



**ESSA-SPORT**

Improving the Supply of Skills to the Sector

# NATIONAL REPORT

Analysis of labour market  
in the sport and physical  
activity sector



Estonia

*September 2019*

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# 1

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

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

### a) The ESSA-Sport Project

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

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

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

### b) The National Report

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

### c) The sport and education system

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

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

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

### d) Sport Labour Market Statistics

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

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

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

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

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

#### **e) Recommendations**

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





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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                 | Tallinn                                     |
| Official EU language(s) | Estonian                                    |
| EU member country       | Since 1 May 2004                            |
| Currency                | euro. Euro area member since 1 January 2011 |
| Schengen                | Schengen area member since 21 December 2007 |

|                                    |                          |
|------------------------------------|--------------------------|
| Geographical Size                  | 45 227 Square Kilometres |
| Population:                        | 1 919 968                |
| GDP per capita in PPS <sup>1</sup> | 70                       |

|   |
|---|
| Political system  |
| Estonia is a parliamentary republic. Its head of government - the prime minister - is nominated by the president and approved by parliament. He or she is in charge of the executive power vested in government. The head of state - the president - is elected by Parliament or electoral college for 5 years. The Parliament has 101 members, elected every 4 years. The country is divided into 15 counties and 79 municipalities. |

|  |
|--|
| Trade and economy  |
| <p>The most important sectors of Estonia's economy in 2018 were wholesale and retail trade, transport, accommodation and food services (21.1%), industry (20.8%) and public administration, defence, education, human health and social work activities (15.6%).</p> <p>Intra-EU trade accounts for 68% of Estonia's exports (Finland 16%, Sweden 11% and Latvia 10%), while outside the EU 6% go to United States and Russia.</p> <p>In terms of imports, 77% come from EU Member States (Finland 13%, Germany 10% and Lithuania 9%), while outside the EU 9% come from Russia and 4% from China.</p> |
| European Parliament  |

<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.



There are 6 members of the European Parliament from Estonia.

|                               |      |
|-------------------------------|------|
| Unemployment rate             | 3.9% |
| Job vacancy rate <sup>2</sup> | 1.9% |

## b) Characteristics of the overall labour market

### 1) The total employment in Estonia

|   |              |
|---|--------------|
| <b>TOTAL EMPLOYMENT</b>                 | 630.000      |
| <b>+ % of the population aged 15-64</b> | <b>74,7%</b> |
| <i>Total population aged 15-64</i>      | 842.900      |

|                                     |        |
|-------------------------------------|--------|
| <b>TOTAL UNEMPLOYMENT</b>           | 38.000 |
| <b>+ % of the active population</b> | 5,4%   |

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

|        |       |
|--------|-------|
| Male   | 52,1% |
| Female | 47,9% |

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

|         |       |
|---------|-------|
| 15 - 24 | 8,3%  |
| 25-49   | 72,9% |
| 50+     | 18,9% |

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

|               |       |
|---------------|-------|
| Employed      | 90,4% |
| Self-employed | 9,6%  |

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

|           |       |
|-----------|-------|
| Full time | 88,9% |
| Part time | 11,1% |

<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    | 10,1% |
| Medium education | 49,0% |
| High education   | 40,9% |

---

<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) Ministry<sup>4</sup>

Since 1996, sport has been in the Ministry of Culture's area of government.

The Ministry of Culture helps with collecting sport statistics and giving out national annual and life's work awards and organises sport-related foreign relations. It is the ministry's responsibility to organise the work of the Estonian Sport Council and the Estonian Regional Sport Council.

The Ministry of Culture publishes the annual Estonian sport yearbook. At the ministry, the Sport Department analyses sport-related issues, makes propositions for ensuring the development of the domain, and drafts the relevant legislation. The department also devises the bases for the national funding of sport and stands for the principles of fair play in Estonian sport.





Sport has been decentralised in Estonia and none of the national sport organisations is directly governed by the Ministry of Culture. Sport organisations are independent in their decisions.

#### b) Sport policy

The objective of the sports policy is to help realise public interest in sports by creating the necessary sporting facilities.

The "Fundamentals of Estonian Sports Policy until 2030", which was passed in 2015, defines the principles that form the basis of sports policy. According to the fundamental document of sports policy, the following objective has been established: by 2030 the mental and physical balance and wellbeing of Estonians should be comparable to the level of the Nordic countries, and the living environment in Estonia will promote physical activity along with services that support the lengthening of the lifespans and self-realisation of people who have lived healthy lives, and also strengthens economic growth.

Priority areas within the policy are:

-  A majority of the population exercises and is engaged in sport
-  Exercise and sport is a significant economic branch and employer with a strong organisation
-  Exercise and sport are the carriers of spirit, coherence and positive values
-  Estonia is represented in an effective and dignified way at international level

#### c) State financing

Recreational, professional and youth sports receive support from the state as it is in its interests that the people of Estonia develop a habit of exercising. For this purpose the state supports various sports organisations, investing into new sports facilities and exercise areas and modernising the existing facilities.

The ministry allocates funds from the state budget to approximately 45 sports federations, 15 county sports associations and 5 sports unions.

Additional support from the state budget is provided in this area through three programmes – for recreational exercise, swimming for beginners and organisation of international competitions. Each year the

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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 Estonia Ministry of Culture, <https://www.kul.ee/en/activities/sport>, accessed October 2019



Ministry of Culture allocates two life's work awards and six annual awards and twice a year there are opportunities to apply for a sports scholarship from the Ministry of Culture. Sports take up around a tenth of the ministry's budget.

In Estonia, sports and exercise are also funded by the Cultural Endowment of Estonia, the Council of Gambling Tax, and the Estonian Olympic Committee. Besides the Ministry of Culture, both the Ministry of Education and Research and the Ministry of Social Affairs support sports and recreational exercise.

#### **d) Legislation**

In Estonia, the domain of sports is governed by the Sport Act which lays down the general organisational and legislative provisions on the organisation of sports, the rights and obligations of an athlete and a coach, an Olympic medallist's bases for applying for and receiving national support, the bases for the financing of sport, as well as requirements for organising sports events and liability for a violation of the requirements.

Based on the Sports Act, the procedure of the Ministry of Culture for allocating the funds received from the state budget for the support of sports has been adopted. This document lays down the principles of funding sports federations, county sport associations and other sports organisations.

The allocation of sports scholarships and awards is governed by "The conditions and procedure of allocating state sports scholarships and awards".

The activities of and the collection of data at the Estonian Sports Registry is governed by the "General regulation for founding and maintaining the Estonian Sports Registry".

#### **e) Sports Registry**

In cooperation with the Foundation of Sports Training and Information, the Sports Department at the Ministry of Culture collects data on sports organisations, their members and coaches.

The data is accumulated at the Estonian Sports Registry

According to the register, in Estonia there are 2726 sports organisations, 439 sports schools, 3356 sports facilities, and 3396 coaches. There were 181 195 organised sport participants as of 31.12.2018 in Estonian sports clubs and sports schools together. <sup>5</sup>

#### **f) Key organisations**

The Estonian Olympic Committee - The umbrella organisation of sport is the Estonian Olympic Committee with 69 sport federations, 15 county sport associations, 4 city and town sport associations and 18 national sport associations among its members.

The Sport for All Association - initiates and coordinates events for exercise and recreational sports. The association unites 65 exercise and recreational sport clubs and communities and is the coordinator of the national development plan of 2011–2014 for recreational sports.

The Estonian Sport Association, Jõud - unites county sport associations of Estonia.

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<sup>5</sup> <https://www.spordiregister.ee/en/main>

County sport associations - unite county sport clubs, represent county sport in the Estonian Olympic Committee. County sport associations have exclusive right to organise county championships and hand out respective titles.

Sport Events Organisation Club - association founded in 2000 for the organisation of sport events, known under the Tallinn Marathon brand.

Foundation of Sport Training and Information - state-centred unit for processing sport data. The aim of the foundation is to pursue the development of sport as a public interest by collecting, systematising, analysing and distributing sport data.

Foundation Eesti Antidoping - foundation promoting healthy and fair sport, conducting doping testing and anti-doping education and developing international anti-doping cooperation.

Sport Medicine Foundation - foundation formed to pursue public interest by developing sport medicine and sport science and providing sport medicine services.

The Estonian School Sport Union - voluntary association with the aim of developing school sport in Estonia.

#### **g) 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.

Estonia (N = 1,005)

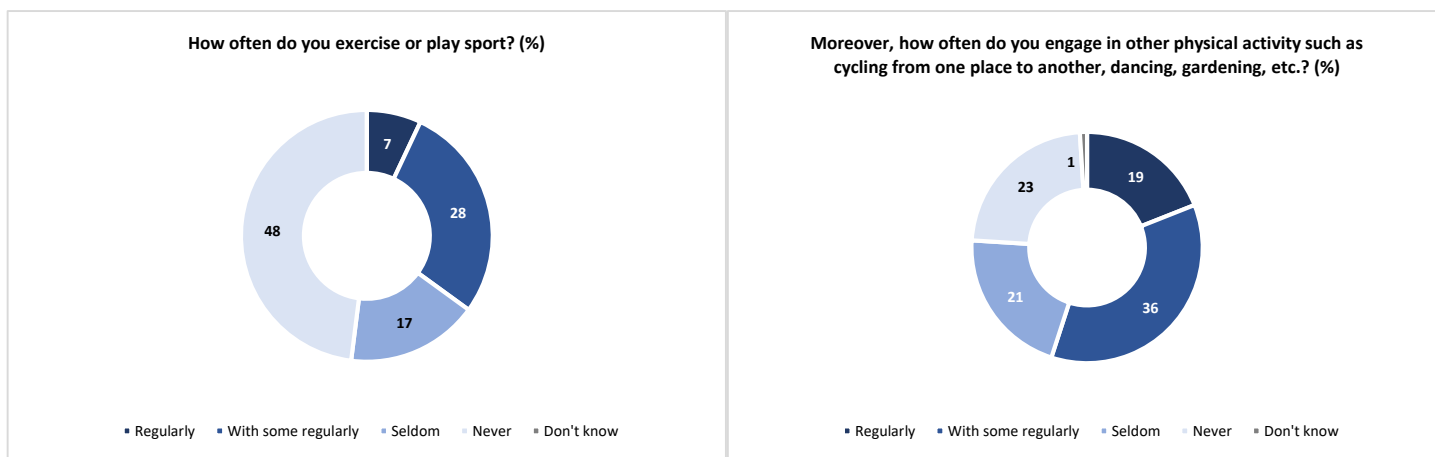
For the purposes of the ESSA-Sport project National Summary Report for countries where there is no National Coordinator, the following selected graphs from Special Eurobarometer 472 provides some relevant background information as part of briefly describing sport and physical activity at the national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

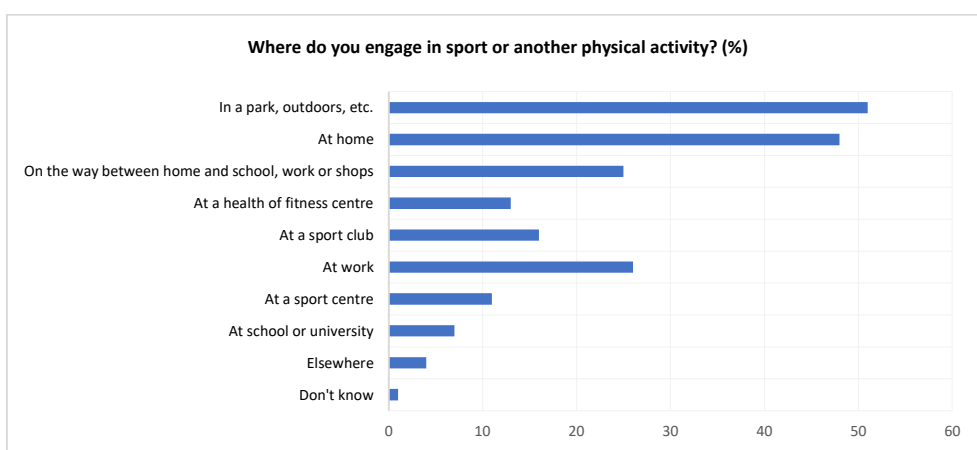
The full Special Eurobarometer 472 national factsheet can be found here:

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

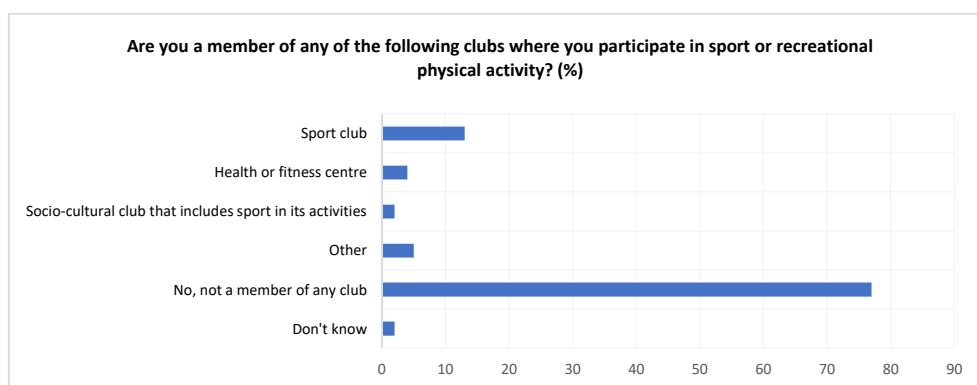
## 1) Participation in sport or exercise



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

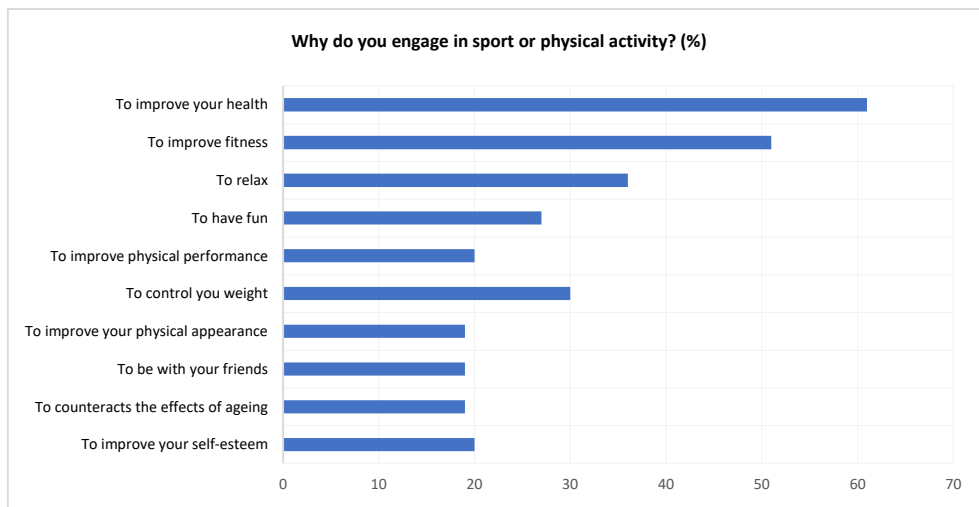


## 3) Club membership

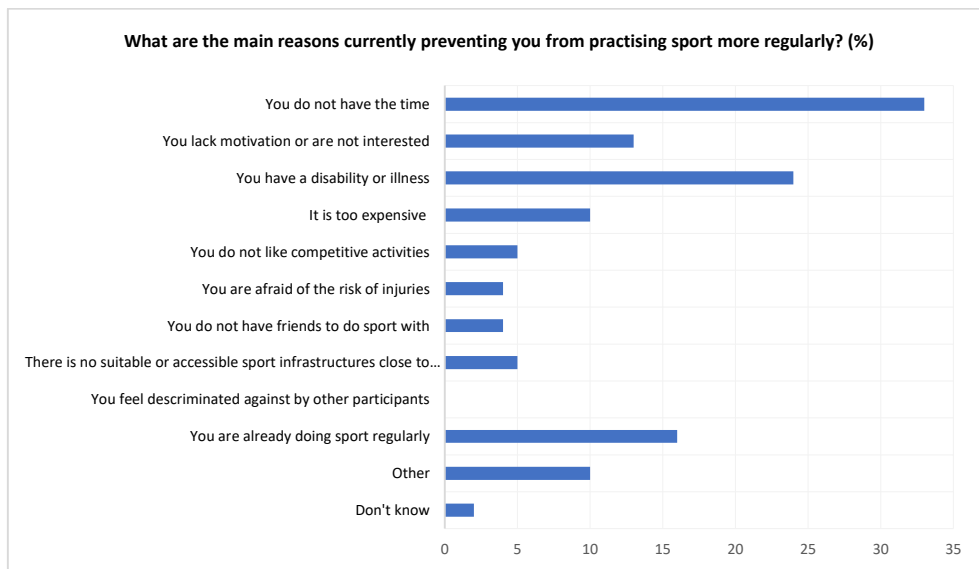




#### 4) Motivation to participate



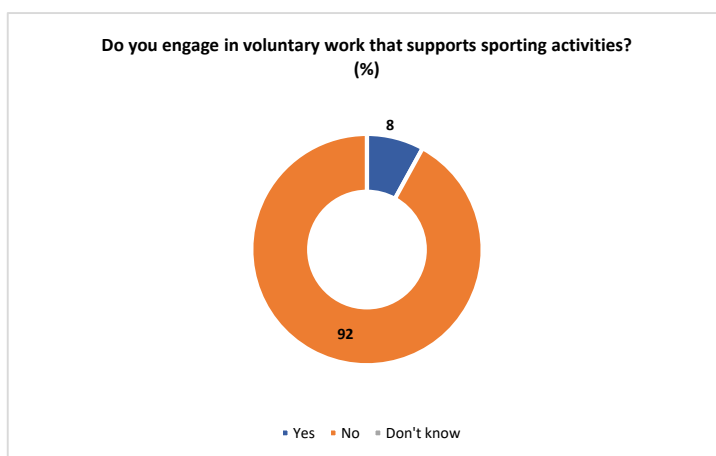
#### 5) Motivation to participate



#### 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 Estonian statistical report, summarising data gathered from the European statistics body, Eurostat.




Further work should be undertaken to validate the data at the national level, this section reflects the best available data and may not necessarily reflect the real situation.

**The total number of people working in the Sport and Physical Activity Sector in Estonia in 2018 was 5,420. This represents an impressive growth rate of 60.78% 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.

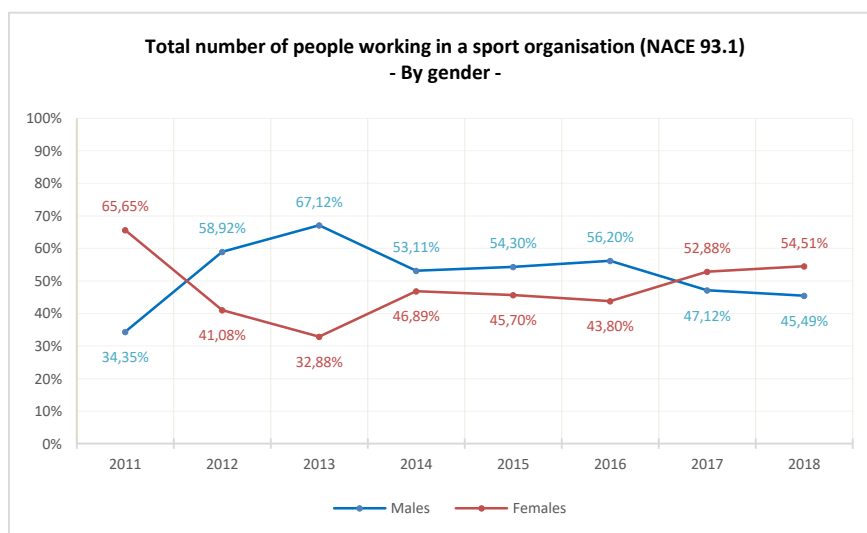
## 1) Total Number of People Working in All Occupations in Estonian Sports Organisations and Growth Rate



The total Estonian working population in sports organisations (all occupations) as of 2018 is 4,364. This compares with a figure of 3,258 in 2011. Thus, there is an increase during this period of 1,106 (33.95%). When the evolution is analysed year after year, it is important to note that 2015 shows a sharp drop in the workforce which recovers again in 2016. It is important to understand if the blip in 2015 is related to a statistical or counting error or the real situation in the sport industry.

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

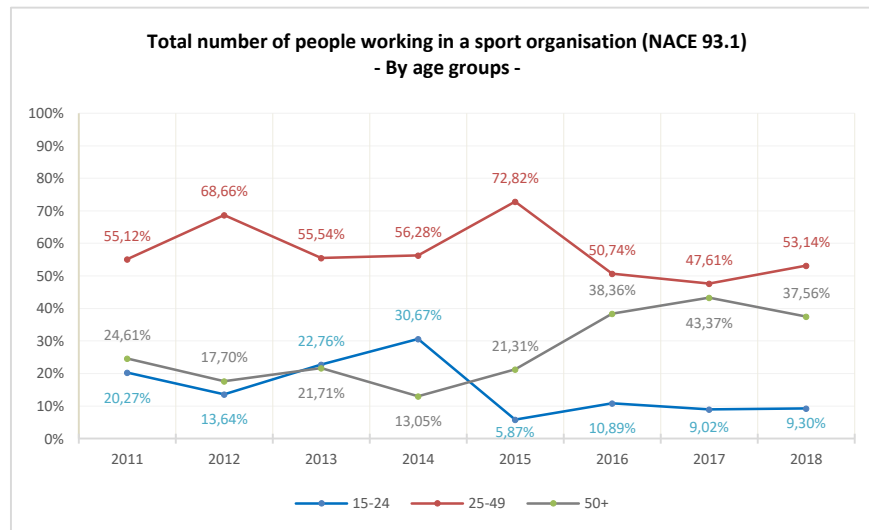
The number of female employees in 2018 exceeds the number of males by 394 (9.02%). The graph shows that numbers of males and females working in a sports organisation are unstable. This may come from the low number of people working in the sport sector.



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

In 2018 the workforce was broken down by age as:

|                 |                |
|-----------------|----------------|
| 15-24 years old | 406 (9.30%)    |
| 25-49 years old | 3,319 (53.14%) |
| 50+ years old   | 1,619 (37.56%) |



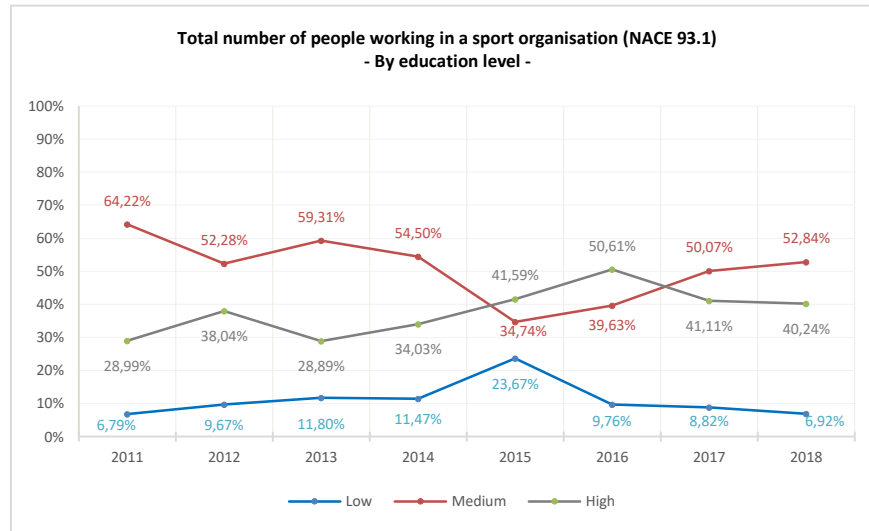
Over the eight-years period, the proportion of 15-24-year-olds fell from 20% to 9.3%, mostly to the 50+ benefit (+13% in eight-years). This latter group in 2018 represented 37.56% of the people working in sports organisations. The overall picture suggests an aging workforce which could result in manpower shortages in the future.



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

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

|                    |                |
|--------------------|----------------|
| Low (ISCED 0-2)    | 302 (6.92%)    |
| Medium (ISCED 3-4) | 2,306 (52.84%) |
| High (ISCED 5-8)   | 1,756 (40.24%) |



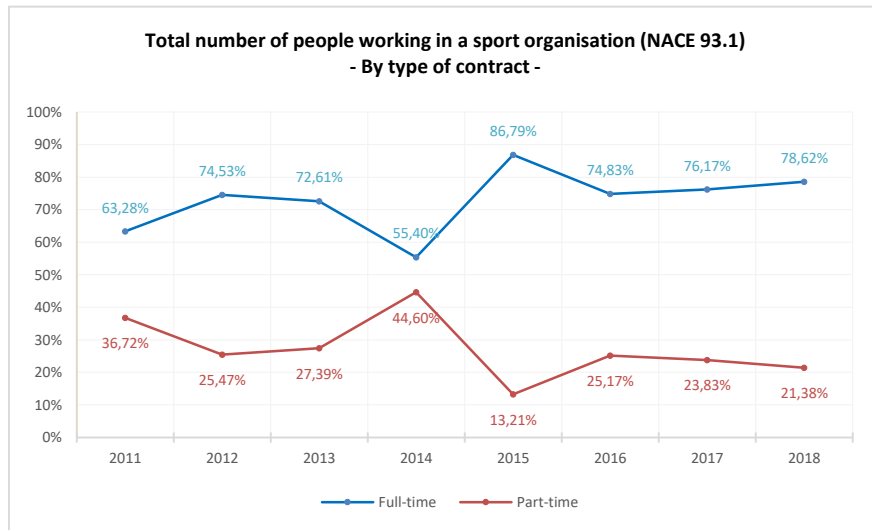
2011-2018 shows an increase in workers with higher education qualifications working in the sector (from 29% in 2011 to 40.24% in 2018), but this is partly offset by the decline in those with medium level qualification (decline of 11.38%). The growing number with high levels of educational attainment may suggest a need in the sector to perform new and higher skilled roles, or alternatively that a portion of the workforce is overqualified for the level of job being performed.

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

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

Full-time 3,431 (78.62%)

Part-time 933 (21.38%)



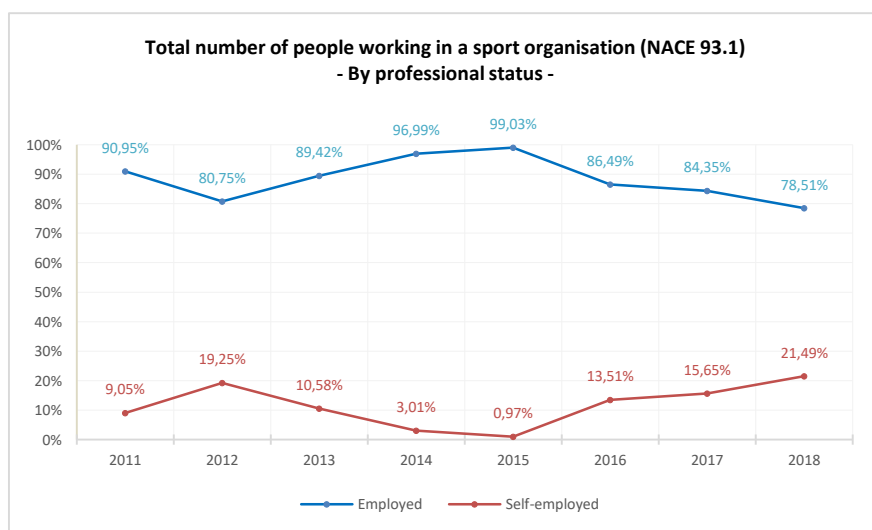
2011-2018 shows a significant decrease in the proportion of part-time jobs (by 15.5%) and a corresponding growth in the number of full-time jobs. This suggests the sector offers good opportunities for full-time employment.

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

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

Employed 3,426 (78.51%)

Self-employed 938 (21.49%)






2011-2018 shows an increase in the numbers of both employed and self-employed. However, the preference for self-employment is increasing (by 12.5%) over the years and may represent a trend in the Estonian labour market overall.

## 7) All People Working in Sports Organisations – additional remarks

2015 is an important year for Estonia regarding the number of people working under the NACE code 93.1 as the related number fell to 3,386. This corresponds to a large decrease of both male and female employees aged between 15-24 with medium education having a part time contract. It is important to further investigate the gap which was not present in future years from 2016.

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

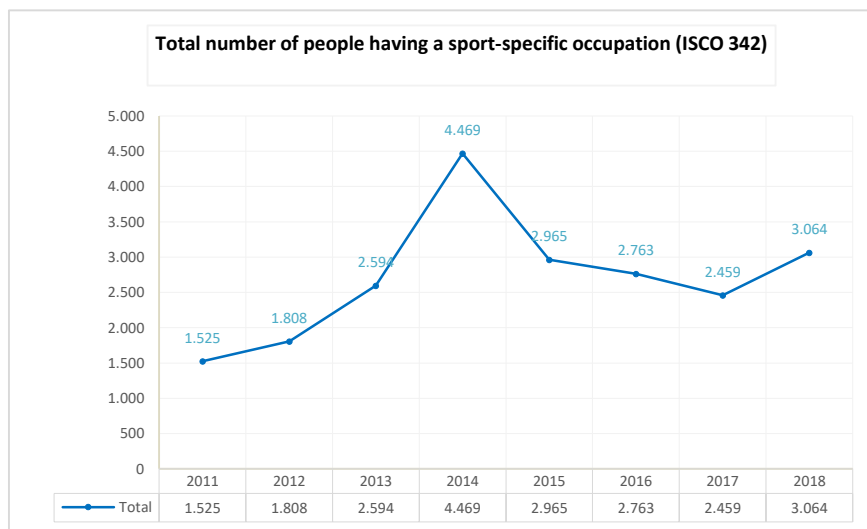
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

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

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

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

The total working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 3,064. This compares with a figure of 1,525 in 2011.



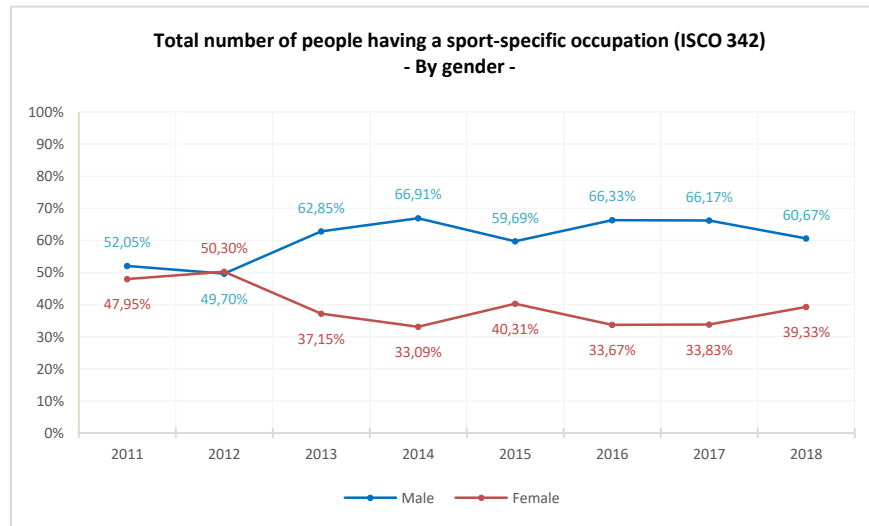
Thus, there is a very significant growth of 100.92% during this period. This is a much higher growth rate than the number of people working in a sport organisation (NACE 93.1) which has increased by only 33.95%. There is clearly a higher demand for Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders now than there was in 2011 and this suggests a clear need for work-related training in these occupations. After four straight years of steady growth from 2011 to 2013 there was a sharp increase in 2014 which then fell away in the period up to 2017. In 2018, the number increased again. It will be important to monitor if this is the restart of a positive trend or if the decrease returns for 2019 onwards. Given the small numbers in the workforce, this increase may have been as a result of one organisation or event recruiting for staff.

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

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

Male 1,859 (60.67%)

Female 1,205 (39.33%)



This shows a significant change from 2011 when 52.05% of those working in sport specific occupations were male and 47.95% were female – a margin of 4.1%. The gap between males and females has now increased and 60.67% of people working in a sport specific occupation is now a male (39.33% female). It is interesting to highlight that there is the opposite situation for people working in a sports organisation (NACE 93.1).

Once again, the year 2014 shows a growth but much higher for males than for female employees.

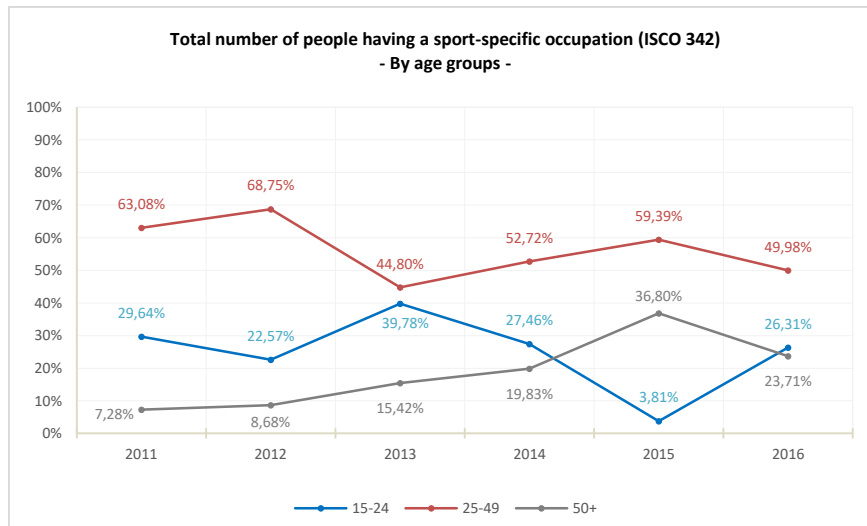


### 3) People Working in Sport Specific Occupations by Age

2017-2018 data are not complete as only data for 25-49 are available.

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

|                 |                |
|-----------------|----------------|
| 15-24 years old | 727 (26.31%)   |
| 25-49 years old | 1,381 (49.98%) |
| 50+ years old   | 655 (23.71%)   |



2011-2016 shows that the sports specific workforce is getting slightly older. Indeed, the proportion of 50+ has increased by 16.5% while 15-24 decreased by 3.5% and the 25-49 by 13%.

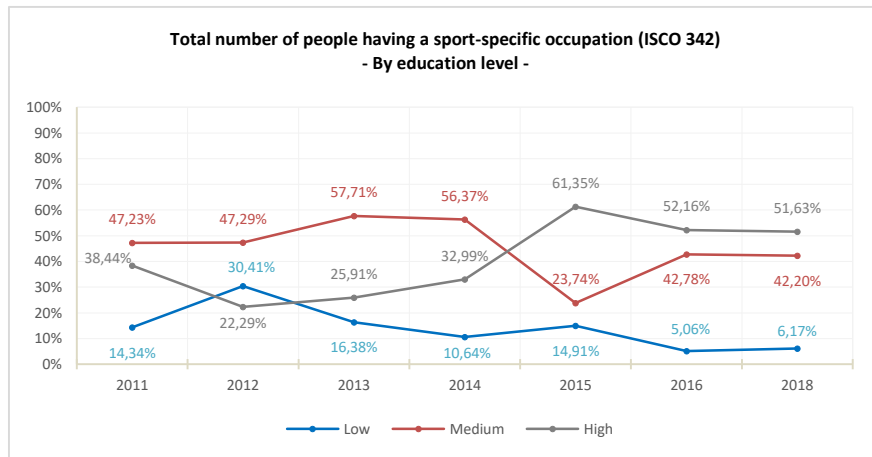
The same situation can be analysed with the age of the working population in sports organisations as whole (NACE 93.1) where we also see a slight aging tendency. The higher number of older people in sport specific occupations may suggest a greater need for specific training (CPD) in employing organisations. The declining percentage of the younger age group may point to manpower shortages in the future.

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

2017 data are not complete as only data for medium education are available. 2018 is complete.

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

|                    |                |
|--------------------|----------------|
| Low (ISCED 0-2)    | 189 (6.17%)    |
| Medium (ISCED 3-4) | 1,293 (42.20%) |
| High (ISCED 5-8)   | 1,582 (51.63%) |



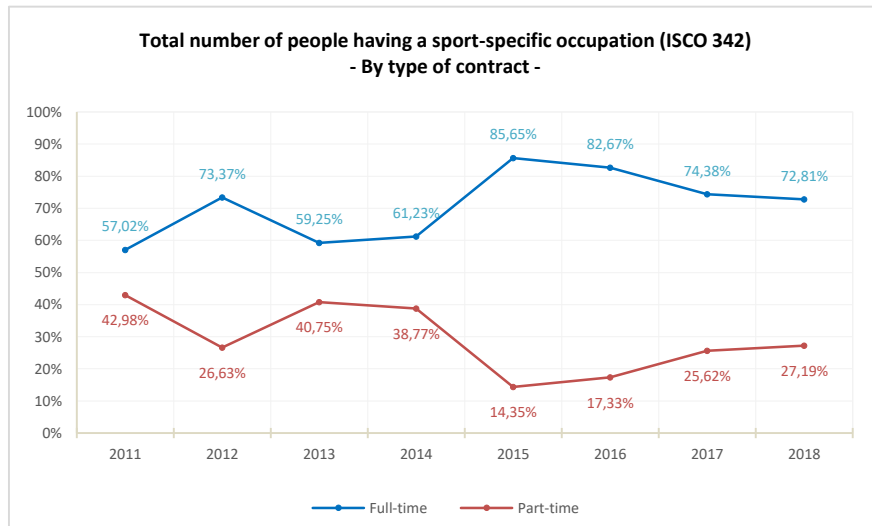
2011-2016 shows an 8% decrease in the proportion of low education group and a 6% decrease in the medium education group while the high education group increased by 14%. The number of people working under ISCO code 342 is the highest for high education since 2015. In 2014-2015, the percentage of people with medium education declined sharply. Further research has to be done to determine the causes of this evolution.

### 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 2,231 (72.81%)

Part-time 833 (27.19%)



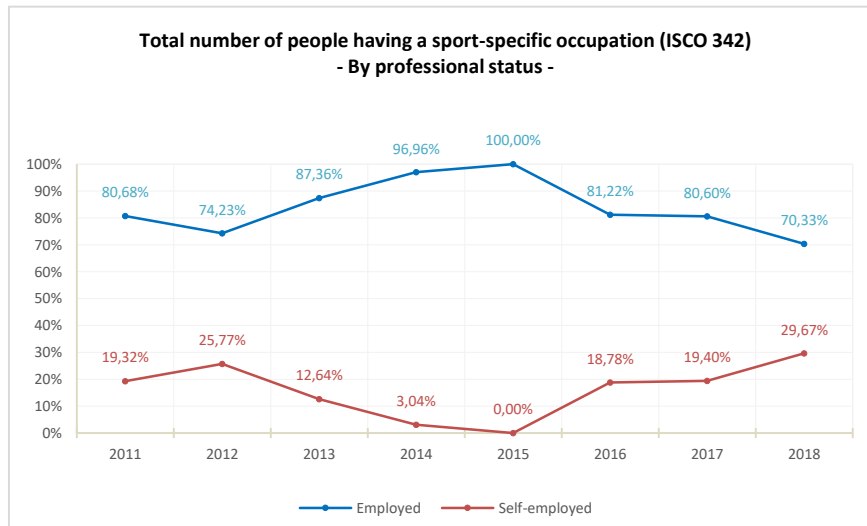
2011-2018 evolution shows a growth for both numbers of full-time and part-time contracts. Nevertheless, as for NACE code 93.1, the gap between part-time and full-time contracts has increased and people working with a full-time contract are now significantly higher than the other (difference of 45.62%). This high rate of full-time employment can also be analysed for NACE 93.1 and may suggest a preference in the Estonian market overall.

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

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

Employed 2,155 (70.33%)

Self-employed 909 (29.67%)



2011-2018 shows a decrease in the percentage of employed staff (10.3%) and a corresponding increase in the percentage of self-employed staff. It is clear that the preference for self-employment is increasing over the years and may represent a trend in the Estonian labour market overall. This was not always the case since the proportion of self-employment decreased to almost nothing in 2015 before steeply rising again.

## 7) People Working in Sports Specific Occupations additional remarks

All graphs gathered in this section show a 'blip' for the year 2014. It seems that the huge peak reached during the year 2014 is related to a large growth of employment of males with medium education in all types of contract (both part-time and full-time).

It is important to understand if the large blip in 2014 is related to a statistical or counting error or the real situation in the sport industry.

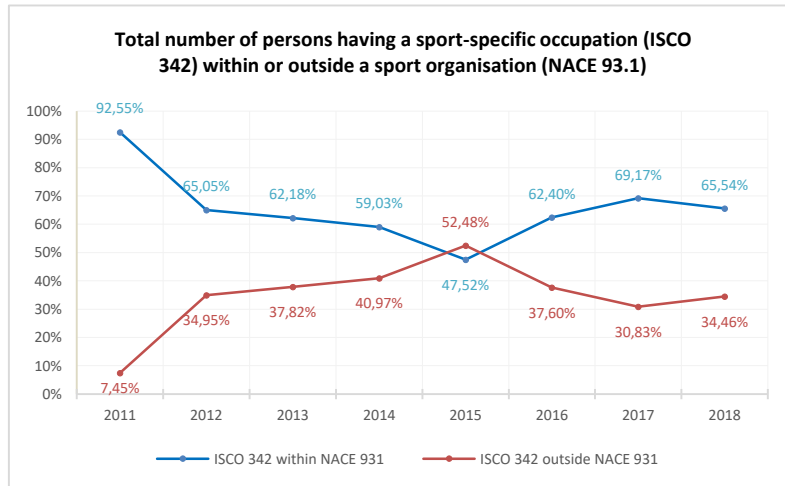


## 8) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

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

In sports organisations 2,008 (65,54%)

In other types of organisations 1,056 (34,46%)



This compares with 2011:

In sports organisations 1,441 (92.55%)

In other types of organisations 114 (7.45%)

Thus, the proportion of those working in sports specific occupations outside sports organisations has increased by about 27%. The number was even higher than inside sports organisations in 2015 but started to decrease in 2016.

### c) Total Employment in the Sports Sector

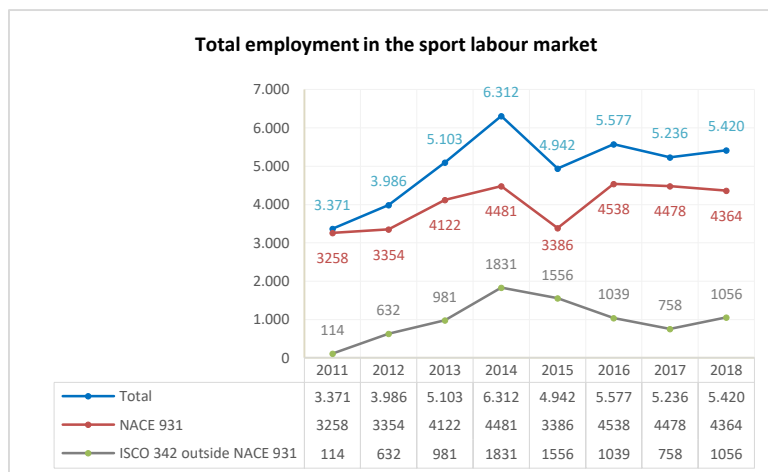
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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 Estonia.



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

2011                    3,371

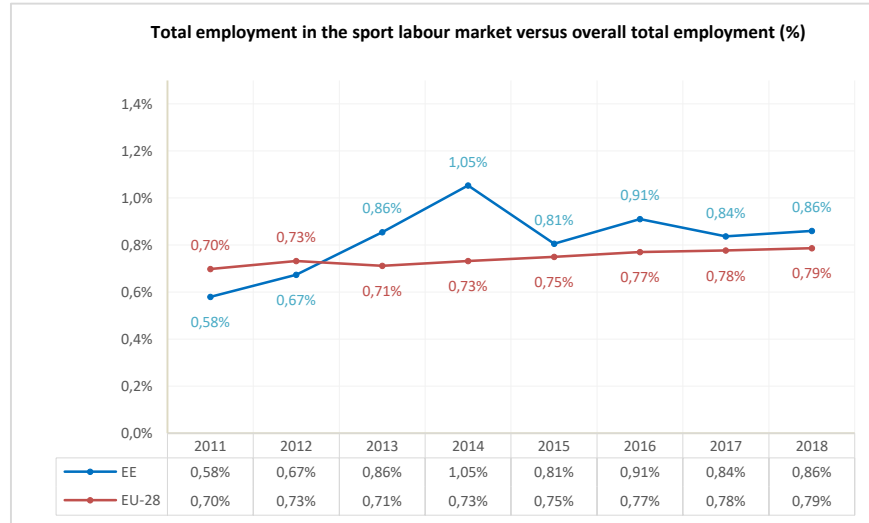
2018                    5,420

This shows an overall growth rate of 60.78%.

The interesting part here is that the 2014 blip is related to an important increase of people working with a sport specific occupation outside sports organisations. This may suggest a change of methodology in the data collection or a temporary demand for employees.

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

The size of the Sport and Physical Activity workforce in Estonia is higher (by 0.07%) than that in the EU 28 as a proportion of total employment. In Estonia 0.86% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole.



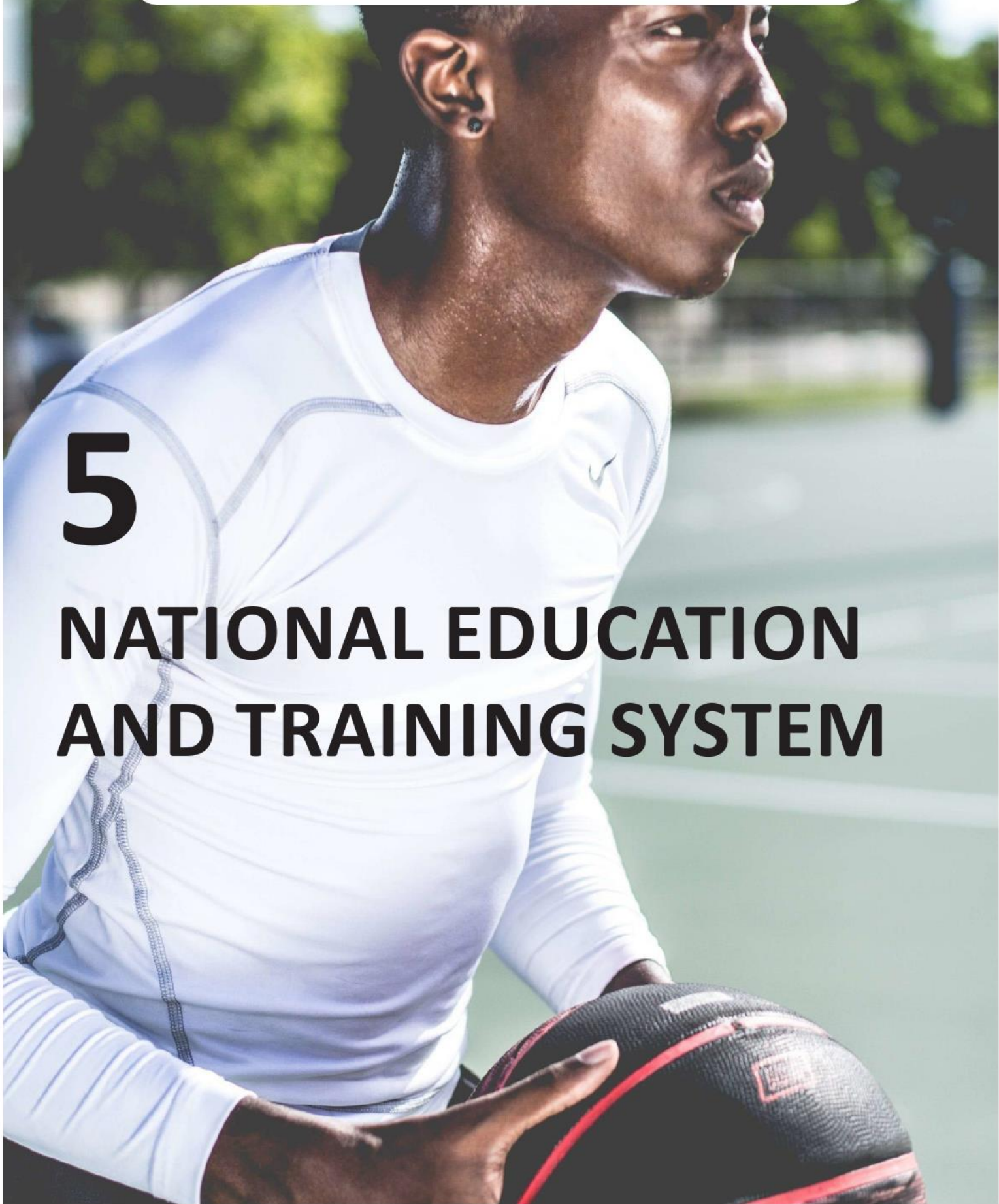


**ESSA-SPORT**

Improving the Supply of Skills to the Sector

**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**














## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

### a) Responsible Ministry<sup>6</sup>

The Ministry of Education and Research is responsible for the planning of education, research, youth and language related national policies and managing the fields of pre-primary, basic, general upper secondary, vocational secondary, higher, hobby and adult education, organising research and development activities, youth work and special youth work, and compiling drafts of corresponding legal acts.

In the area of government of the Ministry of Education and Research there are several state agencies, foundations and institutions which are managed by the Ministry strategically through definition of their goals and analysis of their results, also determining their budget, exercising supervision, etc.

The main tasks of the Ministry of Education and Research are:

-  development of national development plans;
-  creating a system of legal acts;
-  development of national curricula and other standards;
-  development of the state supervision and quality assurance system;
-  planning and organisation of financing and usage of state assets;
-  planning of state commissioned education;
-  development of the teachers' and youth workers' training system;
-  informing the public about progress in education, research, youth and language policies;
-  international cooperation.

The Lifelong Learning Strategy is a document that guides the most important developments in the area of education. It is the basis on which the government will make its decisions for educational funding for the years 2014-2020 and for the development of programmes that support the achievement of necessary changes.

The general goal of the Lifelong Learning Strategy is to provide all people in Estonia with learning opportunities that are tailored to their needs and capabilities throughout their whole lifespan, in order for them to maximize opportunities for dignified self-actualization within society, in their work as well as in their family life. The strategic goals of the strategy are:

1. Change in the approach to learning. Implementation of an approach to learning that supports each learner's individual and social development, the acquisition of learning skills, creativity and entrepreneurship at all levels and in all types of education.
2. Competent and motivated teachers and school leadership. The assessments of teachers and headmasters including their salaries are consistent with the qualification requirements for the job and the work-related performance.
3. Concordance of lifelong learning opportunities with the needs of labour market. Lifelong learning opportunities and career services that are diverse, flexible and of good quality, resulting in an increase in the number of people with professional or vocational qualifications in different age groups, and an increase in overall participation in lifelong learning across Estonia.

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<sup>6</sup> <https://www.hm.ee/en/introduction> & [https://www.hm.ee/sites/default/files/estonian\\_lifelong\\_strategy.pdf](https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf)

4. A digital focus in lifelong learning. Modern digital technology is used for learning and teaching effectively and efficiently. An improvement in the digital skills of the total population has been achieved and access to the new generation of digital infrastructure is ensured.

5. Equal opportunities and increased participation in lifelong learning. Equal opportunities for lifelong learning have been created for every individual.

#### **b) Stages of the education system<sup>7</sup>**

Before commencing studies in school, a child has an opportunity to attend a preschool child care institution. Local governments are obliged to provide all children aged from 1.5 to 7 years permanently residing in their catchment area with the opportunity to attend a preschool child care institution in the catchment area if the parents so wish.

Preschool child care institutions are educational institutions. Teaching and education in preschool child care institutions is organised according to the curriculum, which complies with the national curriculum for preschool child care institutions.

In a preschool child care institution a child acquires preschool education, which provides the prerequisites for coping successfully in everyday life and at school. A child may start school straight from home as well. Teachers of preschool child care institutions advise parents whose children do not attend a preschool child care institution in issues of teaching and education.

Basic education is the minimum compulsory general education. Basic education provides the prerequisites and grants the right to continue studies to acquire upper secondary education (in a general upper secondary school or vocational school) or to enter the labour market. Basic education is acquired in a basic school or upper secondary school which has basic school classes. Basic school includes grades 1–9. Attaining the basic education is based on the national curriculum. Completion of the school curriculum and passing three final examinations of basic school is a condition of graduation from the basic school. Schools may, where necessary, organise additional studies of one year to those who have graduated from basic school under simplified national curriculum for basic schools in order to provide additional preparation and support for the smooth continuance of studies or entry into the labour market.

The length of general upper secondary education is three years; studies are conducted according to the national curriculum. In order to graduate from an upper secondary school, students are required to pass three state examinations, a school examination of the upper secondary school and a student investigation paper or practical work. Acquisition of general upper secondary education creates prerequisites and grants the right to continue studies to acquire higher education.

Vocational training is conducted according to the Estonian Qualifications Framework (EKR) level 2-5 curricula. With level 2 and 3 vocational training, the commencement of studies does not require the existence of previous professional competencies; also people without basic education can commence the studies. The study volume is 15-120 Estonian vocational education credit points (hereinafter credit points; the study volume for a year is 60 credits). The proportion of work practice and practical work in the curriculum is at least 70% in level 2 vocational training and at least 50% in level 3 vocational training.

In level 4 and 5 vocational training, studies can be pursued according to initial training and continuing training curricula. The prerequisite for commencing studies according to a continuing training curriculum is

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<sup>7</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-24\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-24_en)

the acquisition of profession corresponding to the previous or the same qualification level or the corresponding competencies and level of education.

Commencement of studies in level 4 vocational training requires the acquisition of basic education. A curriculum of vocational secondary education is a level 4 vocational training curriculum with a study volume of 180 credit points and proportion of work practice and practical work of at least 35%. Commencement of studies in level 5 vocational training or specialised vocational training requires the acquisition of secondary education; study volume is 120-150 credit points and proportion of work practice and practical work at least 50%.

The graduates from a vocational secondary education curriculum, who wish to continue their studies at a university, shall generally pass the state examinations required for admission in the university on the same basis as upper secondary school graduates.

Higher education may be acquired as professional higher education (in an institution of professional higher education, educational institution belonging to the structure of university) or academic higher education (in a university). All persons with upper secondary education or foreign qualifications equal thereto have an equal right to compete to be admitted to the above educational institutions.

The standard period of study in professional higher education is three to four years (180–240 ECTS credit points); the standard period of study in obstetrics is four and a half years. A person who has acquired professional higher education has the right to continue his or her studies in Master's study under the conditions and pursuant to the procedures established by the board of the educational institution.

Academic higher education has three cycles: Bachelor's Study (standard period of study 3–4 years, 180–240 credit points), Master's study (standard period of study 1–2 years, 60–120 credit points) and Doctoral study (standard period of study 3–4 years, 180–240 credit points). The standard period of Bachelor's and Master's study is at least five years in total. The first two cycles of academic higher education study end with the taking of an examination or defence of a respective thesis and award of the degree. Doctoral study ends with the defence of a doctoral thesis and award of an academic degree.

In Estonia, adult education is divided into formal education acquired within the adult education system and continuing education.

An adult learner is not defined by age; instead, an adult learner is regarded as a learner to whom learning is not the primary activity. On these grounds, adult formal education refers to a study provided in the form other than daytime study to acquire basic education, upper secondary education or higher education.

Continuing education is defined as targeted and organised studies conducted under a curriculum outside the formal education. The continuing education institutions which wish to use state or local government funds or European Structural Funds, or wish to grant their learners study leave, shall submit the Estonian Education Information System a notice of economic activities.

### c) Higher Education<sup>8</sup>

In Estonia, the higher education system has two branches: study is carried out in the academic and the professional higher education branch. Since the academic year 2002/03, the general structure of academic study has three levels or cycles. The first level is Bachelor's study and the second level is Master's study. The third and the highest level is Doctoral study.

Professional higher education is, similarly to Bachelor's study, the first level of higher education, which ensures access to Master's study. Completion of respective studies at each level of higher education is considered the graduation from an educational institution.

An academic year is divided into two terms – the autumn and the spring term. An academic year begins in September and ends in June. Both the autumn and the spring term generally last for five months, the volume of which in credit points makes one half of the study load of an academic year. The autumn term usually lasts, based on the decision of the educational institution, from September to December; and the examination session is in January. The spring term lasts from the end of January or the beginning of February to the end of May, but examinations often take place until the end of June. Students shall have at least eight weeks of holiday each year.

The study load determined in the curriculum shall be expressed in credit points of European Credit Point Transfer System (ECTS). One credit point corresponds to 26 hours of work used by a student for studying. The study load of one academic year shall be 60 credit points, which is 1,560 hours of work which a student has spent on studying.

Two types of institutions operate: universities and institutions of professional higher education. At a university, higher education is acquired at three levels: professional higher education and Bachelor's study, Master's study and Doctoral study. A professional higher education institution provide professional higher education. A professional higher education institution can also provide vocational training to students who have acquired secondary education and, upon complying with certain requirements on the basis of the decision by the Government of the Republic, also Master's studies (as of the present academic year, provided by two educational institutions). In terms of the form of ownership, educational institutions can be state-owned, public and private.

The general legal principles of higher education are determined in the Education Act of the Republic of Estonia, the Universities Act, in the Institutions of Professional Higher Education Act and in the Private Schools Act. Also the Vocational Educational Institutions Act and the Adult Education Act and in case of doctoral studies the Organisation of Research and Development Act are applied. The Education Act of the Republic of Estonia determines higher education as formal education and describes the types of higher education institutions. The Universities Act determines the procedures for the establishment, merger, division and termination of the activities of universities, the bases for the activities, the limits of autonomy, the principles of management, organisation of studies, incl. the principles of compilation of joint curricula, the system of quality assessment, the legal status of assets of universities; the principles of financing, the basic rights and obligations of teaching staff and students, and administrative supervision over the activities of universities.

Uniform requirements for higher education studies shall be established by a regulation of the Government of the Republic in the Standard of Higher Education, which applies to all levels of higher education,

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<sup>8</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-24\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-24_en)







regardless of the legal status of the educational institution. The Standard of Higher Education is the source document for issuing of education licenses, institutional evaluation and the accrediting of the curricula of education institutions providing higher education. The Framework specifies the requirements for both curricula and teaching staff and also the competences to be acquired by completion of a corresponding curriculum.

#### **d) Vocational Education and Training (VET)<sup>9</sup>**

Vocational education system in Estonia is regulated by the Vocational Educational Institutions Act which provides the basis for the establishment, maintenance, transfer, reorganisation and closure of vocational educational institutions, the basis for the right to provide instruction, management, organisation of studies, state-commissioned education and financing, the rights and obligations of members of schools, and state supervision over the activities of schools.

In 2013, the parliament passed the Vocational Educational Institutions Act that fundamentally changed the regulation of the vocational education system. Among most notable aspects are the following:

-  defining new categories of vocational training directly linked to the Estonian Qualifications Framework
-  extensive use of outcome-based principles in the evaluation and establishing of qualification criteria for types of vocational training, curriculums and for personnel working in the teaching and pedagogical profession;
-  establishing the right to provide instruction;
-  defining and implementing the use of the new unit (Estonian vocational education credit points) for measuring study volumes.

Uniform requirements for vocational training are regulated by the Vocational Education Standard.






The status of the curriculum at a given qualification level is determined by the positioning of the curricular professional standards within the Estonian Qualifications Framework Professional standards that serve as the benchmarks of vocational education are positioned between levels two to five in the qualification strata, meaning that vocational training stages are differentiated between levels two, three, four and five.

Vocational training offers the opportunity to study according to initial and continuing curricula.

Workplace based studies constitute a specialised form of vocational education where the ratio of practical assignments undertaken in companies or institutions encompasses at least two thirds of the curriculum.




The student achieves the learning outcomes described in the curriculum by fulfilling working tasks at the company. The remainder of the studies will be undertaken at school.

Vocational training curricula determine the following:

-  the goals and tasks of vocational, specialised and occupational studies;
-  attainable learning outcomes;
-  links to the Estonian Qualifications Framework;
-  requirements for commencing and concluding studies;
-  curricular modules and their volumes together with learning outcomes and evaluation criteria;

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<sup>9</sup> <https://www.hm.ee/en/vocational-education>

-  options and conditions for choosing modules;
-  specialisation opportunities;
-  specific qualifications acquired during studies.

#### **e) National Qualifications Framework<sup>10</sup>**





Estonian qualifications have been arranged and can be compared in the Estonian Qualifications Framework (EstQF).

The Estonian Qualifications Framework consists of eight levels and covers both formal education as well as professional qualifications.

Creation of the Estonian Qualifications Framework (EstQF) started in 2005, when the Minister of Education and Research established a broad-based working group with an assignment to analyse the first draft proposal of the European Qualification Framework for Lifelong Learning (EQF), the possibilities to link Estonian 5-levels occupational qualifications framework to the EQF, and formulate suggestions about the development of the EstQF.

The working group put forward the proposal of creating an 8-levels comprehensive national qualifications framework. The proposal was supported by the employers' and employees' organisations, by the Estonian Chamber of Commerce and Industry, by the Ministry of Social Affairs, and by the Ministry of Economic Affairs and Communications.



An eight-level EstQF was established in 2008, with the Occupational Qualifications Act. The learning outcomes of each of these have been described in terms of levels:

-  the learning outcomes of general education qualifications are described in national curricula for basic schools and upper secondary schools;
-  the learning outcomes of vocational education are described in the vocational education standard;
-  the learning outcomes of levels of higher education (professional higher education, Bachelor's study, Master's study and Doctoral study) are described in the higher education standard;
-  competence requirements for professional qualifications, i.e. professions, are described in professional standards.

The descriptions of levels of the Qualifications Framework determine general requirements for learning outcomes of the education system and for professional levels of the professional qualifications system.

Referencing national qualifications and qualifications frameworks to the EQF is based on the best fit principle. This means reliable decision on what EQF level a particular qualification or NQF level fits best.

Because of the structure of the EQF level descriptors the application of this principle has two dimensions:

-  the best fit with the EQF level description for a national qualification or a NQF level;
-  the best fit with a particular EQF level descriptor (knowledge, skills and competence).

Referencing of the EstQF to the EQF took place from December 2008 to August 2011. The creation and implementation of the EstQF is based on the principles for accountability and quality assurance of qualifications laid down by the European Parliament and Council recommendation on establishment of the EQF.

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<sup>10</sup> <https://www.hm.ee/en/activities/qualifications/qualifications-framework>

Since 2011 Estonian qualifications have been connected with levels of the European Qualifications Framework

As the descriptions of the levels of the Estonian Qualifications Framework (EstQF) are identical with the descriptions of the levels of the European Qualifications Framework (EQF), a level of the EstQF is always equal to the same level of the EQF.

The National Coordination Point (NCP) for the application of the Qualification Framework in Estonia is the Estonian Qualifications Authority

#### **f) Quality Assurance**<sup>11</sup>

The Ministry's External Evaluation Department is responsible for the development and implementation of a quality system in general, vocational and higher education as well as for monitoring and analysis of the results in the area of government of the Ministry.

According to the Constitution of the Republic of Estonia, offering of education in Estonia is under state and administrative supervision.

In formal education, the organisation and conduct of state supervision is regulated by the Preschool Child Care Institutions Act (1999), the Basic Schools and Upper Secondary Schools Act (2010), the Vocational Educational Institutions Act (2013), the Private Schools Act (1993), the Universities Act (1995) and the Institutions of Professional Higher Education Act (1998). The aforementioned acts form the basis for supervision of both state and municipal (administrative supervision) educational institutions and private educational institutions (state supervision); hereinafter – state supervision.

In order to ensure the lawfulness and expediency of the activities of state and municipal educational institutions, supervisory control is conducted under the Government of the Republic Act (1995) and the Local Government Organisation Act (1993).

The Basic Schools and Upper Secondary Schools Act establishes external evaluation of learning outcomes or, in other words, state level evaluation of learning outcomes defined in the national curriculum for basic schools and upper secondary schools. This is carried out through upper secondary school state examinations, basic school harmonised final examinations and national standard-determining tests, the principles, organisation and other conditions of which are established by the respective regulation of the Minister of Education and Research.

Preschool child care institutions and schools are obliged to carry out internal evaluation.

The Standard of Vocational Education establishes the requirements for vocational training.

The Standard of Higher Education establishes the requirements for higher education studies.

Organisation of external evaluation and supervision of higher education institutions and higher education level is governed by the Universities Act, the Institutions of Professional Higher Education Act and the Private Schools Act. In 2009-2012, Estonia adopted a new system of quality assurance in higher education and granting the right to conduct studies. The new higher education quality assurance system differentiates between supervision and quality assessment.

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<sup>11</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-20\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-20_en)

According to the Vocational Educational Institutions Act an educational institution shall be granted a right to conduct studies according to a specific curriculum group and the quality of study shall be assessed through accreditation of curriculum groups.





The Ministry of Education and Research annually prepares an overview of external evaluation of the education system. The overview includes a summary of results of state supervision in preschool child care institutions, general education schools, vocational schools and higher education institutions. Overview is given of the results of internal evaluations and counselling in educational institutions, national education surveys and other projects related to evaluation. The overview is available both as a printed version and on the website of the ministry.

### **g) Apprenticeships <sup>12</sup>**





Workplace-based form of study is an equivalent to 'apprenticeship training' in Estonia. As defined under Article 28 of the Vocational Education Institutions Act (2013), workplace-based form of study is a form of full-time study where work practice constitutes at least two-thirds of the volume of a curriculum. The apprenticeship includes:

-  a curriculum in the course of which a pupil performs work and study assignments with specific study objectives in the working environment under the supervision of an instructor;
-  a tripartite contract between the VET institution, the pupil or his/her legal representative and the company that conducts the work practice regulating their relation and setting out the specific organisation of workplace-based study and the rights and obligations of the parties to the contract;
-  the enterprise conducting the practical training pays remuneration for students for fulfilling the job assignments at enterprise, or a salary (in case there is a valid employment contract between enterprise and student).

There is one type of apprenticeship study form (Workplace Based Learning (WBL) that can be implemented at all levels of VET:

-  vocational education without the requirement for basic education (EQF level 2);
-  vocational education based on basic education (EQF level 3);
-  vocational secondary education or vocational education based on secondary education (EQF level 4);
-  specialised vocational training (EQF level 5).

There are two types of implementation plans for VET curricula modules: one for school-based form of study and one for WBL. In the curricula expected learning outcomes are defined for the levels 2-5 of the Estonian Qualification Framework. The school curriculum stipulates:

-  duration and aim of curricula;
-  content of modules;
-  learning outcomes;
-  assessment principles.





If necessary, individual curricula are designed on the basis of school curricula in collaboration with the company where practical training takes place. Individual curricula will be added as part of WBL contract signed between the VET school, student and company.

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<sup>12</sup> <https://www.cedefop.europa.eu/bg/publications-and-resources/data-visualisations/apprenticeship-schemes/country-fiches/estonia>

Historically, traditional apprenticeships have strong roots in Estonia (since medieval Hansaetic times). The apprenticeship training was not practiced in Soviet times (since 1950s). It was formally regulated in 2006, but remained unpopular. In recent years it became a clear priority to expand apprenticeship training in Estonia (through a special ESF programme).

As apprenticeships have a relatively recent history in Estonia, there are indications of plans to develop the WBL pathway further, for example:

-  plans to widen the dialogue to sector organisations;
-  organisations offering their support in finding companies for on-the-job training in addition to VET schools;
-  expanding cooperation to single enterprises;
-  organising work practice at tertiary level.

#### **h) Recognising and validating non-formal and informal learning and learning pathways<sup>13</sup>**

For the recognition formal and informal education, VÕTA system, which takes into account earlier studies and work experience, has been developed in Estonia. Its objective is to make visible and value any knowledge and skills regardless of where these were acquired. During the last European Social Fund funding period, VÕTA system has been developed through different programmes (PRIMUS and “Development of occupational qualifications system”).

VÕTA allows recognising earlier formal education acquired within the adult education system; knowledge obtained during further training or individually as well as knowledge and skills obtained from working experience. Whereas, it is most important that the content of knowledge obtained earlier was in compliance with the curriculum or professional standard. Recognising the learning and working experience requires that the educational institutions opened up to a new approach, agreed on procedures and rules and were ready to address every person individually.

Implementation of VÕTA in an educational institution providing formal education within the adult education system is regulated by the professional education standard at professional education level and higher education standard at higher education level.

At general education level, VÕTA principles are applied but the activities suffer from absence of common requirements and lack of practice, being largely dependent on the readiness, experience and awareness of the schools. It is planned to broaden the use of VÕTA system and implement the system in general education, which is supported by the Adult Education Act and the standard for further training developed on the basis thereof, according to which, educational institutions which provide further training are required to transfer to output-based assessment also in further training. This creates prerequisites for a broader implementation of VÕTA, where the knowledge acquired during further training is recognised more than before.

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





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6

# NATIONAL SPORT EDUCATION AND TRAINING



## 6. NATIONAL SPORT EDUCATION AND TRAINING

In Estonia the general formal education institutes in Higher Education offer education and training in the sport sector mainly for teachers of physical education, coaching, sport management and research. Alongside the formal education system there is a sectoral vocational and education system for coaches, trainers, instructors, referees/officials, para- medical practitioners in sport and sport managers. Special courses and educational activities are offered by all kind of institutes or organisations such as sport federations, sport for all organisations, and specific training academies for sport coaches and instructors for functions and tasks in sport organisations, clubs, fitness and outdoor sports.<sup>14</sup>

The national government's role towards the non-formal educational system in the sport sector is legislation, authorisation and accreditation. The state recognised sport governing body is responsible for the general framework, regulations and requirements and the financial support. It regulates the access of the education and training, the curriculum, the assessments and the auditing and the funding. It provides financial support to providers and participants based on the direct costs of the education and the type of participants and under the conditions that the qualifications are part of the qualification framework and has a learning outcomes approach. Moreover, campaigns to promote education for coaches, projects for updating and modernisation of the education programmes are supported and grants for sport organisations are partly based on the number of qualified coaches, officials etc.

Sport qualifications of coaches, trainers, instructors (in sport disciplines and fitness and outdoor sports) are completely and directly integrated in the NQF.

Formal education institutes are part of the NQF process, which aims to assign qualifications from the formal education system, based on national legislation and awarded by the State. In the field of sport for example the Universities of Tartu and Tallin offer degrees in Higher Secondary School Teacher Education for Physical education and Sport, in addition to specialisation in training for research, recreation management and administration in sport.

With reference to the sectoral vocational education and training system, referees and officials are mainly educated through the sport federations, while para-medical practitioners often get their education through branch organisations and private educational institutes. Sport federations and specific training academies offer education in sport management.

It is estimated that in between 50- 100 educational providers are active with the Olympic Committee, federations and the Educational Foundation involved. The providers are recognised by the government, the state delegated sport governing body and the sport and branch organisations themselves.

Most of the educational activities offered for coach education by sport organisations and academies in the non-formal educational sport sector are based on a learning outcomes approach. Sport qualifications are part of a qualification framework based on learning outcomes described with level descriptors used in national qualification frameworks in formal education. The sport framework is based on occupational and professional profiles developed with branch organisations, employers and employees. The implementation of the learning outcome approach is not limited to the description of the qualification frameworks but include assessment and validation systems, curriculum, validation mechanism for recognition of non formal and informal learning experiences and the room for individual educational pathways.




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<sup>14</sup> Most of this section references 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



According to Estonian Sports Act, a coach has to have officially certified qualification. The sole right to award qualifications is held by Estonian Olympic Committee, and on a daily basis, the certifications are awarded by Foundation of Sports Education and Information. All coaches certificates issued in Estonia are related to the EQF. We have about 3,400 professionally certified coaches. National Olympic Committee, Universities, National Sports Federations and National Foundation of Sports Education and Information have the authority to organise coaching education courses.

The following institutions of higher education are engaged with sports studies:

-  University of Tartu, Institute of Sport Sciences and Physiotherapy
-  Tallinn University, Institute of Health Sciences and Sports
-  University of Tartu Pärnu College

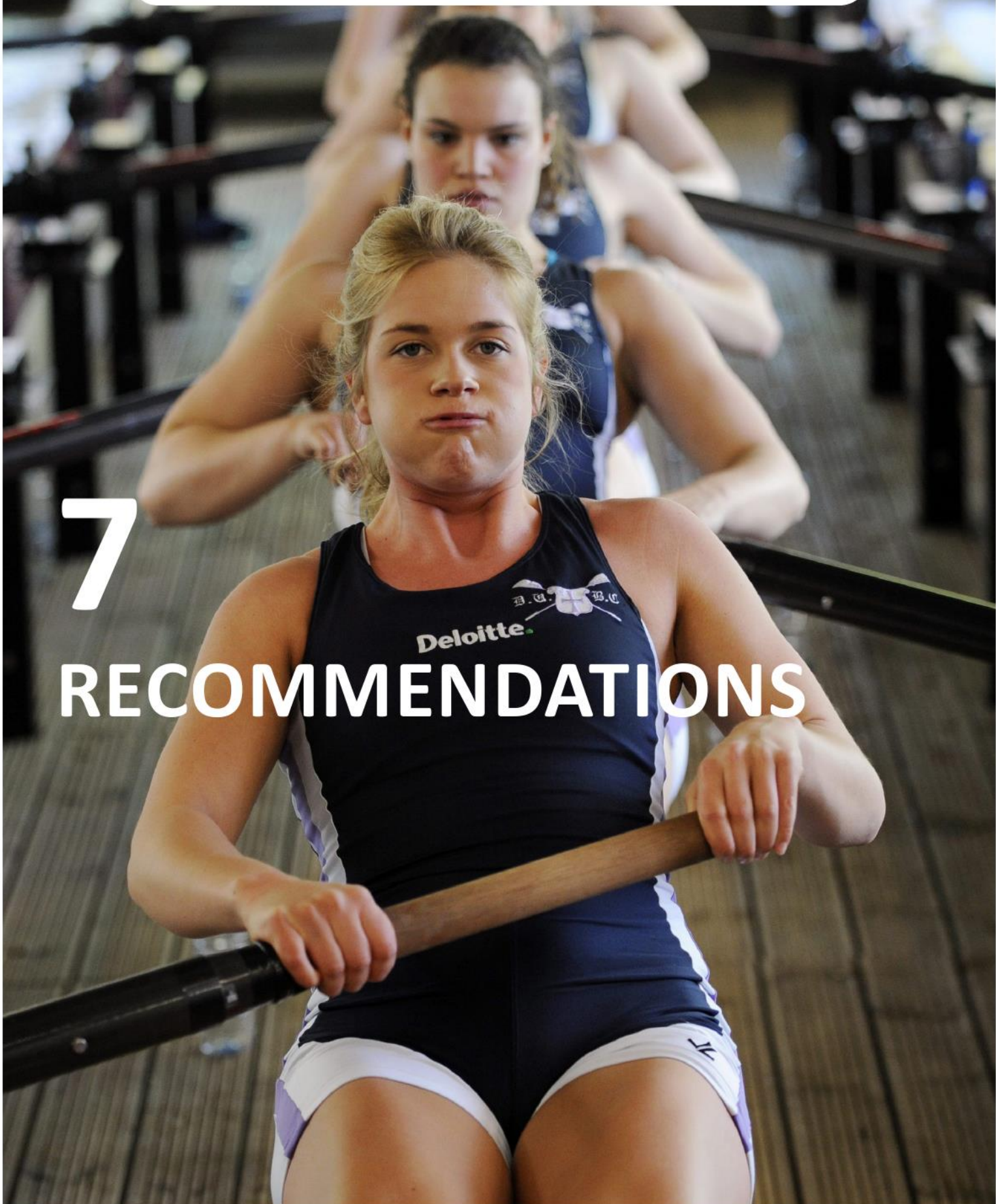


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**7**

**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 Estonia 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 Estonia 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



**ESSA-SPORT**

Improving the Supply of Skills to the Sector



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