) The sport and education system

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

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

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

### d) Sport Labour Market Statistics

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

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

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

NACE is the statistical classification of economic activities in the European Community, while ISCO is the International Standard Classification of Occupations. The ESSA-Sport consortium has been successful in collecting the most relevant NACE and ISCO data related to the sport sector, gathered from the European

body Eurostat. This data on the size and characteristics of the sport labour market at the national level is presented in section 4.

#### **e) Recommendations**

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





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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	Prague
Official EU language(s)	Czech
EU member country	Since 1 May 2004
Currency	Czech koruna (CZK)
Schengen	Schengen area member since 21 December 2007

Geographical Size	78 868 Square Kilometres
Population:	10 649 800
GDP per capita in PPS <sup>1</sup>	90

Political system
Czech Republic is a parliamentary republic with a head of government - the prime minister - and a head of state - the president. The country was formed in 1993, after Czechoslovakia was split into Czech Republic and Slovakia. The country is now divided into 14 regions, including the capital, Prague.

Trade and economy
<p>The most important sectors of the Czech Republic's economy in 2018 were industry (30.2%), wholesale and retail trade, transport, accommodation and food services (19.2%) and public administration, defence, education, human health and social work activities (15.5%).</p> <p>Intra-EU trade accounts for 84% of the Czech Republic's exports (Germany 32%, Slovakia 8% and Poland 6%), while outside the EU 2% goes to both the United States and Russia.</p> <p>In terms of imports, 76% come from EU Member States (Germany 29%, Poland 9% and Slovakia 6%), while outside the EU 8% come from China and 2% from the United States.</p>

<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 21 members of the European Parliament from Czech Republic.

Unemployment rate	2.6%
Job vacancy rate <sup>2</sup>	6.2%

## b) Characteristics of the overall labour market

### 1) The total employment in Czech Republic

<b>TOTAL EMPLOYMENT</b>	5.147.000
<b>+ % of the population aged 15-64</b>	<b>74,8%</b>
<i>Total population aged 15-64</i>	6.879.000

<b>TOTAL UNEMPLOYMENT</b>	121.000
<b>+ % of the active population</b>	2,2%

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

Male	55,6%
Female	44,4%

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

15 - 24	5,4%
25-49	78,0%
50+	16,6%

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

Employed	84,0%
Self-employed	16,0%

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

Full time	93,7%
Part time	6,3%

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



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

Low education	4,3%
Medium education	70,9%
High education	24,8%

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<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<sup>4</sup>

#### a) Ministry

The ministry responsible for sport is the Ministry of Education, Youth and Sports.

#### b) Sport strategy

The main strategic document is the “Concept of Sport Support 2016-2025 - SPORT 2025” (referred to as the Sport 2025 Concept), this presents the directions of development and support of Czech sport, pillars, priorities, strategic goals and conditions for fulfilment in the period 2016 – 2025.

The basic objective of the sport policy of the Czech Republic 2016 - 2025 is to improve conditions for sport and the national representation of the Czech Republic so that they correspond to the importance of sport for society and individuals, respecting the tradition and sports policy of the EU.







The basic condition for fulfilling the objective is, besides the targeted distribution of subsidies, a fundamental strengthening of the institutional provision of sport in the Czech Republic, without which the necessary transformation of the sport system cannot be realised.

The task of sport policy of the Czech Republic at all levels is to create conditions for physical activities of all inhabitants regardless of talent, gender, age, origin, religion, but also economic and social status for organized and unorganized athletes.

Based on long-term knowledge about the social benefits of sport, the concept is built on the following pillars:

1. Sport is one of the tools of human socialisation and development of social relations
2. Sport and health prevention
3. Sport as a means of self-realisation
4. Athlete as a self-confident personality
5. State representation as a means of strengthening patriotism, national pride and international prestige






The Sport 2025 concept applies the following priorities, which should be taken into account in the development of sports programs, subsidy policy, building conditions for sport, strategic plans of self-governments, but also school sports programs and university sports in the free time of university students. The sports movement in the Czech Republic openly acknowledges these priorities across its specific focus and respects their importance.

-  Stop the decline in physical fitness of children and youth
-  Stop the growth of overweight and obesity in children and youth
-  Increase the level of motor literacy
-  To reduce the economic participation of families in sport
-  Transparency, evidence and openness of information in sport
-  Active fight against negative phenomena in sport

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<sup>4</sup> Most of the content for this section (up to the part on Eurobarometer) is taken from the website of the Ministry of Education, Youth and Sports. <http://www.msmt.cz/sport-1> Accessed October 2019.



-  Equal opportunities
-  Interdepartmental and intersectoral approach
-  Cooperation between state administration and regional or local authorities
-  Involvement of sports professionals and athletes in decision-making processes of local governments
-  Support of volunteering and coaching as a leisure activity

Finally, the Concept of Sport Support 2016-2025 - SPORT 2025 has a number of strategic objectives under several areas:

#### 1) Area 1 - Developing sport for all

Strategic Objective 1 - Support the development of sports clubs, physical education and gymnasiums

Strategic Objective 2 - Strengthen the role of Regional and Local Sports Centers

Strategic Objective 3 - To create conditions for increasing membership in organized sport

Strategic Objective 4 - Promote mass promotional and motivational sporting events

Strategic objective 5 - To create conditions for exploiting the integration potential of sport for all social groups of children and youth

Strategic objective 6 - To create conditions for the use of sport for the development of community life, especially at the local level

#### 2) Area 2 - Promote a broad base of performance athletes

Strategic Objective 1 - Raise awareness of the sports sector in children

Strategic Objective 2 - Develop youth performance sport regardless of the perspective of representation

Strategic Objective 3 - Promote adult performance sport

#### 3) Area 3 - Development of school and university sport

Strategic Objective 1 - Increase the number of hours of physical activity in the school environment and develop the program of school sports clubs

Strategic Objective 2 - Innovate the system of school sports competitions

Strategic Objective 3 - To expand the organized range of leisure sports activities for students

Strategic Objective 4 - To stabilize and expand the system of university sport sports competitions open to all students

#### 4) Area 4 - Expertise in sport

Strategic Objective 1 - Build a Sports Research Center and ensure knowledge transfer into practice

Strategic Objective 2 - Innovate the system of training professionals in sport

Strategic objective 3 - Strengthen the professional guidance of children

#### 5) Area 5 - Restoration and construction of sports facilities

Strategic Objective 1 - To renew and develop SK / TJ sports facilities

Strategic Objective 2 - To restore and develop school sports infrastructure

Strategic Objective 3 - Develop university sports facilities

Strategic Objective 4 - To build a strategic sports infrastructure for national representation and regional training centres for the preparation of talented youth

Strategic Goal 5 - Upgrade instrumentation to prepare representation and talent

#### 6) Area 6 - Disability Sport

Strategic Objective 1 - Ensure accessibility of sport for the disabled

Strategic Objective 2 - To create a comprehensive system of care for talented handicapped youth and representation

#### 7) Area 7 - Competitiveness of the Czech National Team

Strategic Objective 1 - To ensure quality conditions for the preparation of Czech Republic representatives in resort sports centers

Strategic Objective 2 - Continue the programs to support talented youth in cooperation with sports associations

Strategic Objective 3 - Intensify the linkage of the education system with the preparation of talent and representatives

Strategic Objective 4 - To support the achievements of the Czech national team at international competitions and to promote the Czech Republic's reputation

Strategic Objective 5 - To create a health care system for public prosecutors and talented young people

Strategic Objective 6 - Establish a system of care for athletes after their careers

Strategic Objective 7 - Further develop the professional chambers of coaches and strengthen the social prestige of coaches

Strategic Objective 8 - Promote professional competition and the position of professional athletes

#### 8) Area 8 - Commercial sport

Strategic Objective 1 - Organize important international and national sporting events repeatedly

Strategic Objective 2 - Develop sports services in the field of health and fitness

The Sport 2025 concept is based on the assumption of the necessity to optimise the institutional support for the implementation of government plans in the area of support for the development of sport in the Czech Republic. It is necessary to determine the competences of the state administration in sport and to ensure that the principles of support for individual areas of sport are created and that the role of state administration and self-governments is gradually enshrined in strategic documents and legislation.

### **c) Legal framework**

#### **1) Sport promotion act**

Act No. 115/2001 Coll., On the Promotion of Sport, defines the position of sport in society as a public benefit activity and defines the tasks of ministries, other administrative authorities and the competence of territorial self-governing units in promoting sport.

### **d) Funding for sport**

#### **1) State budget**

Majority expenditures are realised through Chapter 333 of the state budget. This amount is divided into investment and non-investment part. Most of the funds are earmarked in accordance with the Act on the Promotion of Sport for Representation and Work with Talented Youth. Other resources come from the budget of the Ministry of the Interior and the Ministry of Defence, which are intended solely to support representation. The aim is to increase the volume of funds for sport from the current 0.3% to 1% of the state budget.

#### **2) Financing through regions**





Following this concept and approving the amendment to the Act on Sport, regional authorities should develop their own regional concepts of sport support, taking into account their important role in financial support for sport, especially clubs, regional training academies, sports facilities or sporting events of regional importance. As a rule, regions do not own sport infrastructure and their subsidies for sport are about one third of the EU average.

#### **3) Financing through towns and municipalities**

In order to finance sport from public budgets, the highest and key revenues are from the budget of towns and municipalities. In 2015, municipalities' expenditure on sport did not reach the level of at least 2010. At the local level, it is necessary to solve the problem of restoration, operation and maintenance of sports facilities and atypical ownership arrangements (predominance of federal facilities). For this reason, municipalities feel less responsible to finance sports infrastructure in their land register. Incentives and programs co-financed from the central level can be an impulse to eliminate the undesirable situation, which will also deal with the subsequent operational financing of sports clubs by towns and municipalities. In addition to infrastructure, cities traditionally support local clubs at a performance level and sport for all.

#### **4) Subsidy policy**

The grant policy in sport is targeted towards the EU average, reducing the percentage of families and sportsmen's financial participation in sporting activities and thus reducing the unavailability of sport. It is also necessary to ensure the stability of funding for the possible planning and development of sports organizations. The aim is to:

-  Significantly increase the volume of funding for subsidy programs to the level usual in the EU
-  Ensure greater stability of funding for sports organizations
-  Establish control mechanisms for the effective use of subsidies
-  Exploit potential revenue from European funds for sport



### **e) Key organisations**

The National Council for Sport is an advisory body to the Minister presiding over it. The Council's resolutions are of a recommending nature. Each member has an area for which he / she is responsible and submits suggestions to the Council. Likewise, it has the right to form a working group on the area from other representatives of the sports environment. The Council includes a Chamber of Regions (representatives of the Association of Regions, the Association of Towns and Municipalities and the Association of Local Authorities) with an advisory vote. The purpose of the National Sport Council is to solve current and specific problems of the sports environment.

The Czech Olympic Committee (WWTP) was established on 18 May 1899. According to the Olympic Charter, it is to develop and disseminate the Olympic ideals and to represent and ensure the participation of the Czech Republic in the Olympic Games. However, the responsibility and role of the Czech Olympic Committee is much broader. It newly represents the interests of Czech sport as a whole towards the state. WWTP aims to improve the position of sport in society and make it accessible to the general public. It seeks to improve the financing of sport, especially in the youth field.

The Czech Sports Union is the largest sports organisation in the Czech Republic. It was established on 27 April 2013 in the form of a transformation and change of the name of the ČSTV. Sports associations with nation-wide competence, sports clubs and sports clubs, as well as their associations, are voluntarily associated in the CU, if they are established as associations according to the Civil Code, Act No. 89/2012 Coll. According to its statutes, the members of ČUS are national sports associations and sports clubs and sports unions with their members. ČUS is a civic open, democratic, independent and non-political organization. Entities associated in the CUS retain the independence of their legal status, assets and activities. ČUS is a member of the Czech Olympic Committee and a member of the European Association of Non-Governmental Sport Organizations.

### **f) 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.

Czech Republic (N = 1,023)

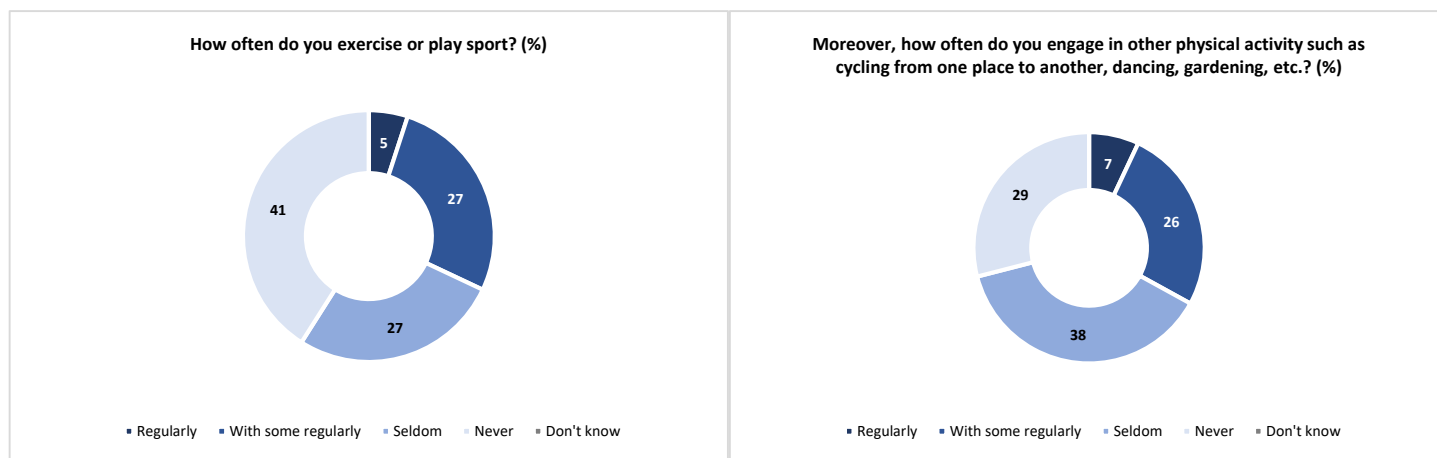
For the purposes of the ESSA-Sport project National Summary Report for countries where there is no National Coordinator, the following selected graphs from Special Eurobarometer 472 provides some relevant background information as part of briefly describing sport and physical activity at the national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

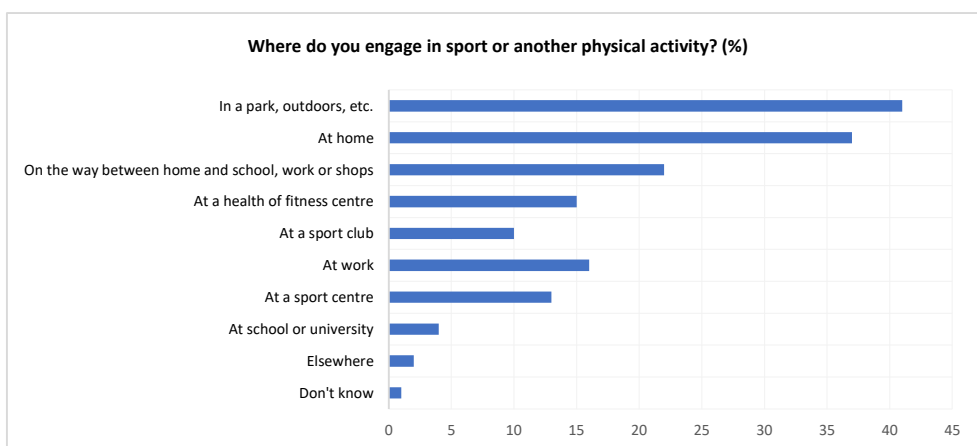
The full Special Eurobarometer 472 national factsheet can be found here:

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

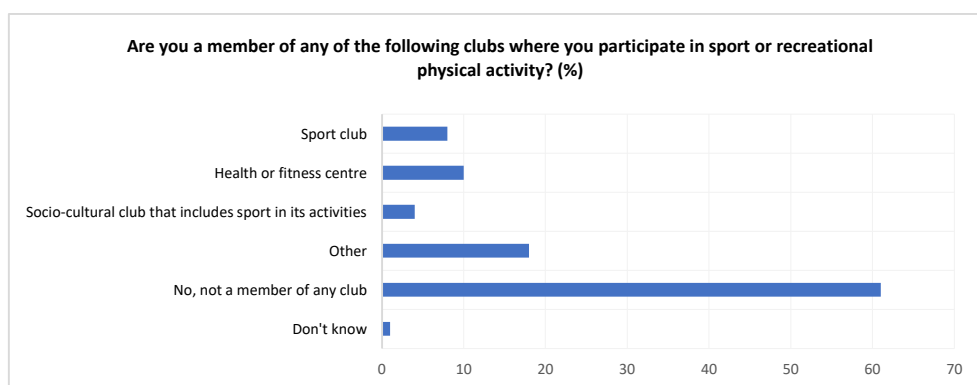
### 1) Participation in sport or exercise



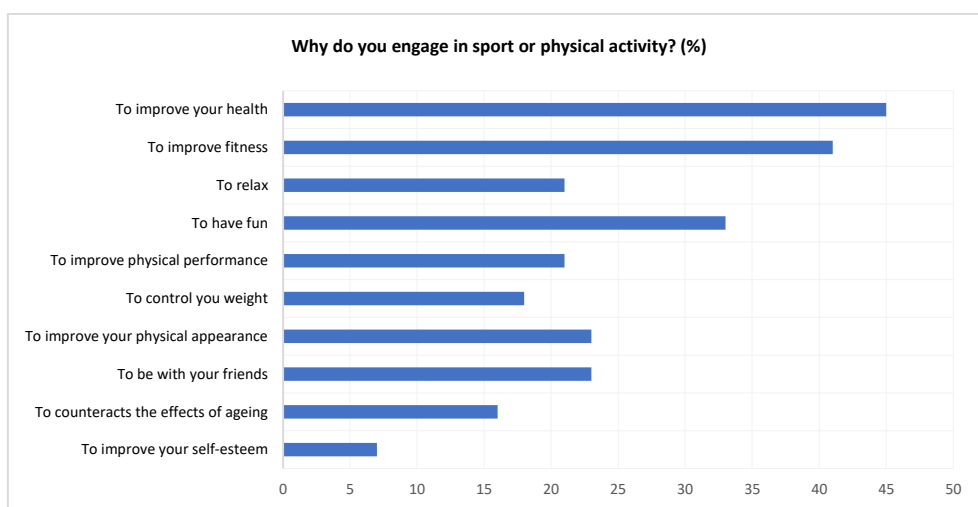
### 2) Location of engagement in sport or physical activity



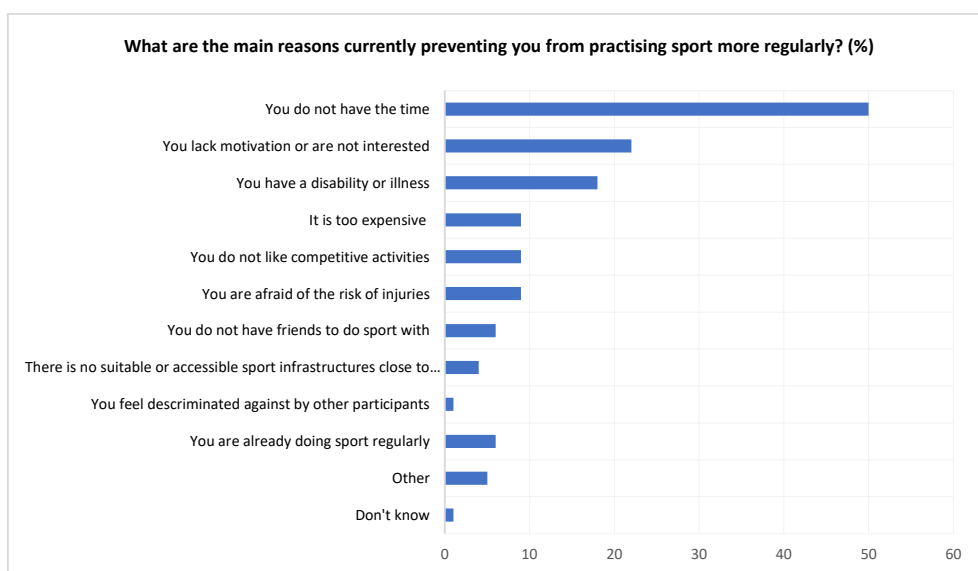
### 3) Club membership



#### 4) Motivation to participate



#### 5) Barriers to participation

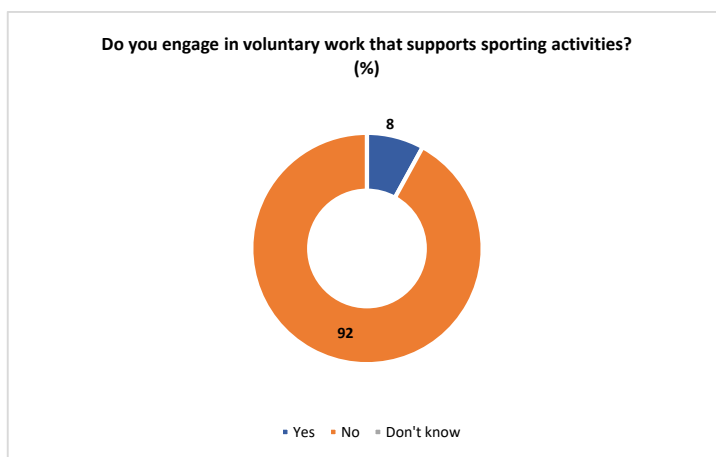


#### 6) Opportunities to participate





## 7) Engagement in voluntary work in sport





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# SPORT LABOUR MARKET STATISTICS

## 4. SPORT LABOUR MARKET STATISTICS

### Existing National Statistics on Employment from Desk Research Activities

The following summarises and highlights some of the main findings of the Czech Republic statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Czech Republic in 2018 was 34,107. This represents a growth rate of 31.54% 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).

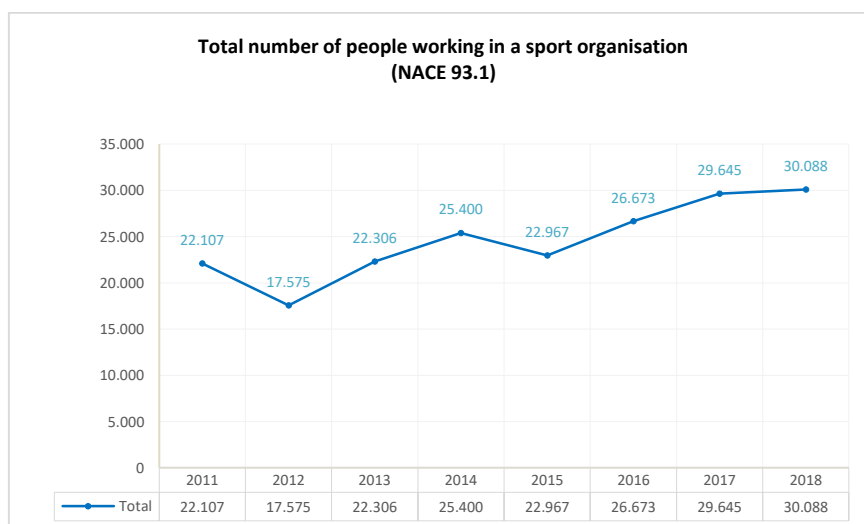
#### a) Total Number of People Working in Sports Organisations

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 Czech Republic Sports Organisations and Growth Rate

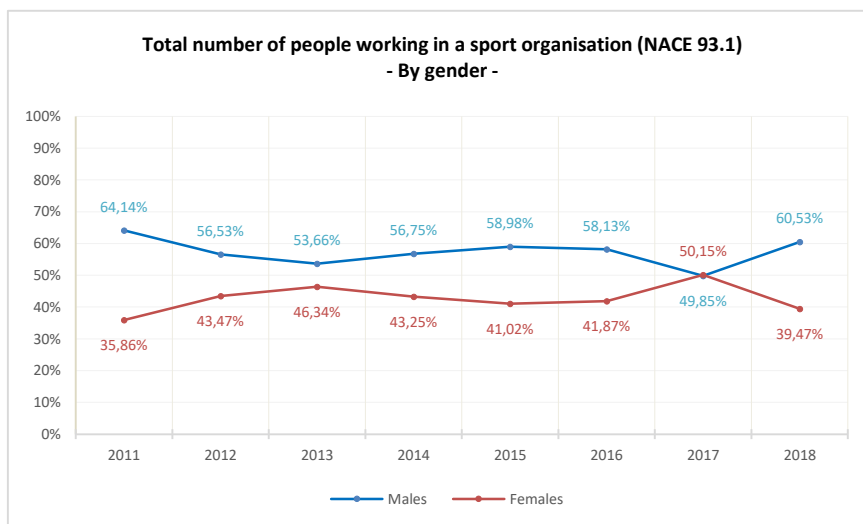


The total Czech Republic working population in these organisations (all occupations) as of 2018 is 30,088. This compares with a figure of 22,107 in 2011. Thus, there is a growth during this period of 7,981 (36.1%).



## 2) All People Working in Czech Republic Sports Organisations by Gender

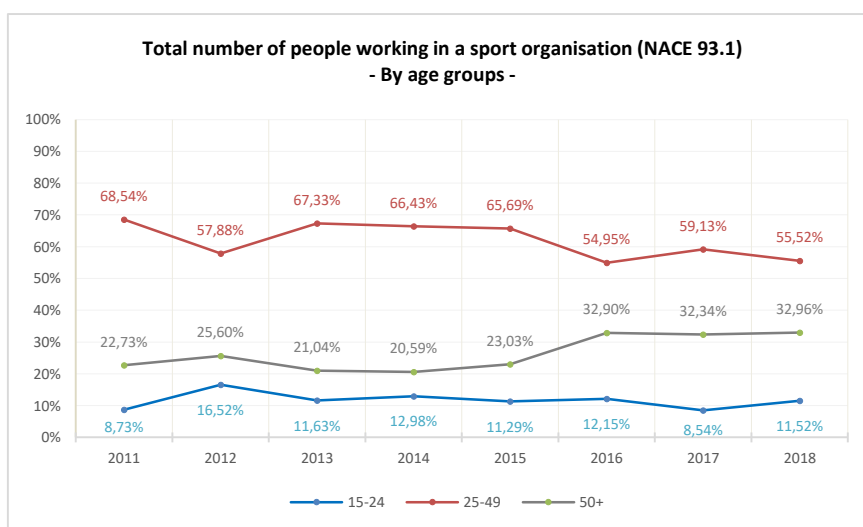
The number of male employees in 2018 exceeds the number of females by 6,399 (21.06%). However, the proportion of female to male employees has increased over this period by 3.6% of the workforce. This is a slow, but significant movement in the direction of gender parity. In fact, in 2017, the ratio was near 50/50. The reasons for the sudden growth of male employees and the falling away of females in the 2018 survey are not clear.



## 3) All People Working in Czech Republic Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	3,466 (11.52%)
25-49 years old	16,705 (55.52%)
50+ years old	9,916 (32.96%)



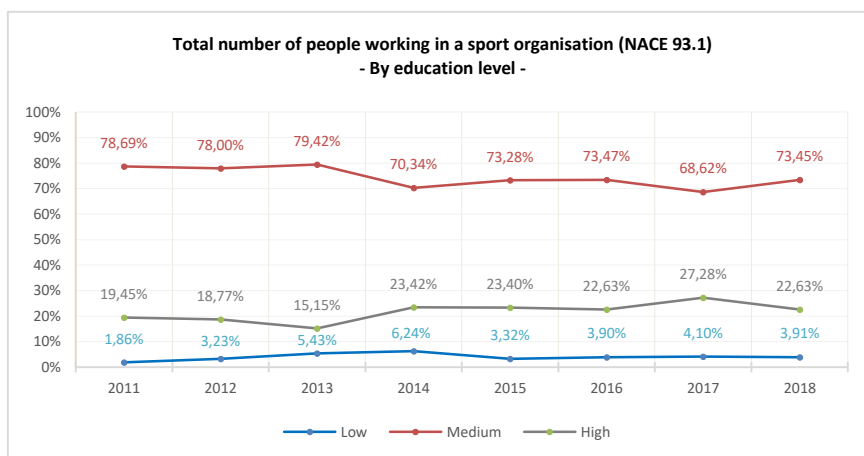
Over this period, the middle (25-49) age group has declined by 13%. The 50+ age group has risen by almost 10%, whereas the percentage of 15-24-year-olds has only increased by 2.8%.

This suggests an aging workforce which is not being replaced at the same rate by younger people joining the sector which could result in manpower shortages in the future.

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

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

Low (ISCED 0-2)	1,177 (3.91%)
Medium (ISCED 3-4)	22,100 (73.45%)
High (ISCED 5-8)	6,810 (22.63%)



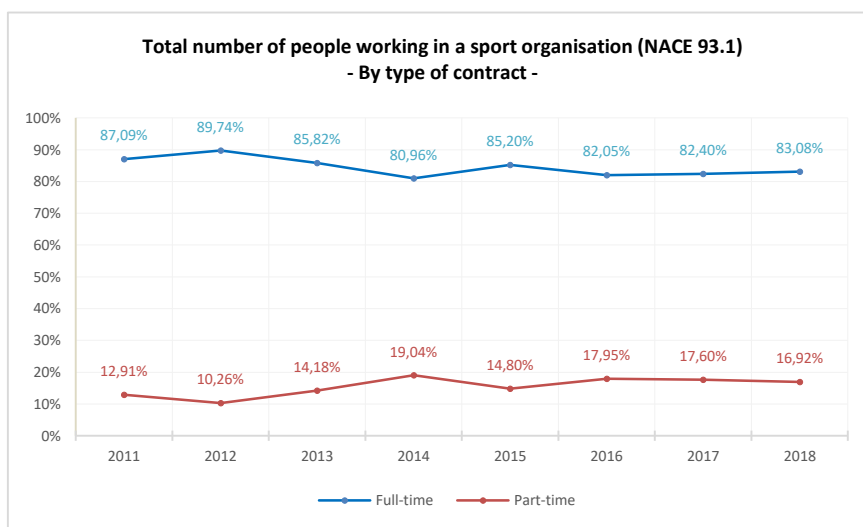
2011-2018 shows that low education group in the workforce has increased by 2% (which interestingly is similar to the growth in the 15-24 age group (2.8%). The higher group has increased by about 3% and the middle group declined by just over 5%.

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

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

Full-time 24,996 (83.08%)

Part-time 5,091 (16.92%)



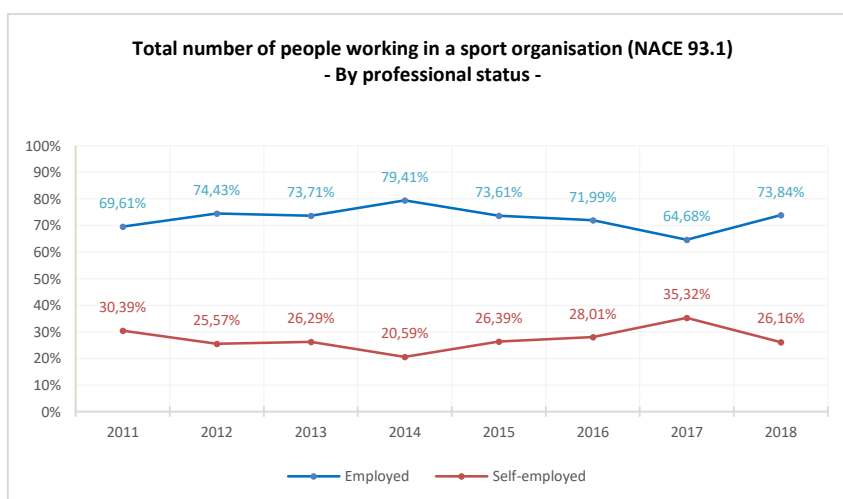
2011-2018 shows that as both types of contract increased, the proportion of full-timers decreased by 4% with a corresponding fall in the proportion of part-timers. The overall growth rate of part-time work may suggest the need for more flexible training provision to meet different working styles.

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

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

Employed 22,196 (73.84%)




Self-employed 7,865 (26.16%)



2011-2018 shows a growth in the percentage of employed by 4.2%. Self-employed decreased by the same percentage. It is interesting to note that the number of self-employed staff started to sharply decrease in 2018. It will be important to monitor if this is the start of a negative trend or if the growth returns for 2019 onwards.

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

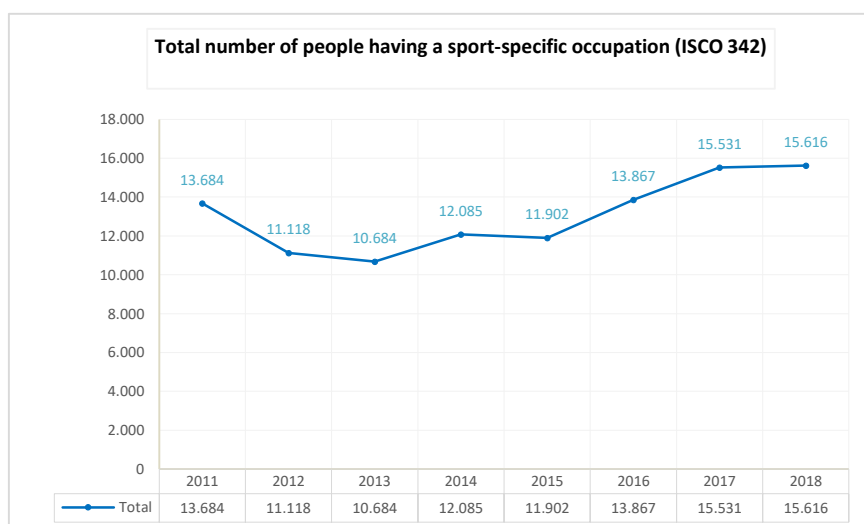
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

-  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 15,616. This compares with a figure of 13,684 in 2011.



Thus, there is a growth during this period of 14.12%. If the graph is analysed year after year, it shows that the number of people having a sport specific occupation decreased until 2013 and starts to increase from 2014 to 2018.

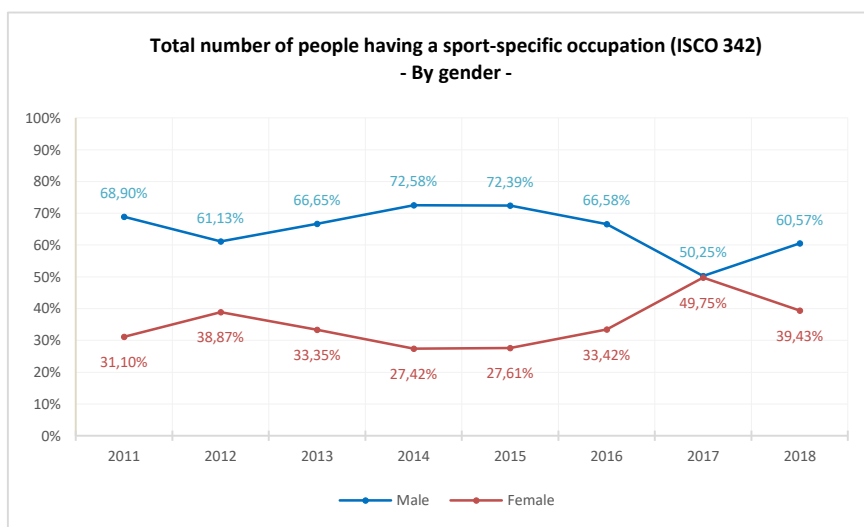


## 2) People Working in Sport Specific Occupations by Gender

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

Male 9,458 (60.57%)

Female 6,158 (39.43%)



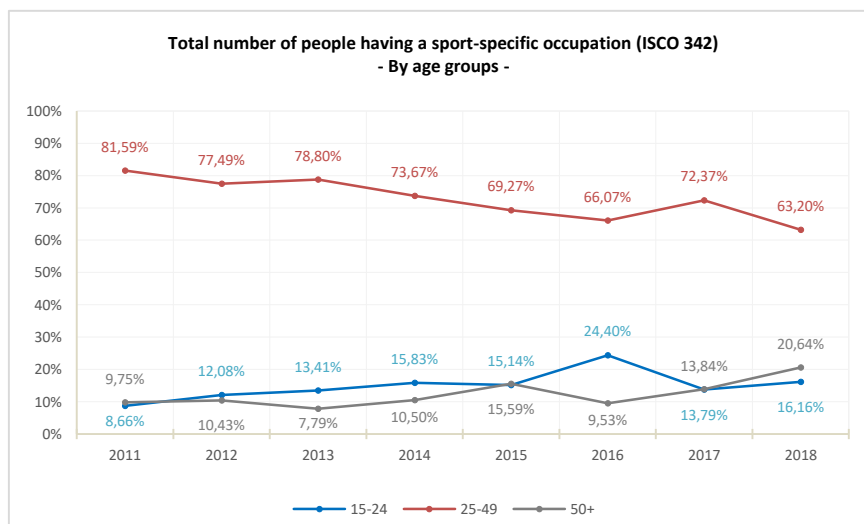
This shows a change from 2011 as female employees represent now slightly less than 40% of all sport specific occupations. In 2011, the proportion was about 31%.

When the evolution is analysed year after year, it is interesting to note that the number of female employees slightly decreased every year from 2012-2015 before starting to drastically increase in 2016-2017 reaching near parity with males until falling again in 2018.

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

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

15-24 years old	2,523 (16.16%)
25-49 years old	9,869 (63.20%)
50+ years old	3,223 (20.64%)

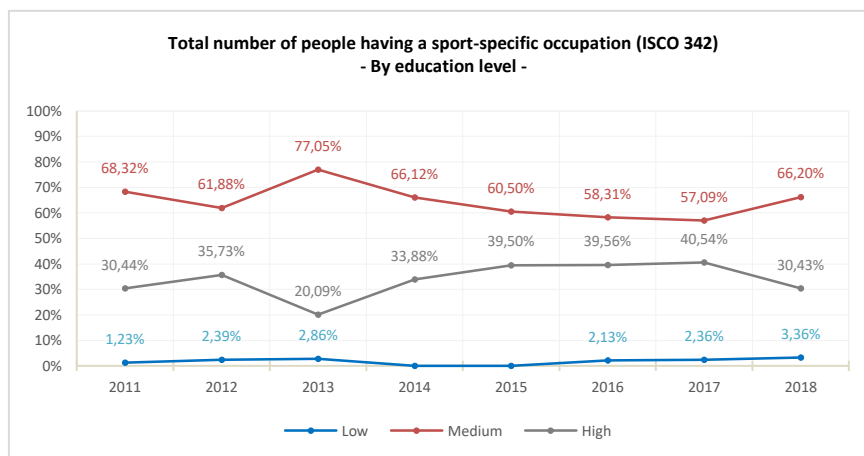


2011-2018 shows an increase of 7.5% in the 15-24-year-old group and 11% in the 50+ age group. The 25-49 age group decreased by 18.5%. As the number of age 15-24 and age 50+ both increased, it is important to underline that the number of people aged 50+ are now higher than people working in a sport specific occupation aged 15-24. This suggests a slightly aging workforce without adequate replacements in the younger group.

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

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

Low (ISCED 0-2)	525 (3.36%)
Medium (ISCED 3-4)	10,339 (66.20%)
High (ISCED 5-8)	4,753 (30.43%)



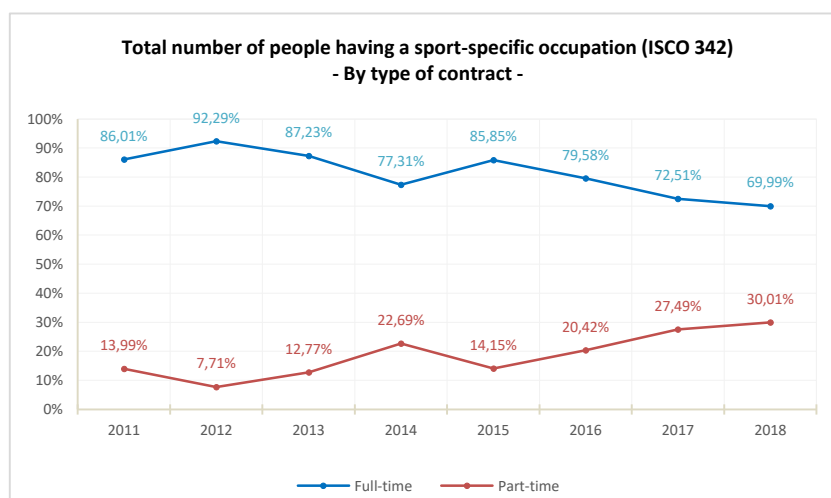
2011-2018 shows a very slight 2.2% growth in the low education group. Nevertheless, this number is very low comparing to the other groups and represent only 3.36% of all sport specific occupations.

The proportion of medium education group decreased by 2% and the high education group remained the same.

#### 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	10,390 (69.99%)
Part-time	4,686 (30.01%)



2011-2018 evolution shows that there is a need for part-time contract in sport specific occupations.

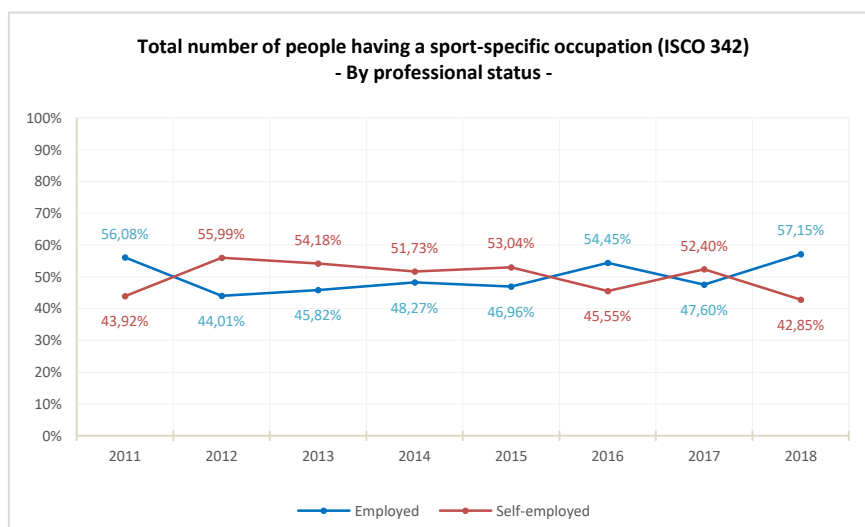
This may suggest that training and education delivery may need to be more flexible and possibly include more distance learning to meet the less predictable working lives of those in sport specific occupations.

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

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

Employed 8,810 (57.15%)

Self-employed 6,606 (42.85%)



This shows several fluctuations over the years as the number of employees starts higher than the number of self-employed staff and becomes lower for four years. Since 2017, the number of employees increases while the number of self-employed staff decreases. Overall, the graph shows a slight increase of 1% in the employed proportion with a corresponding drop in the self-employed group.

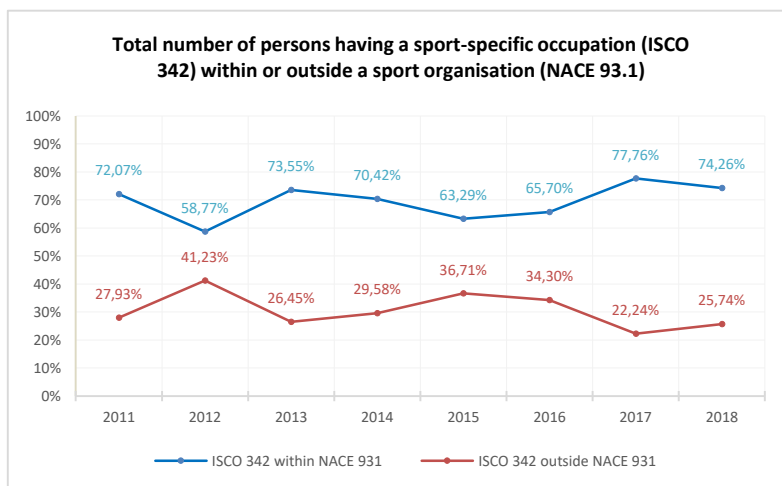


## 7) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

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

In sports organisations 11,597 (74.26%)

In other types of organisations 4,019 (25.74%)



This compares with 2011:

In sports organisations 9,862 (72.07%)

In other types of organisations 3,822 (27.93%)

Thus, the percentage of those working in sports specific occupations in other types of organisations has increased by about 5.15% while the number of people working under NACE code 93.1 in a sport specific occupation has increased by 17.59%. However, in terms of the proportions of each group in the ISCO 342 workforce there is little change.

### c) Total Employment in the Sports Sector

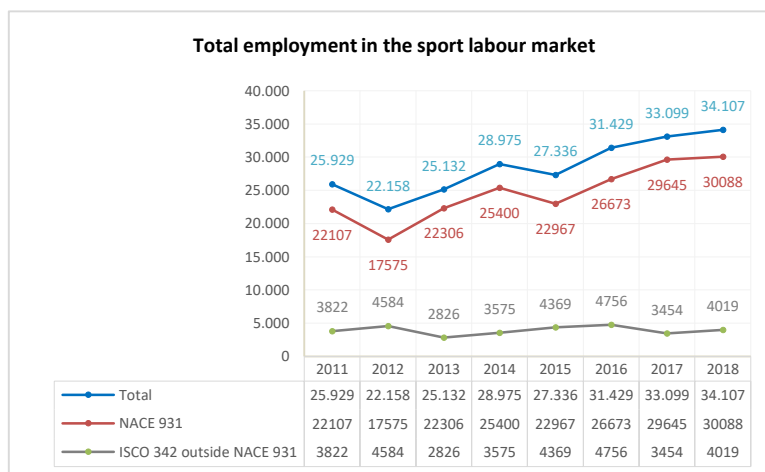
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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 Czech Republic.



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

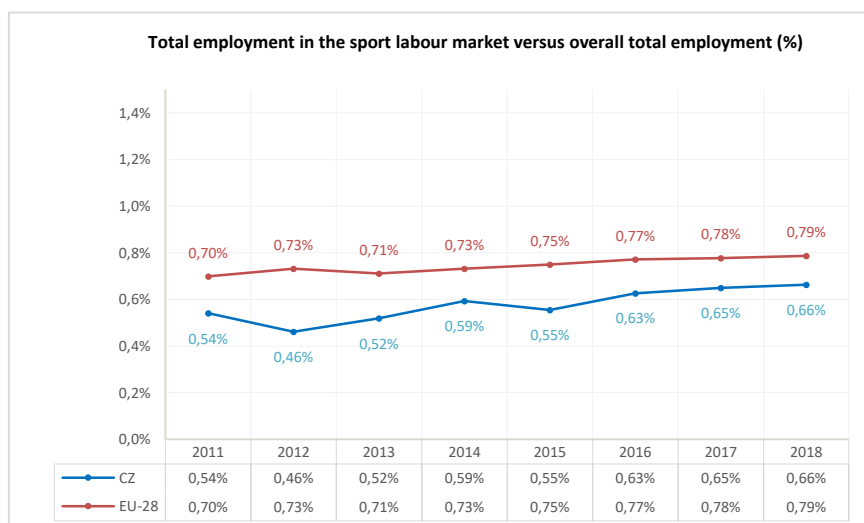
2011 25,929

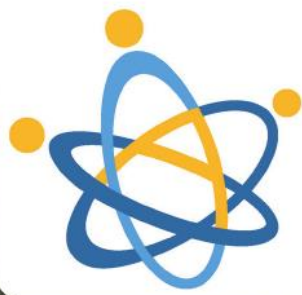
2018 34,107

This shows an overall growth rate of 31.54%. Most of this has come about through the growth of the NACE 93.1 workforce (those employed in sports organisations.)

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

The size of the Sport and Physical Activity workforce in Czech Republic is lower (by 0.13%) than that in the EU 28 as a proportion of total employment. In Czech Republic 0.66% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. However, there has been some small closing of the gap over that period (by 0.03%).



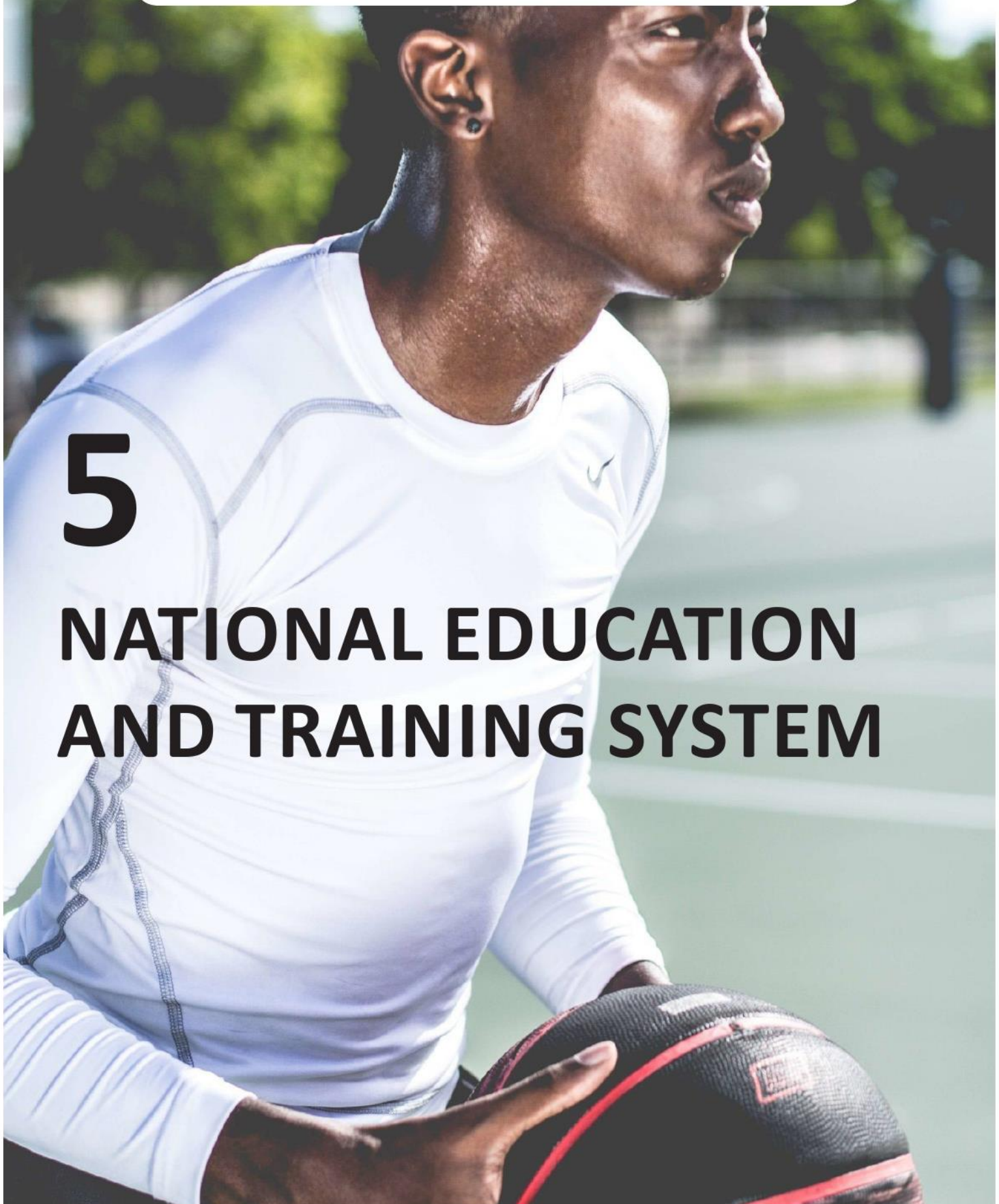


**ESSA-SPORT**

Improving the Supply of Skills to the Sector

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# **NATIONAL EDUCATION AND TRAINING SYSTEM**



## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

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

The Ministry of Education, Youth and Sports is responsible for the concept, form and development of the education system. The organising bodies of schools in other sectors are the Ministry of Defence, Ministry of Justice and Ministry of the Interior. In social issues, the labour market and career guidance, the Ministry of Education co-operates with the Ministry of Labour and Social Affairs. In health education, the Ministry of Education co-operates with the Ministry of Health.




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

Pre-primary education is provided for children aged 3 to 6 in nursery schools. Children from 4 years of age within the catchment area of the nursery school are admitted preferentially.

Compulsory school attendance starts at 6 years of age and lasts 9 years.

Primary and lower secondary education (basic education) is organised mostly within a single-structure system in nine-year basic schools, which are divided into the first and second stage. The age of pupils is usually 6 to 15 years. Also the multi-year general secondary schools and eight-year conservatoires can provide lower secondary education.

Upper secondary education (secondary education) is provided by upper secondary schools in general and vocational fields. The age of pupils is usually 15 to 18/19 years. School leavers acquire one of the three levels of education:

-  secondary education with a school-leaving examination;
-  secondary education with an apprenticeship certificate;
-  secondary education.

The secondary education with a school-leaving examination can be attained in general as well as vocational fields and it is a prerequisite for entering tertiary education. Upper secondary schools provide also a follow-up study enabling holders of the apprenticeship certificate to acquire secondary education with a school-leaving examination, and a shortened study in which the school leavers with school-leaving examination or apprenticeship certificate gain qualification in a different field.

The conservatoire is a specific type of school providing lower and upper secondary, as well as tertiary professional education in the area of art.

Tertiary education is carried out by tertiary professional schools and higher education institutions. Tertiary professional education is usually attained in three-year programmes. Higher education is provided in the first, second and third cycle programmes (Bachelor's, Master's and Doctoral degree programmes), or possibly in non-structured long Master's degree programmes.

Adult education includes general education, vocational education, interest-based education and other education.

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<sup>5</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-21\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-21_en)

<sup>6</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/czech-republic\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/czech-republic_en)



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

Higher education institutions can be:

-  public institutions (legally established)
-  private institutions, existing on the basis of the state approval
-  state-run institutions (only in the case of military and police academies), legally established under the control of the relevant ministries

From the Study on Tertiary Education: “Public higher education institutions are established by law and have the status of a legal entity. They are self-governing organisations and own a property passed on them by the state. State higher education institutions are also established by law and governed by the relevant ministries as organisational units of the state. The foundation of private higher education institutions was made possible by the 1998 Higher Education Act. Prior to the establishment, the legal entity that establishes a private education institution is required to have an approval from the Ministry of Education, Youth and Sports. Conditions for its bestowment are clearly set by the law. Public and state higher education institutions are funded from the state budget, private higher education institutions receive funds from other sources. They can receive a subsidy from the Ministry of Education, Youth and Sports only if they have the status of a public benefit legal entity (previously the public benefit corporation).”

Study programmes are subject to accreditation awarded by the National Accreditation Bureau for Higher Education (Accreditation Bureau) or are approved within the internal process by the higher education institution itself – this is the case when the higher education institution obtains institutional accreditation for the particular educational area/areas. Study programmes approved by the higher education institution are considered according to the Higher Education Act as accredited.

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

The main body holding executive powers in the field of education (IVET and CVET) at the national level is the Ministry of Education, Youth and Sports (MŠMT). The key responsibilities of the MŠMT include the development of the national education strategy and priorities; development of curricular policy and care for the quality of education for and in accordance with the objectives and content of education; coordination of public administration and funding in the area of education.

The MŠMT holds the main responsibility for administration and establishing the rules for higher education (HE) institutions, which, however, have broad academic autonomy.

The Ministry of Labour and Social Affairs (MPSV) is responsible for retraining under the auspices of the public employment service. The Ministry of Health is responsible for training of health staff; the Ministry of Interior Affairs is responsible for the accreditation of public administration staff training courses, etc.). At the regional level, self-governing bodies – the regional assembly and regional council – are directly responsible for establishing public VET schools, at upper secondary and tertiary professional levels

All schools (including VET) have a relatively high level of autonomy. School directors hold significant powers. They are responsible for the preparation and implementation of school curricula based on approved national curricula, for the quality of pedagogical work and human resources policy, and for educational management

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<sup>7</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-21\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-21_en)



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

and efficient use of financial resources. School councils are established at schools as a consultative body. The councils include representatives of the school founding body, pedagogical staff, parents and sometimes students. Social partners can influence vocational education at national and regional levels particularly through co-operation on the preparation of curricula.

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

The Act on Verification and Recognition of Further Education Results (2007) introduces the National Register of Qualifications (NSK) which contains descriptions of qualifications in the form of standards for the so called (a) vocational and (b) complete vocational qualifications which have been gradually developed. As of October 2018, there were 1253 standards of qualifications publicly accessible in the register. All approved standards and related information are published in the NSK information system ([www.narodnikvalifikace.cz](http://www.narodnikvalifikace.cz)) in the Czech and English languages. Labour market requirements described in the qualification standards are taken into account during the creation and revision of the initial (vocational) education curricula.

The National Qualifications Framework is defined by European documents as an instrument for the classification of qualifications into levels by knowledge, skills, and competence with the aims of:

-  integrating and co-ordinating national sub-systems of qualifications, and
-  improving transparency, accessibility, developments, and quality in relation to the labour market and civic society

In this form, it has not been established in the Czech Republic yet, but the referencing process to the EQF has already taken place

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

Evaluation of the quality of non-accredited courses is the responsibility of the providers and users – there are no quality standards and the quality is not assessed by any particular body or institution. The market is believed to be the decisive force, but as there is only a limited regional market, the quality differs widely and it is not always appropriate. Some associations of training providers issue certificates for their lecturers that should guarantee a teaching quality. The quality of state accredited courses is guaranteed by the relevant responsible state bodies (in most cases the respective ministry). The quality is assessed as a part of the accreditation procedure. If shortcomings are discovered, accreditation is not granted, but repeated applications are possible. There is no uniform regulation of the accreditation process. The responsible bodies (ministries) apply different approaches. The quality of the actual provision is not evaluated on a continuous basis. The accreditation is awarded for a limited period of time (usually for several years) and then the programme must be re-accredited.

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<sup>9</sup>[https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Czech\\_Republic\\_2018\\_Cedefop\\_ReferNet.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Czech_Republic_2018_Cedefop_ReferNet.pdf)

<sup>10</sup>[https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Czech\\_Republic\\_2018\\_Cedefop\\_ReferNet.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Czech_Republic_2018_Cedefop_ReferNet.pdf) & [https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-higher-education-17\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-higher-education-17_en)

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#### **g) Recognising and validating non-formal and informal learning and learning pathways<sup>11</sup>**

The Education Act introduced a possibility to recognise previous educational attainment, even partially, for admission procedure or for receiving certificate on completed study. Previous education has to be justified by documentary evidence of such education or by any other form of proof and must be within ten years of completion of this education. An individual demonstrates the knowledge achieved through such education in an examination specified by the school head. If the education is recognised, the school head can excuse the pupil from lessons and assessment within the scope of the recognised education.

According to the Education Act, anybody who has acquired at least basic education and is not an upper secondary school pupil, can take individual examination in the upper secondary school or in tertiary professional school. The individual examination corresponds to the final examination, graduate examination profile part of the school-leaving examination in given subject or common part of the school-leaving examination in subject that is taught in the school. The individual examinations can be taken even without prior education, with the exception of practical training which prepares the pupil for practical examination. The pupil can be excused from such training, in case he/she has evidence of previous practice.

Passing of the individual examination in principle enables anybody to verify his/her knowledge and skills in a given subject or field and to receive a formal document on such education. It is not important in which way the knowledge and skills were acquired. The motive for taking such examination may be e.g. the attempt of an applicant to prove to the (future) employer his/her knowledge and skills in the extent of the examination (e.g. passing of the individual examination of the subject "Accounting" in the extent of the educational content of a Business Academy for a leaver of another field of education).

The proof of passing the examination is the certificate on individual examination.

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<sup>11</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-20\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-20_en)





**ESSA-SPORT**

Improving the Supply of Skills to the Sector

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# NATIONAL SPORT EDUCATION AND TRAINING



## 6. NATIONAL SPORT EDUCATION AND TRAINING

### a) Overview<sup>12</sup>

In the Czech Republic the general formal education institutes in Higher Education and other formal (Vocational) Education and Training institutes offer education and training in the sport sector mainly for coaching and sport management and at university level for research. Alongside the formal education system there is a formalised sectoral vocational and education system for 'sport teachers', coaches, trainers, instructors, referees and/or other officials in the sport sector. Special courses and educational activities for coaches, trainers, instructors and sport managers are offered by institutes or organisations, such as sport federations, sport for all organisations, branch organisations and public authorities serving mainly sport organisations and clubs.

The national government has an important role in the accreditation of the providers and through the directive which regulates access to the courses, content of curriculum, level of teachers, issuing licences and further education. The government support the educational providers partly for their activities in this field based on number of participants and the direct costs. Moreover, grants for sport organisations and clubs are partly based specific conditions regarding qualifications of trainers and officials. However the NOC and sport confederation have their own role to play for courses and other educational activities on a basic level in particular for volunteers. These courses are regulated and supported by the NOC and sport confederations themselves, with regard to the access to courses, content of curriculum, level of teachers, assessments, issuing licences and sometimes further education. Funding is based on number of participants and direct costs of education. There are quality audits organised and the programmes are monitored.

In the field of sport the Charles University in Prague, the Masaryk University in Brno and the Palacky University in Olomouc are examples of formal institutes which are licensed to provide qualifications for trainers at various levels. They offer degrees in Higher Secondary School Teacher Education for Physical education and Sport as a two-subject programme organised in cooperation with other faculties. The Faculties of Physical Education and Sport not only train teachers of physical education and sport but is also specialised in training for research and management in sport.

Relating to the vocational education and training system, it is estimated that in between 10 - 50 sport federations are active in this field. The sport federations are recognised/accredited by the government and in exceptional cases by the sport or branch organisations themselves, or they are not recognised at all. Around 1000 people are annually qualified through this system. Only a few of the educational activities offered in the non-formal educational sport sector are based on a learning outcomes approach in the different subsectors of sport. However, the basic coach education qualifications are now part of a qualification framework based on learning outcomes described with level descriptors used in national qualification frameworks in formal education.

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<sup>12</sup> Taken from Coni Servizi , Directorate-General for Education, Youth, Sport and Culture (European Commission) , PwC (2016) Study on sport qualifications acquired through sport organisations and (sport) educational institutes





**ESSA-SPORT**

Improving the Supply of Skills to the Sector

7

**RECOMMENDATIONS**



## 7. RECOMMENDATIONS

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

For countries such as Czech Republic 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 Czech Republic by national stakeholders.

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

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

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

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

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

### **Recommendation Area 3: Diversifying the workforce**

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

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

#### **Recommendation Area 4: Professionalising the workforce**

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

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

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

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

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





[www.essa-sport.eu](http://www.essa-sport.eu)

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