



ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

**Analysis of labour market
realities and challenges in
the sport and physical
activity sector**



Finland

September 2019

TABLE OF CONTENT

TABLE OF CONTENT	2
1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT	4
2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET.....	2
3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR	9
4. SPORT LABOUR MARKET STATISTICS	18
5. NATIONAL EDUCATION AND TRAINING SYSTEM	29
6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM	36
7. FINDINGS FROM THE EMPLOYER SURVEY	44
8. REPORT ON NATIONAL CONSULTATIONS.....	65
9. NATIONAL CONCLUSIONS	67
10. NATIONAL ACTION PLAN AND RECOMMENDATIONS	78
BIBLIOGRAPHY.....	81
ANNEXES	87



This national report has been produced by the “*Sport Institute of Finland*” who are a full partner and national coordinator in the ESSA-Sport project, using the methodology and structure provided by the coordinator EOSE.

Authors: Mairit Pellinen, Maija Raasakka, Ben Gittus, Hannu Heinonen (translator)



The authors would like to acknowledge the role of “*Haaga-Helia University of Applied Sciences*” in the production of this report.



ESSA-SPORT

Improving the Supply of Skills to the Sector

1

THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

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

1.1 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 and to build a lasting consultation network at national and European level to take forward the conclusions and recommendations made in national and European Reports.




The project has identified skill needs and future priorities based on national and European level research and consultation activities.

The consortium, composed of 20 national coordinators and 5 European networks, is proud to have generated new knowledge and data as well as consultation activities at all levels to support policy and priority actions in the sport and physical activity sector.

1.2 The National Report

This National Report presents the main findings collated and analysed through the ESSA-Sport project at the national level.

Each nation in Europe has its own specificities, realities and challenges in terms of employment and skills in sport and the aims of the national report are:

-  to describe the national sport and education systems
-  to present new knowledge gathered for the sector in terms of employment and skills
-  to propose concrete conclusions and recommendations/ priority actions for implementation at the national level.

1.3 The Sport and Education system

The first step of the overall process was for all national coordinators to conduct a series of desk research activities using a common methodology.

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 the characteristics, evolution and future perspective of the national sport and physical activity sector/system.

The overall national education and training system is presented in Section 5 whereas the way it is specifically organised in the sport and physical activity sector is presented in Section 6.

1.4 Sport Labour Market Statistics

Section 4 of the national report focuses on the work carried out by national coordinators and main findings obtained in an attempt to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

Indeed, to make an impact on the sector and allow it to unlock its potential to improve people's lives, it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies. This information has been missing for many years since the last (partial) attempt to get a European map of employment for the sector took place in 2004 (Vocasport project, EOSE 2004).

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 National Statistics Offices and 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.

1.5 European Employer Skills Survey

Following the desk research and collection of available statistics for the sport labour market, the focus was then to design and launch the first ever European Employer Skills Survey for the sport and physical activity sector. The objective was to consult the widest variety of employers from the sector and collate data on the labour market, skills needs, gaps and shortages, future tendencies/perspectives, realities and difficulties to recruit and retain staff and volunteers.

In the context of a dynamic and complex labour market, gathering information on current and future skill needs can support better matching of education, training and employment.

In recent years, better understanding of labour market needs and skills matching have featured prominently on the policy agenda of many countries, driven by both rapid technological advances and global competition. Skills matching can also help reduce unemployment, particularly among young people. It helps to build a better life for individuals by improving employability, social mobility and inclusion.

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

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

1.6 Consultations and conclusions

Once all of the employment and skills data had been gathered from sources of labour market statistics and the Employer Skills Survey conducted, the aim in each country was then to discuss and consult on the data with relevant national stakeholders, through meetings, round-tables, one-to-one discussions etc. A summary report on consultation activities implemented at the national level is presented in Section 8.

Finally, it was the aim of the ESSA-Sport project to implement a bottom-up approach and present national findings and conclusions from the entire project and all activities including desk research, data collection and consultation.

The development of recommendations and actions for the sector to tackle the identified challenges will ensure the legacy of the ESSA-Sport project as the sector builds on the data collected for sustained reforms to improve skills of paid staff and volunteers and meet the potential of the sport and physical activity sector. National conclusions and recommendations are presented in Sections 9 and 10 of this report.



ESSA-SPORT

Improving the Supply of Skills to the Sector

2

NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

2.1 National Key Facts and Data

The Republic of Finland borders Sweden in the west, Russia in the east, and Norway in the north, while Estonia lies to its south across the Gulf of Finland. The capital city, Helsinki, is located in southern Finland. Finland is the eighth largest country in Europe in terms of area, 338,000 km², of which 10% is water and 69% forest. Finland is the most sparsely populated country in the European Union, only 15.8 inhabitants per km², so getting away from the crowds is much easier here than in many other European countries. The majority of the population is concentrated in the southern part of the country.

Finland has always been in the middle of west and east. First, Finland was part of Sweden from the 12th to the 19th centuries and then became the autonomous grand duchy of Russia in 1809. In 1917, Finland became independent and 2017 the country celebrated 100 years independency. The declaration of independence from Russia was followed by a civil war, after which Finland became a republic with its own president.

In the subsequent half century, Finland made a remarkable transformation from a farm and forest economy to a diversified modern industrial economy; its per capita income is now among the highest in Western Europe. Finland joined the United Nations in 1955, the OECD in 1969, and the European Union in 1995. The euro currency has been in use since 2002. Finland has been ranked as one of the most stable countries in the world, in a survey based on social, economy, political, and military indicators¹. Today Finland is a modern Scandinavian country with a high standard of living and advanced economy and technology.

Table 1) Total population per gender and categories of age

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)				
		Female	Male	0-14	15-24	25-54	55-64	65+
2018	5 523 415	2 797 773	2 725 642	883 377	617 603	2 085 654	731 111	1 205 670
2017	5 513 130	2 793 999	2 719 131	890 424	623 807	2 087 551	732 030	1 179 318
2016	5 503 297	2 788 394	2 706 908	895 100	637 045	2 088 305	737 130	1 136 539
2015	5 487 308	2 782 854	2 696 676	896 315	644 527	2 088 025	739 770	1 107 245
2014	5 400 571	2 775 398	2 686 113	895 814	651 542	2 088 962	746 127	1 073 967
2013	5 451 270	2 765 479	2 673 496	895 021	657 444	2 089 878	755 407	1 056 570
2012	5 426 674	2 754 392	2 659 578	890 187	660 559	2 087 835	768 783	998 916
2011	5 401 267	2 742 796	2 647 654	888 328	660 255	2 096 920	782 426	960 340
2010	5 375 276	2 731 610	2 631 741	888 000	659 486	2 104 689	785 435	925 741

Tilastokeskus (2018). 001 – Västöennuste 2018, Västö iän ja sukupuolen mukaan 2018-2070.

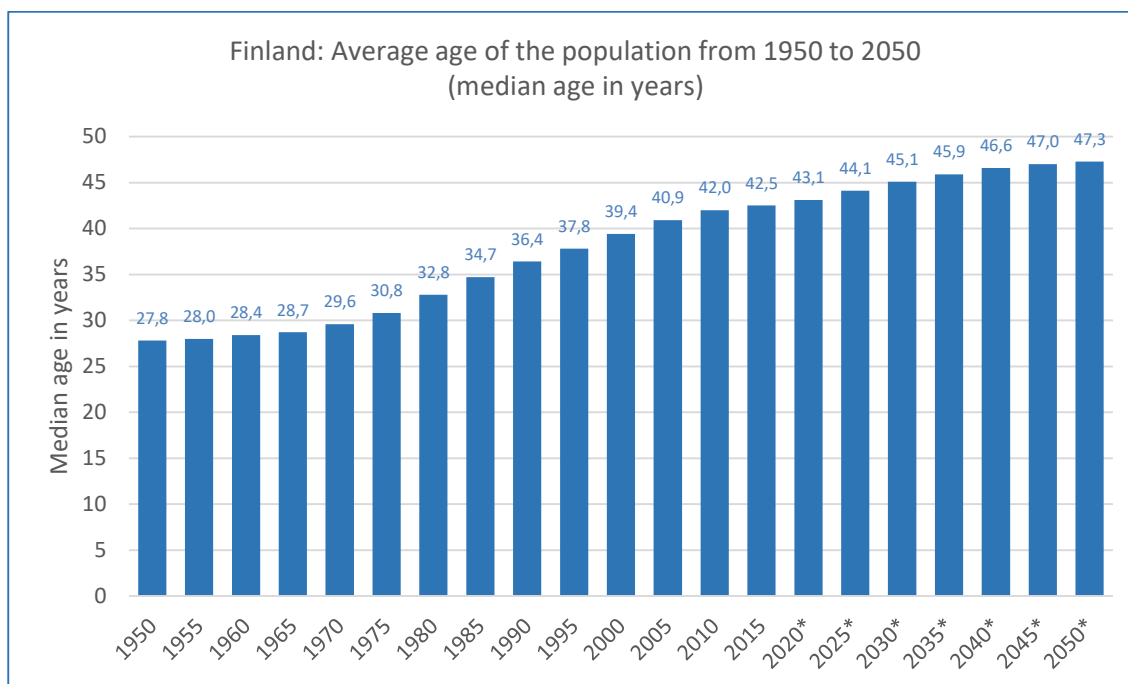
Finland has a population of 5.5 million, and the number of the population is increasing especially in the age group 65+. In the end of the year 2018 the population was estimated to be 5 523 415. The international community in Finland has been growing rapidly in the last 20 years. Totally 257 572 persons' country of the citizenship was other than Finland. Many of the immigrants live in or near the capital of Helsinki². The biggest population comes from Estonia, (n= 51 456), Russia (n=28 747), Iraq (n=13 078) and China (n=9 230).

¹ Finland Chamber of Commerce (2019)

² Statistics Finland, National Board of Customs, Population Register Center

² Statistics Finland, National Board of Customs, Population Register Center

Table 2) The average age of the population³



This statistic shows how the population of Finland is getting older. In 2015, the median age of the Finnish population was 42.5 years. The median age is the age that divides a population into two numerically equal groups; that is, half the people are younger than this age and half are older.

Finland's GDP (Gross domestic product) grew by 2.8 per cent on year 2018. Exports grew by as much as 7.5 per cent. As imports simultaneously increased by 3.5 per cent, net exports contributed strongly to economic growth. Private consumption increased more slowly in the revised figures than according to the preliminary ones, i.e. by 1.3 per cent. Consumption was boosted by growth in real purchasing power and strong consumer confidence. Investment increased by 4.0 per cent.

The unemployment rate is predicted to be 7.7 per cent on year 2019 and 7.1 per cent on next year 2020. Finland's consumer prices will rise by 1.1 per cent this year, by 1.4 per cent in 2019 and by 1.8 per cent in 2020. Inflation will be fuelled by rising prices of oil, food, alcoholic beverages, education, as well as restaurant and hotel services.⁴

The native language for most of the inhabitants is Finnish, a member of the Finno-Ugric language family most closely related to Estonian. The other official language, Swedish, is the mother tongue of 5.5 percent of Finland's population.

Finland signed the Schengen agreement on 19 December 1996 and started its implementation on 25 March 2001. It remains one of the most visited Schengen countries, since last year (2018) alone it received 827,520 visa applications. Statistics show that out of around 3,1 million tourists that entered Finland in 2017, 1,5 million of them were from the EU states⁵.

Finland is a parliamentary republic with a head of government - the prime minister - and a head of state - the president. The central government is based in Helsinki and the local governments in the 311 municipalities (towns and cities). The country is divided into 19 regions and 70 sub-regions. The smallest region, Åland, is an autonomous archipelago in the south-west. The northern Lappi region comprises the

³ United Nations (2019)

⁴ Finland Chamber of Commerce (2019)

⁵ Schengen Visa Info (2019)

Sami Domicile Area, home to around half of Finland's indigenous Sami people (also known as Lapps or Laplanders).

On 6 June 2019, the President of the Republic appointed Prime Minister Antti Rinne's Government. It is formed by the Social Democratic Party, the Centre Party, the Greens, the Left Alliance and the Swedish People's Party of Finland. The Government has 19 ministers⁶.

The number of MEPs elected in Finland in the 2019 elections is 13 and seven parties got representatives to the European Parliament. The National Coalition Party got three seats, The Green League, the Social Democratic Party, the Finns Party and the Centre Party each got two seats. The Green League gained one seat, the Social Democratic Party and the Finns Party maintained their seats. The Left Alliance and the Swedish People's Party both got one seat⁷.

Finland is a small country on a global scale and the population of Finland makes up just 0.07 per cent of the world's population. But even a small country can jump to the top of the world, and this is what Finland has done: in international country comparisons of positive things Finland is often among the top countries next to other Nordic countries. In honour of Finland's centenary celebrations, The Statistics Finland collected a list of comparisons in which Finland is one of the best in the world. The long and impressive list was last time updated on 5 December 2018, when Finland was for the last day one hundred years old⁸.

2.2 Characteristics of the overall Labour Market

The total number of the labour force was 2 742 thousand persons (year 2018) and the unemployment rate was 7,4 %, (n=202). The number of the part-time workers was 424 and full time workers 2115 thousand. The number of the 65+ workers has been increasing almost 50% during the last 7 yrs.

Table 3) Total active population and data on unemployment and employment

	TOTAL ACTIVE POPULATION ⁹	TOTAL UNEMPLOYED PERSONS	NUMBER OF PERSONS IN EMPLOYMENT ¹⁰						
			TOTAL EMPLOYED PERSONS	BY GENDER (%)		BY AGE (%)			
				Female	Male	15-24	25-54	55-64	65+
2016	2 685	237	2 448	1 182	1 267	258	1 668	453	69
2015	2 689	252	2 437	1 188	1 249	253	1 670	446	68
2014	2 679	232	2 447	1 193	1 254	262	1 680	444	61
2013	2 676	219	2 457	1 195	1 261	265	1 693	446	53
2012	2 690	207	2 483	1 206	1 277	268	1 713	450	52
2011	2 682	209	2 474	1 196	1 278	258	1 724	446	46
2010	2 672	224	2 447	1 188	1 259	249	1 716	445	37

Official Statistics of Finland (OSF): Labour force survey [e-publication].

ISSN=1798-7857. January (2019). Helsinki: Statistics Finland [referred: 21.7.2019].

⁶ Valtioneuvosto (2019)

⁷ Valtioneuvosto 25.4.2019

⁸ Statistics Finland (2018c)

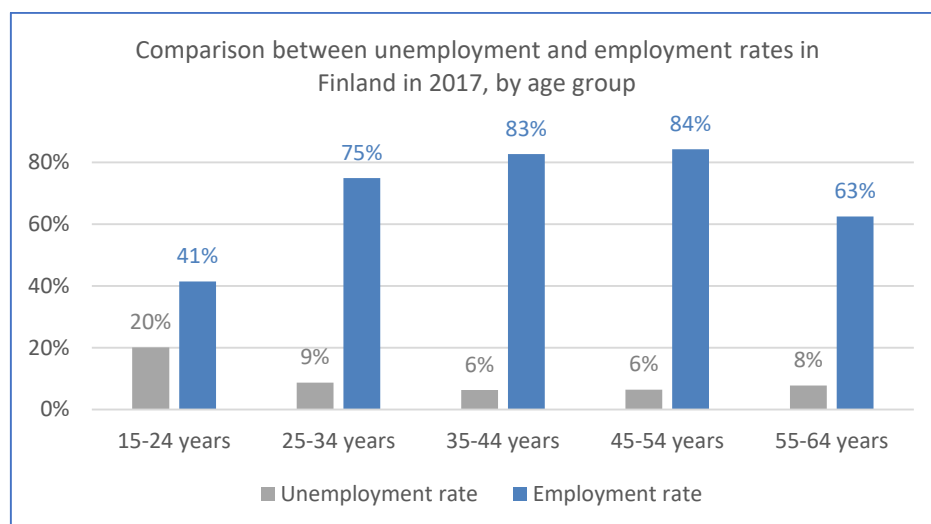
⁹ The Active Population also called Labour Force, is the population employed or unemployed

¹⁰ Employment is defined as the number of people engaged in productive activities in an economy. The concept includes employees, self-employees and family workers.

The unemployment trend reached its lowest level in more than a decade. The increase pushed the seasonally adjusted trend of the employment rate to 72.5 percent, exceeding the outgoing centre-right government's target of 72 percent. Unemployment rate continues to decline, especially among women.

The next table and statistic shows the unemployment and employment rates in comparison in Finland in 2017, by age group. The rate of unemployment varied according to age, with the highest rate of unemployment occurring among younger age groups. In 2017, 20.1 percent of individuals aged 15 to 24 years old were unemployed. In the same age group 41.4 percent were employed.

Table 4) Comparison between unemployment and employment rates in Finland by age groups¹¹



The most important sectors of Finland's economy in 2016 were public administration, defence, education, human health and social work activities (21.3%), industry (20.2%) and wholesale and retail trade, transport, accommodation and food services (15.9%). Intra-EU trade accounts for 59% of Finland's exports (Germany 13%, Sweden 10% and the Netherlands 7%), while outside the EU 8% go to the United States and 6% to Russia. In terms of imports, 73% come from EU Member States (Germany 17%, Sweden 16% and the Netherlands 9%), while outside the EU 9% come from Russia and 4% from China.

The Statistical classification of economic activities in the European Community, abbreviated as NACE, is the classification of economic activities in the European Union.

Table 5) Total number of employed persons per economic sectors (NACE Rev.2 Codes¹²)

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
A - Agriculture, forestry and fishing	80	78	76	76	75	71
B - Mining and quarrying	30	31	31	33	34	30
C - Manufacturing	337	333	327	308	305	304
D - Electricity, gas, steam and air conditioning supply	24	25	27	28	24	29
E - Water supply; sewerage, waste management, remediation activities	24	25	27	28	24	29
F – Construction	67	68	65	62	63	68

¹¹ Statistics Finland (2018a)

¹² Eurostat (2008)

G - Wholesale and retail trade; repair motor vehicles/motorcycles	303	300	296	290	284	290
H - Transportation and storage	147	144	142	140	137	141
I - Accommodation and food service activities	83	86	86	86	87	85
J - Information and communication	99	101	100	100	106	101
K - Financial and insurance activities	75	74	71	74	73	75
L - Real estate activities	59	61	59	61	65	64
M - Professional, scientific and technical activities	155	161	164	169	171	163
N - Administrative and support service activities	98	100	96	101	107	109
O - Public administration and defence; compulsory social security	116	113	111	106	106	111
P – Education	179	175	175	180	179	173
Q - Human health and social work activities	396	409	399	402	404	409
R - Arts, entertainment and recreation	59	59	62	64	61	63
S - Other service activities	81	83	83	87	84	85
T - Activities of households as employers	126	129	127	127	125	128
U - Activities of extraterritorial organisations and bodies	11	11	10	11	9	89

Statistics Finland (2018b). Employed persons and employees aged 15-74 and hours actually worked by employed persons and employees by industry (TOL 2008), 2005-2008.

The highest number of employed persons by NACE codes per economic sections can be found at the Human Health and Social work activities (n=409), Manufacturing (n=304), Wholesale (n=290), Education (n=173) and Professional, scientific and technical activities (n=163).

The information collected by World Bank presented that in year 2018, 74.3 percent of Finnish employees worked in the service sector, 21.97 percent in the Industry and Source and just 3.73 percent in the agricultural sector¹³.

2.3 Characteristics of the Sports Labour Market

The Academic Dissertation 'Sport as an industry in Finland: exploring the economic significance, contributions, and development of the sport sector as an industry' made by Hamid Gholamzadeh Fasandoz (2016) concluded that the sport sector is one of the major industries in the Finnish national economy. It's generation of value-added and gross domestic product (GDP) was the fiftieth largest among 135 top industries in the country, and the 18th largest among 22 in Finland's industrial head groupings.

He concluded that the sport industry is shifting towards more service orientations. From 2002 until 2011, the sports sector on average generated 1.45% value-added while its gross domestic product constituted 1.31% of Finland's gross domestic product. The share of sport enterprises was 1.7% of total enterprises, and

¹³ World Bank (2019a)

the study found that new enterprises were the main sources for generation of new jobs in most of the subsectors. Employment in the sport industry constituted 1.15% of total employment of all Finnish enterprises.¹⁴

The Finnish labour market is characterised by a high level of organisation on both the employee and the employer side, and an important role played by collective bargaining in labour regulation. The basis of the regulation lies, however, in comprehensive and detailed labour legislation which is complemented by collective agreements¹⁵.

Labour legislation comprises such acts as the Employment Contracts Act, Working Hours Act, Annual Holidays Act, Non-discrimination Act, Act on the Protection of Privacy in Working Life, Collective Agreements Act, Act on Job Alternation Leave (partially within the purview of the Ministry of Social Affairs and Health, MSAH), Study Leave Act, Pay Security Act and the legislation on the personnel involvement systems (co-operation within undertakings, representation in administrative organs and personnel funds)

¹⁶.

¹⁴ Fasandoz, H. (2016)

¹⁵ ILO (2011)

¹⁶ TEM (2019)



ESSA-SPORT

Improving the Supply of Skills to the Sector

3

THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

This chapter will present the characteristics, evolution and future perspective of the national sport and physical activity sector/system.

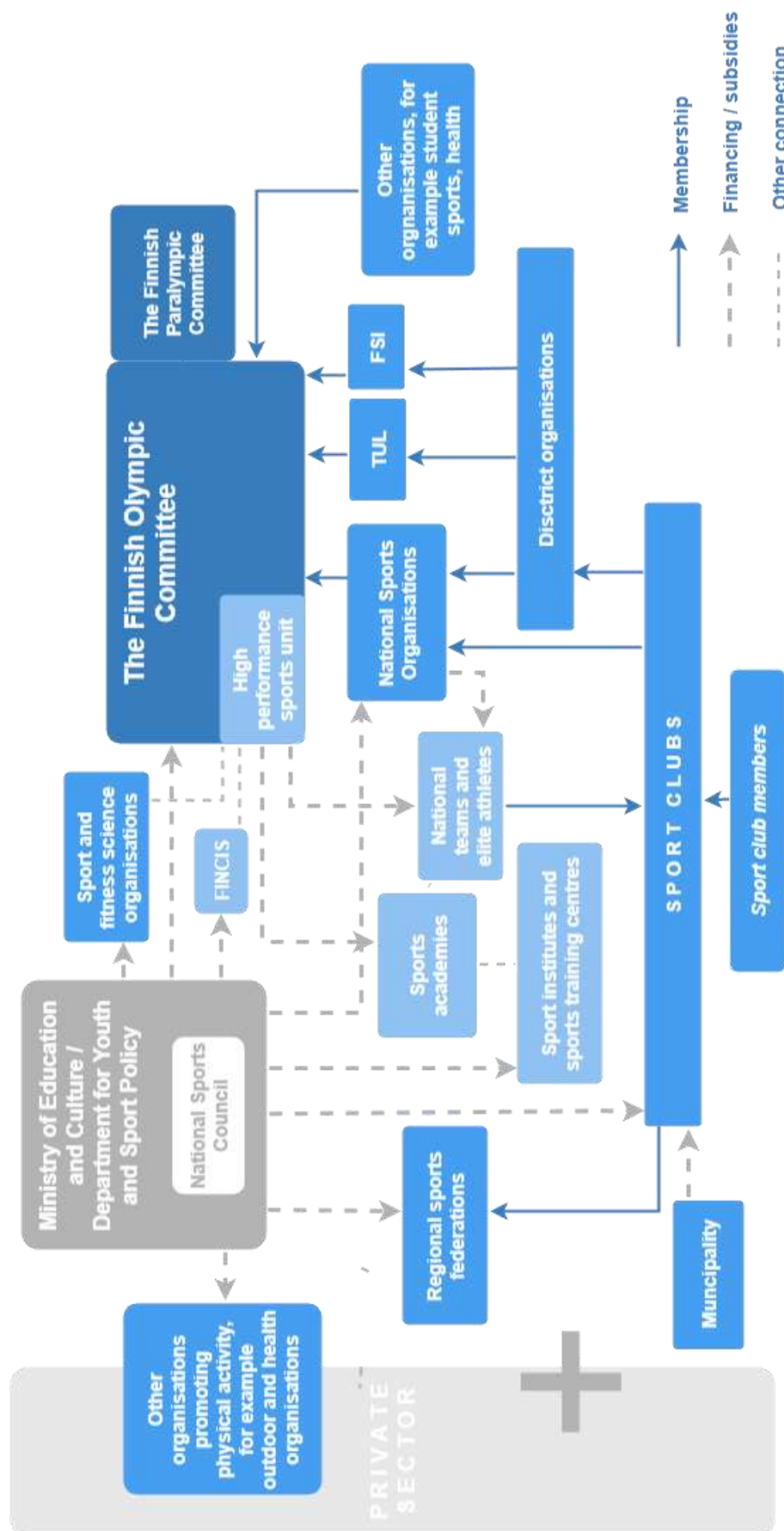
3.1. Key Stakeholders on the Sport and Physical Activity Sector

Sport and physical activities have a significant and recognised role in Finnish society. The sporting life is largely based on volunteer activities. According researcher Juha Heikkala's description of the changes at the sport culture from 80's - there are three existing key elements: the voluntarism at the local level, the role of the municipalities providing the sport facilities and the market as private businesses and market mechanisms.

The beginning of the millennium was posing the major challenges to the Finnish physical culture and its voluntary activities. Cultural and structural changes affect both the volunteers and municipalities. Even if the number of the volunteers is increasing they are less committed to the long term voluntary activities. The municipalities are facing major structural and financial changes. Over this decade, the number of municipalities has decreased from 448 (2002) to 311 (2017)¹⁷.

The next picture (Picture 1), describes the key stakeholders at the Finnish sport life, their connections and financing system. The key organisations are local sport clubs, national sport organisations, sport federation (The Finnish Olympic Committee), Ministry of Education and Culture, municipalities and private sport business.

¹⁷ Ek, P; Markkanen, H-K. (2019); Heikkala, J. (2009)



Picture 1) The national sport and physical activity sector; main stakeholders, connections and financing system. (based on the map of Stenbacka, W; Mäkinen, J; Lämsä, J; Nieminen, M. (2018)

The Ministry of Education and Culture – main tasks and key projects.

The Ministry of Education and Culture / Department for Youth and sport policy, is the major instance among the stakeholders. Local authorities provide sports facilities and the Ministry's role is to create favourable conditions for sports and physical activity. The Ministry of Education and Culture leads, develops and coordinates sports policy and finances sports in order to promote health-enhancing, competitive and performance sports and related civic activities with a view to advancing well-being and health and supporting children's and young people's growth through sports¹⁸.

This lists key acts and decrees that govern sport and physical activity at the moment in Finland¹⁹.

Act on the Promotion of Sports and Physical Activity (390/2015)

The purpose of the Act is to facilitate the opportunities of various demographic groups to engage in physical activity, promote performance sports and associated civic activity, bolster the health and wellbeing of the population, and espouse the growth and development of children and young people.

Decree on the Promotion of Sports and Physical Activity (550/2015)

The Decree contains more detailed provisions on matters such as financial aid for sport and physical activity organisations and eligibility for government aid, regional promotion of sport and physical activity and the National Sports Council.

Act on the Financing of Educational and Cultural Provision (1705/2009)

The act contains provisions on, for example, central government transfers for sport and physical activity as well as government grants for the construction of sports facilities.

Act on Discretionary Government Transfers (688/2001)

The Act contains provisions on the granting of discretionary central government transfers and their use.

Act on Liberal Adult Education (632/1998)

The Act defines the principles for liberal adult education tuition in sports and physical activity training centres (sports institutes), for instance, and government funding.

Decree on Liberal Adult Education (805/1998)

The Decree contains more detailed provisions on liberal adult education in sports and physical activity training centres (sports institutes), among other things.

The Ministry of Education and Culture emphasises the importance of the health and wellbeing of the population. Furthermore, the role of sport and physical activity is strengthening civil society and inclusion. Sport policy objectives are specified in sport legislation, and key development guidelines are established in the Government Programme and in separate programmes.

Development takes place in collaboration with different sectors, because decisions made in areas such as early childhood education, schools, working life, elderly care and community and transport planning all have an impact on mobility. For example, to improve inter-administrative activities, the Ministry of Education and Culture and the Ministry of Social Affairs and Health have set up a sport steering group for promoting health and wellbeing. In line with the steering group's policies, the objective is to encourage Finns to exercise more and sit less.

¹⁸ Ministry of Education and Culture (2019c)

¹⁹ Ministry of Education and Culture (2019c)

The Ministry of Education and Culture finances physical activity and performance sports using national lottery and betting proceeds and budget appropriations. State sport financing consists almost entirely of government grants disbursed from national lottery and betting proceeds.

The Ministry of Education and Culture uses budget appropriations allocated for sport and physical activity for financing for example:

-  sport and physical activity organisations and clubs
-  the construction of sports facilities
-  municipal sport and physical activity programmes
-  sports and physical activity training centres (sports institutes)
-  the promotion of active lifestyles
-  the promotion of performance sports
-  research in sport and fitness sciences
-  other activities related to sport and physical activity

In the 2018 national Budget, approximately EUR 152 million in proceeds from lottery and betting proceeds were allocated to physical activity and performance sports. Budget appropriations are also used to help expand the Schools on the Move programme as a key project and to renovate the Olympic Stadium in Helsinki, and central government transfers are allocated to sports training centres²⁰.

Ethical principles of physical activity and sports

One of the objectives of the Act on the Promotion of Sports and Physical Activity is integrity and ethical principles in the context of physical activity and performance sports. The basis for achieving the objectives of the Act includes the principles of equality, non-discrimination, social inclusion, multiculturalism, healthy lifestyles and sustainable development.

The Ministry applies ethical principles, non-discrimination and equality in physical activity and sport in every aspect of its operations, for instance when evaluating the eligibility of organisations that promote sport and physical activity for government grants and when assessing the magnitude of central government transfers for them.

The task of the Finnish Center for Integrity in Sports (FINCIS) is, together with sport and fitness organisations, to promote ethics in sport, to oversee doping control and to prevent the manipulation of sports competitions and spectator violence in Finland.

Anti-doping work

The purpose of anti-doping work is to prevent the use of performance-enhancing substances or methods that are harmful to the health of athletes. The Ministry of Education and Culture is responsible for promoting and supporting anti-doping efforts in Finland.

Advisory board for sport-related ethical questions

Addressing ethical issues requires co-operation between public authorities and other actors. On 18 November 2015, the Ministry of Education and Culture established an advisory board for sport-related ethical matters for the period 2015–2018. The advisory board will help coordinate and cooperate between different administrative branches and sports bodies²¹.

²⁰ Ministry of Education and Culture (2019c)

²¹ Ministry of Education and Culture (2019c)

Sport clubs (n=10 000) In Finland most of the sport activity takes place in local sport clubs by over 500,000 volunteers. The clubs offer physical activity services from juniors to seniors depending the level and aim of the club. About half of the clubs are small, with a maximum of 165 members, and 18% are large clubs with more than 500 members. By type, most clubs exist in football (n=930), floorball (n=850) and track and field (n=630). The average number of the members of the clubs are 359 persons²².

The estimated number of the clubs are 14 000 and approximately 10000 of them receive annual funding from the local municipalities. As many as 90 percent of children are involved in club activities at some point. At the time of the survey on year 2017, about 60 percent of 9-15 year olds were members in sport clubs ²³.

There are more and more professionals working in clubs. One-fifth (21%) of the clubs have full-time employees, with a total of around 5,100 employees, and over one-third (35%) have a part-time employee, or about 28,500 employees in total. The number of the full-time employees has increased in 30 years from 1986 (n=1500), 2006 (n=2600) and 2017 (n=5600). According to this study (Koski & Mäenpää, 2017), full-time and part-time workers produce about 10,000 man-years in clubs each year.

Municipalities maintain local sports facilities and provide financial support for local clubs. Other funding for sports clubs comes directly from the athletes or club members, from sponsors and, to some extent, from the private sector.

Finnish Olympic Committee (founded in 1907) can be seen as the Central Sports Organization in Finland. However, it does not yet function as a central, umbrella or joint organization for all sports organizations. The number of the members is 87 plus 26 association members. For example, regional sports organizations and sports institutes are not members²⁴.

The Finnish Sports Confederation Valo, focusing on youth sport and sport for all, and the Finnish Olympic Committee, focusing on elite sport merged on 1 January 2017. Valo and the Finnish Olympic Committee had already shared certain operative functions and positions prior to the merger, so the impacts of this fusion have been more visible on the strategic side. Bringing youth and elite sports under the same roof has also provided opportunities to further develop and accelerate the cooperation with both former entities' interest groups²⁵. The sport federations are responsible for developing and administering competitive and performance sport.

The Finnish Olympic Committee co-ordinates the top-level sport through a functioning top-level sports unit. It focuses resources on supporting the everyday lives of athletes, coaches, and other network players. This is done through three programs: the Excellence Program, the Sports Academy Program, and the Knowledge Program.

Top-level program includes support athletes from the Olympic Committee's Top Sports Unit. Practical work will be taken forward by team managers and other experts. The program gathers, develops, and shares skills and resources to support top athlete coaching. The program cooperates closely with training centers and research institutes, as well as the Sports Academy program.

Finnish sport has a strong aspiration that the athlete will be able to combine in his or her daily life a goal-oriented sport and his or her study or other career. This philosophy is called dual careers and is supported by the Sports Academy program.

²² Olympiakomitea 10.10.2018

²³ Koski, P; Mäenpää, P. (2018)

²⁴ Olympiakomitea (2019a)

²⁵ Ministry of Education and Culture (2019d)

Municipalities (n=311) Together with the sport organizations, another important pillar of the Finnish sports system has been the municipalities. For decades they been the biggest financiers of physical activity in Finland, but nowadays households are the main financier of physical activity with an annual investment of over EUR 2 billion. Municipalities spend about five times more on sport than the state - municipalities around € 750 million and the state about € 150 million.

The Finnish sports network is largely built and maintained by the municipalities. Even after the social and provincial reform, sports will remain the task of the municipalities. It is evident that physical activity is becoming an increasingly important factor in the vitality of municipalities. According to the current Law on Sport, it is the responsibility of the municipalities to establish general conditions for physical activity at local level²⁶.

The research institute for Olympic sports (KIHU) is responsible for applied research and development in performance sports and for the dissemination of research data²⁷.

The Finnish centre for integrity in sports (FINCIS) is responsible for the coordination of anti-doping activities and conducting doping tests²⁸.

Sport institutes (n=11) implement the vocational and adult education and training services. Finland has eleven national and three regional sports training centers, i.e. sports institutes (colleges of physical education). The Ministry of Education and Culture provides support to the operation of these institutes²⁹.

National training centres (n=6) support elite sports in Finland. They have assigned national-level assignments by the Ministry of Education. The mission is to provide education and development services for training and coaching. These training centers collaborates closely with sport associations and international partners to develop and implement athletes' and coaches' training and education programmes. These Training Centres are located at Eerikkilä, Kuortane, Lappi, Pajulahti, Vierumäki and Vuokatti Sport Institutes and each of these centres has special sector of sport or tasks to do.

Sports academies, (n=21) The academies are aimed for student athletes at the international or national top or aiming there. They have individual study programmes and a lot of benefits or services helping the daily life as athlete and student. The collaborative networks of Sport Academies started in the 21st century for local needs, in which educational institutions, sports organizations, municipal communities and various providers of professional services. An athlete's dual career process works through three stages: upper secondary, post-secondary, competitive sports career and post-career transition. The competence program, is responsible for the development and implementation of research and development in the field of high-quality sport and coaching. It is managed by KIHU, the Research Institute for Olympic Sports.

Regional sport federations (n=16) offer services for sport clubs, schools and municipalities in the field of project development, active school days, and sport club management and voluntary work.

Private sector (n=5000 companies)

The number of the private companies on the sport and physical activity sector is approx. 5000 employing 15 000 persons³⁰. The importance of the private sports sector has grown in Europe and in Finland, although the state, municipalities and voluntary sports clubs are still the main providers of sports services.

The importance of financially driven sports business has been reflected in this millennium, particularly in the

²⁶ Local Finland (2019)

²⁷ KIHU (2019)

²⁸ FINCIS (2019)

²⁹ Urheilupuistojen yhdistys (2019)

³⁰ Valtioneuvoston selonteko liikuntapolitiikasta (2018)

growth of sports equipment sales and the number of gym companies. In addition, sports facilities such as golf courses and ski resorts as well as various mass sports events offer business opportunities. Many top sports clubs also operate as joint-stock companies today.

In the 21st century, large foreign companies have dominated the sports market, but on a larger scale, the sector is characterized by small business dominance. The importance of manufacturing goods has decreased and the importance of service production has increased. Many fitness centres have done well in this millennium³¹.

The Finnish Hotel and Restaurant Association MaRa and the PAM Service Union United are the leading Trade Unions and employer association in the sector. Both company and trade union density is at a relatively low level. PAM has concluded five collective agreements for service workers in the sector but a skeleton agreement created by the Federation of Special Service and Clerical Employees ERTO is applied in individual contracts.

The other key trade unions and employer organisations are: SAK Confederation of Finnish Trade Unions, EK Confederation of Finnish Industries, PALTA Service Sector Employers, JP Jalkapallon Pelaajayhdistys ry, SJ Suomen Jääkiekkoliijat ry, STTK Finnish Confederation of Salaried Employees and SKY Finnish Health and Fitness Centres' Association.³²

Finnish Health and Fitness Center's Association (SKY ry) is the only health and fitness center's industry association operating in Finland (established in 2002). The Association's purpose is to serve the members and promote entrepreneurship in the sector. SKY Association is working as advocate-, service- and training organization in the industry and as an expert representing organizations and entrepreneurs in areas such as public authorities, decision makers and media contexts.³³

Federation of Finnish Sports Professionals (SLA ry) is an organization of professionals in the sector of sports, whose members are e.g. sports leaders, sports instructors, sports facilities maintenance persons, workers of organizations and companies related to sports, and students in the sports sector. Their goal is to strengthen the role of sports status, to ensure the professional skills of our members and to organize events and benefits to members. The organisation is founded in 2007.

There are new service providers in the sector in addition to the traditional ones. Among Physical activity service providers include nowadays private Medical centers, pharmacies and life insurance companies.

Furthermore, there are many HR services companies offering staffing, recruiting and self-employment services for sport sector. One of the leading ones in Finland is VMP company (Varamiespalvelu). They offer e.g. 'Eezy service' for sport service providers as coaches and personal trainers for invoicing and administration. The sport professional can try the business plan easily and risk free while acquiring customers before establishing the own company. The Eezy -type service helps also with an administration when there is need to hire more employees.

Professional sport and athletes

There are 1380 professional athletes in Finland in year 2017 of whom app. 500-800 become world-class athletes. The number of the professional athletes has grown 30 % in last 8 yrs. There number of the female professional athletes is less than 2% of the total amount.

The sport clubs keep the registration of the athletes who earn more than 11 190 euros.

³¹ University of Jyväskylä 12.12.2017

³² Valtioneuvoston selonteko liikuntapolitiikasta (2018)

³³ SKY ry (2019)

Table 7). The number of the professional athletes in Finland years 2011-2017.³⁴

Sport	2011	2012	2013	2014	2015	2016	2017
Icehockey	578	705	739	737	726	733	852
Football	250	256	248	235	238	276	231
Basketball	72	79	86	98	110	128	143
Finnish Baseball	93	98	106	92	89	90	94
Volleyball	30	33	43	50	57	63	58
Other teamsport						2	1
Individual sport	21	13	10	8	4	6	1
Total	1044	1184	1232	1220	1224	1298	1380

(Source: Tapaturmavakuutuskeskus /Finnish Workers Compensation Center, Lämsä J. 18.9.2018)

3.2. Promoting Physical Activity by Government Funded Projects

National programmes for promoting physical activity advocate physically active lifestyles for different age groups:

Finnish Schools on the Move –programme (Liikkuva koulu) The projects aim is to add more physical activity within and around schooldays; e.g. on the way to school, during breaks, and through implementing physical activity into different school subjects. In the Government Programme 2015, sport and physical activity are specifically mentioned in key projects involving new learning environments and health and wellbeing. The aim was to expand the Finnish Schools on the Move action programme nationally to make sure that pupils get one more hour of physical activity every day. The objective is to encourage diversity in physical activity, ensure equal opportunities to participate in sport and physical activity, cut costs and make it easier for families to get active.³⁵

Health-enhancing physical activity: Government resolution on policies promoting sport and physical activity sees sport and physical activity as a crucial factor for health. Conditions for health-enhancing physical activity are jointly improved by the Ministry of Education and Culture, the Ministry of Social Affairs and Health, the Ministry of Transport and Communication, the Ministry of the Environment and the national forest administration. The sporting activities and services are supplied by sports, social and health organisations³⁶.

Kunnossa Kaiken Ikää (Fit for life) program, is co-financed by the Ministry of Education and Culture and the Ministry of Social Affairs and Health. The purpose of the program is to create permanent sport services targeted to adults and to encourage the over-40 age groups to engage in sports.

Over one million Finns have special needs owing to a high age, illness or disability. Some of them are able to use sport services, while others need services specially adapted to them. In the construction and renovation of sports facilities, such as swimming halls, school gyms and nature trails, special attention is paid to unhindered access to physical activity³⁷.

³⁴ KIHU 18.9.2018

³⁵ Finnish Schools on the Move (2019)

³⁶ Muutosta liikkeellä (2019)

³⁷ Fit for Life Program (2019)



ESSA-SPORT

Improving the Supply of Skills to the Sector

4

SPORT LABOUR MARKET STATISTICS

4. SPORT LABOUR MARKET STATISTICS

ESSA research group agreed to use the Characteristics of employment in the national sport and physical activity sector (NACE 93.1 and ISCO 342). This data was available from Eurostat and from the Finnish National Statistics Office, Tilastokeskus by using the online data service and research specialists' service.

The following summarises and highlights some of the main findings of the Finland statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Finland in 2018 was 31,953. This represents a growth rate of 26% since 2011.**

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

4.1. Total Number of People Working in Sports Organisations

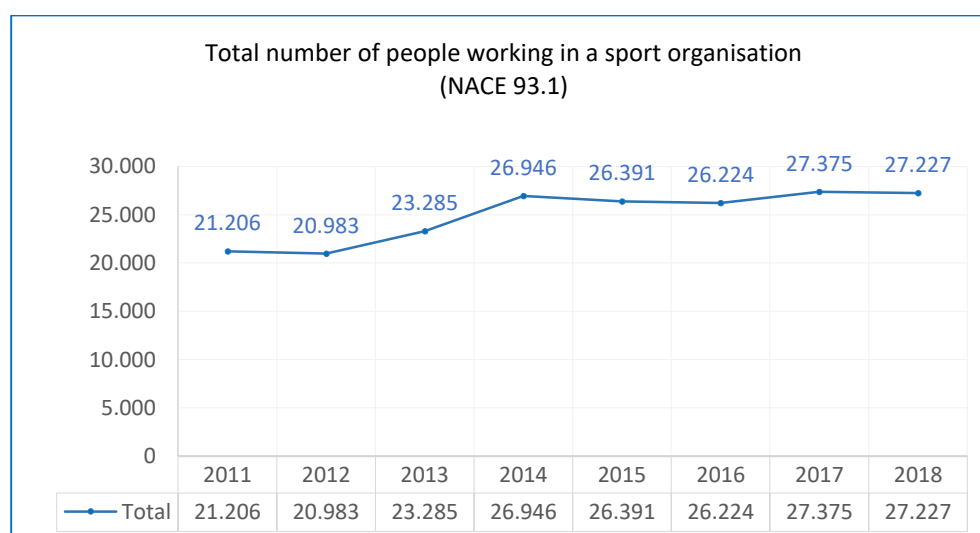
In Finland, 1.3% of all employed people work in the sports sector. This figure is among the highest in Europe, with a European average of 0.81%.

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.

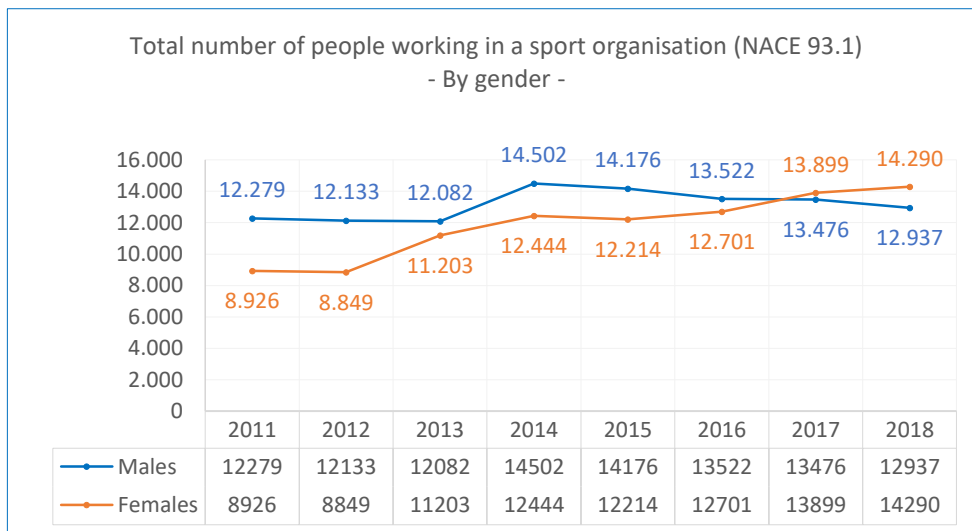
4.1.1 Total Number of People Working in All Occupations in Finnish Sports Organisations and Growth Rate



The total Finland working population in these organisations (all occupations) as of 2018 is 27,227. This compares with a figure of 21,206 in 2011. Thus, there is a growth during this period of 6,206 (28%).

4.1.2 All People Working in Finnish Sports Organisations by Gender

The number of female employees in 2018 exceeds the number of males by 1,353 (4%). This shows a significant change from 2011 when the number of male employees exceeded the number of females by 3,353 (16%). The workforce is becoming more female and growth in the overall workforce, as noted above, may be accounted for mainly by female recruitment.

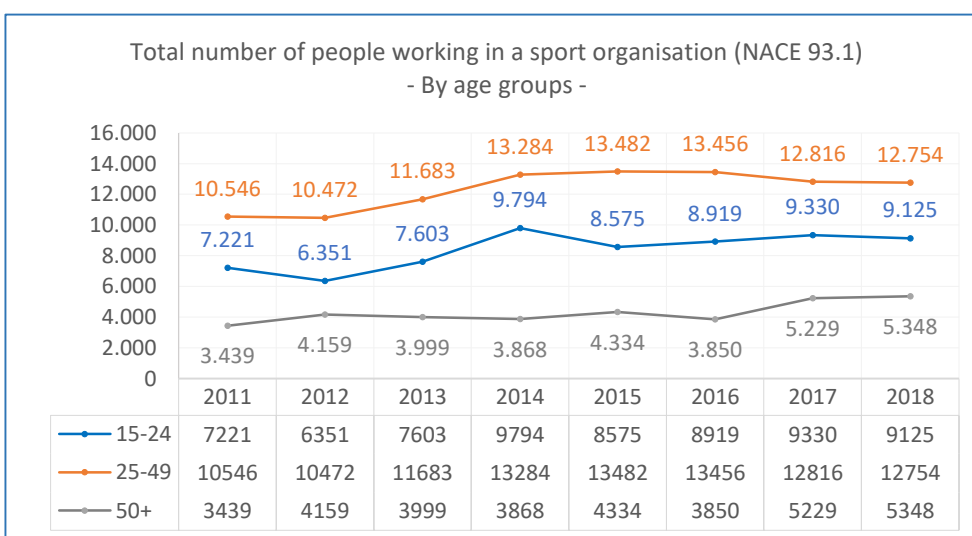


The higher number of female employees may suggest a greater need for 'family-friendly' employment practices and training modalities.

4.1.3 All People Working in Finnish Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	9,125 (33.4%)
25-49 years old	12,754 (46.8%)
50+ years old	5,348 (19.6%)



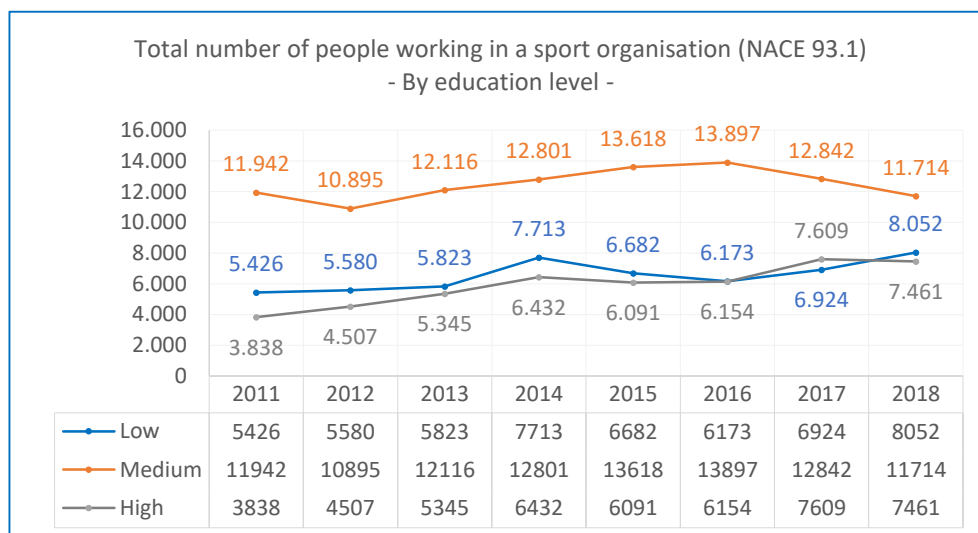
2011-2018 shows a slight decrease in the 15-24 age group (by 0.5%), a decline in the 25-49 age group (by 3%) and an increase in the 50+ age group (by nearly 4%).

This suggests an aging workforce which could result in skills shortages in the future

4.1.4 All People Working in Finnish Sports Organisations by Level of Education

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

Low (ISCED 0-2)	5,426 (29.6%)
Medium (ISCED 3-4)	11,714 (43%)
High (ISCED 5-8)	7,461 (27.4%)

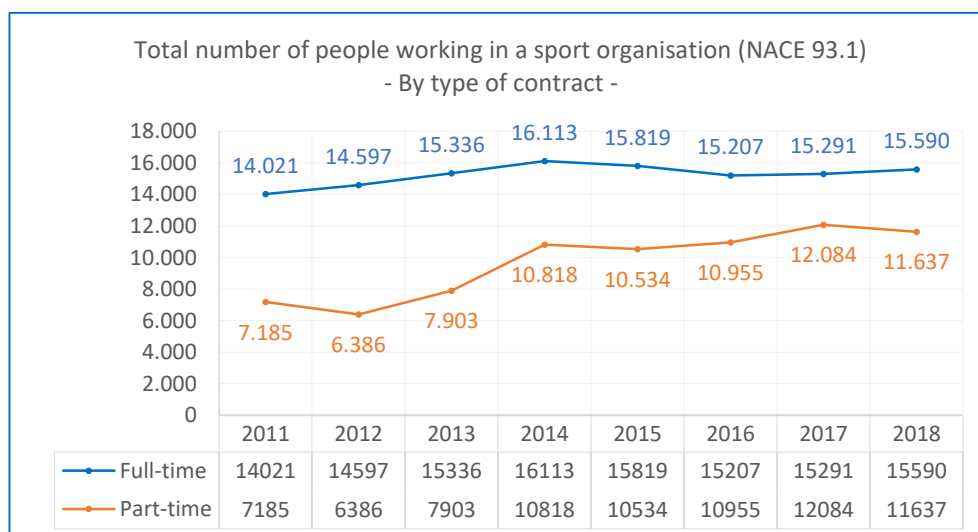


2011-2018 shows an increase in the low education group (4%), a significant decrease (13%) in the medium education group and a 9% increase in the high education group. There are more people with higher education qualifications entering the sector, but this is partly offset by the decline in those with medium level qualifications and a larger number of those with lower qualifications. The growing number with lower levels of educational attainment may suggest a greater need for initial training in the sector.

4.1.5 All People Working in Finnish Sports Organisations by Type of Contract

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

Full-time	15,590 (57.2%)
Part-time	11,637 (42.8%)



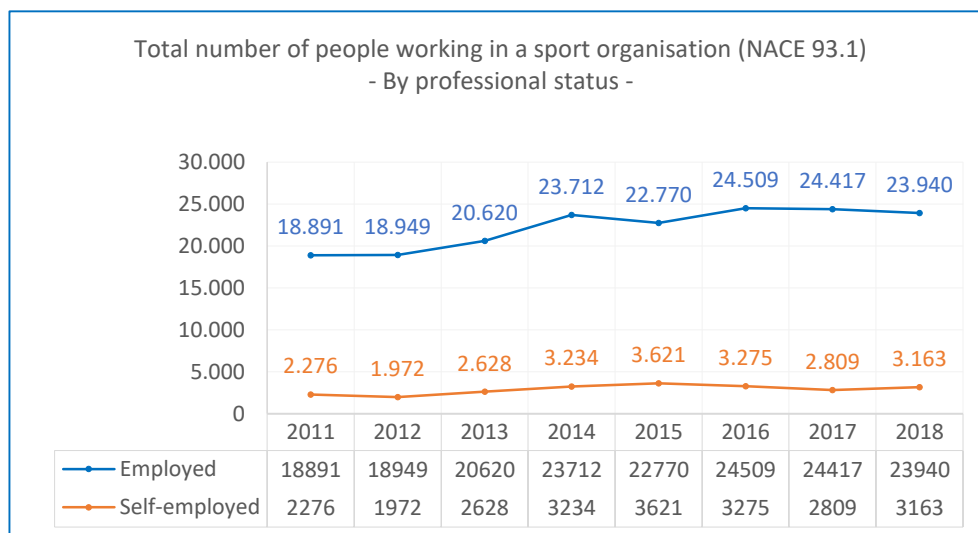
2011-2018 shows a significant increase in the number of full-time jobs (nearly 9%) a similar increase in the number of part-time jobs. The increase in part-time employment may suggest the need for more flexible training provision to meet the working styles of these staff.

4.1.6 All People Working in Sports Organisations by Professional Status

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

Employed 23,940 (88.3%)

Self-employed 3,163 (11.7%)



2011-2018 shows a slight increase in the percentage of self-employed (0.9%). This may simply represent a preference for employment over self-employment in the Finnish labour market as a whole.

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

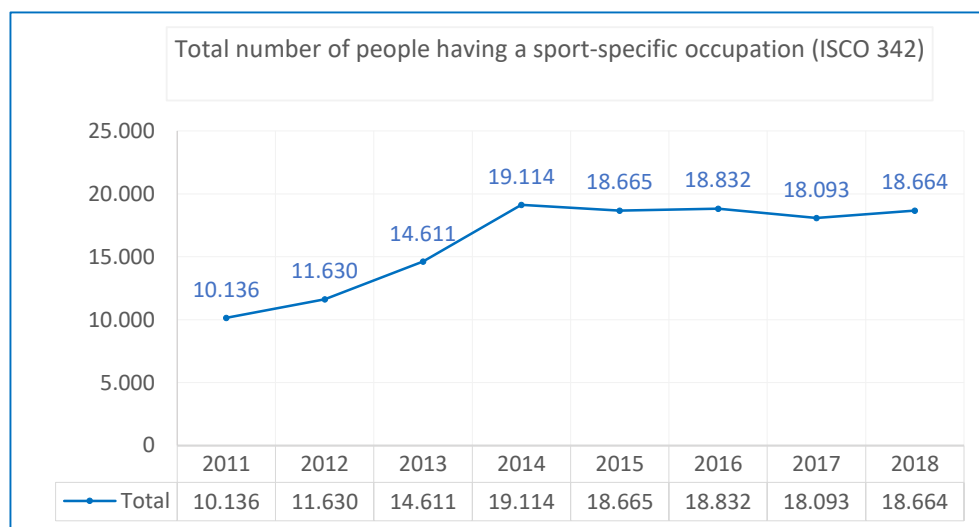
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

- 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.

4.2.1 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 18,664. This compares with a figure of 10,136 in 2011.



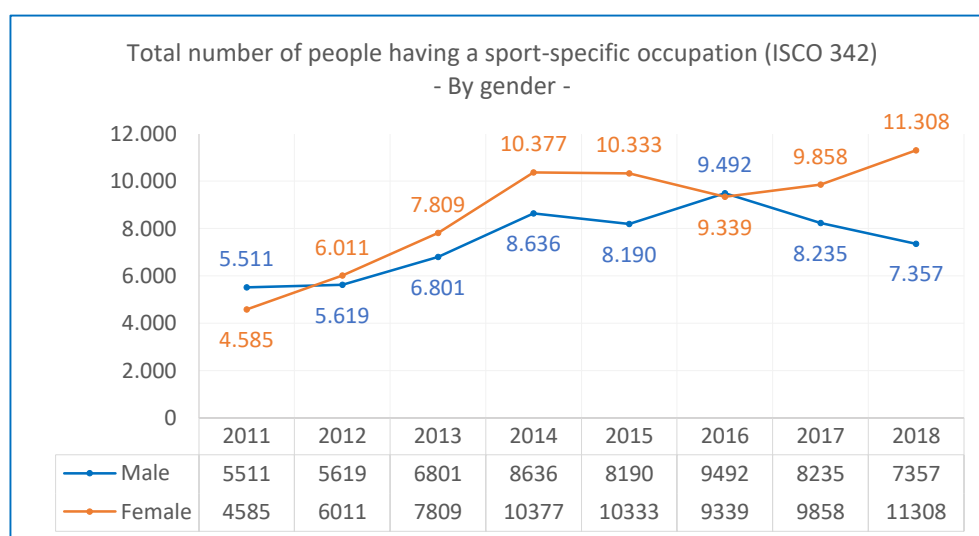
Thus, there is a growth during this period of 84%. This is high growth rate over the eight-year period and is much higher than growth in sports organisations (NACE 93.1) overall which was 28%. There is clearly a higher demand for Athletes and Sports Players, Sports Coaches, Instructors and Officials, 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.

4.2.2 People Working in Sport Specific Occupations by Gender

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

Male 7,357 (39.4%)

Female 11,308 (60.6%)

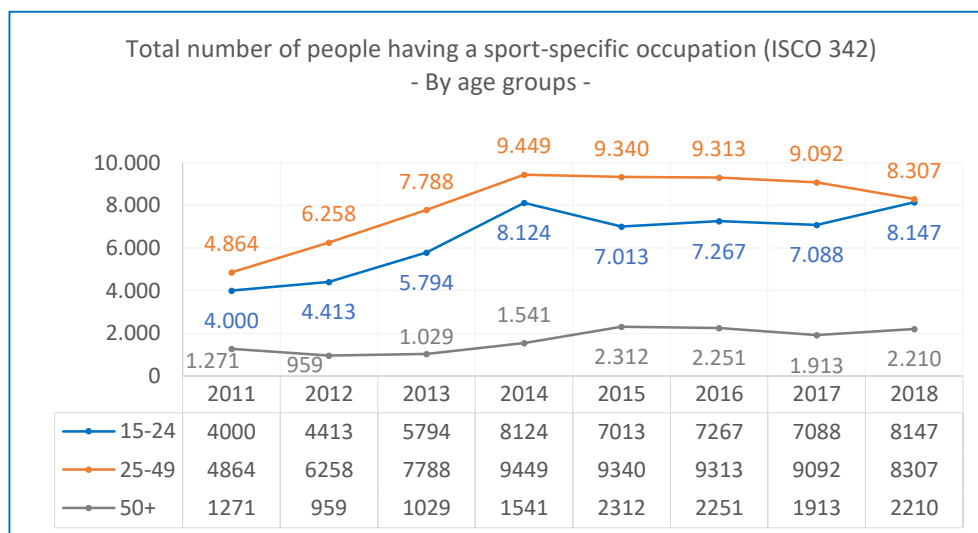


This shows a considerable change from 2011 when 54.6% of those working in sport specific occupations were male and 45.4% were female – a margin of 10%. The number of females employed now exceeds the number of males by 12%. This is a greater margin than the number of females over males in the working population of sports organisations in general (4%). The increasing number of females in these occupations may suggest a greater need for 'family-friendly' employment practices and training modalities.

4.2.3 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	8,147 (43.7%)
25-49 years old	8,307 (44.5%)
50+ years old	2,210 (11.84%)

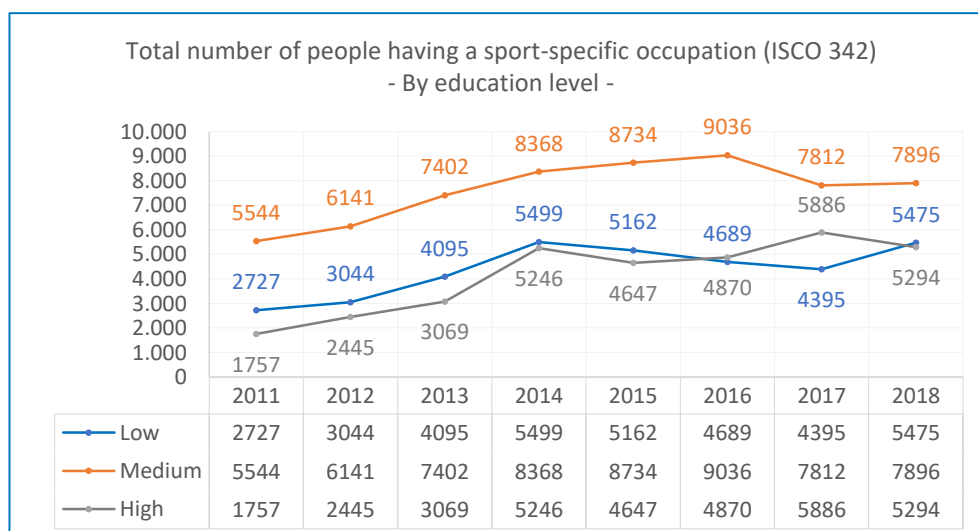


2011-2018 shows an increase in the 15-24 age group (4%), a decline in the 25-49 age group (6.5%) and a slight decrease in the 50+ age group (0.7%). This would suggest the sports specific workforce is getting slightly younger. This contrasts with the age of the working population in sports organisations as whole (NACE 93.1) where we see a slight aging tendency. The higher number of younger people joining sport specific occupations may suggest a greater need for initial training in employing organisations.

4.2.4 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)	5,475 (29.3%)
Medium (ISCED 3-4)	7,896 (42.3%)
High (ISCED 5-8)	5,294 (28.4%)



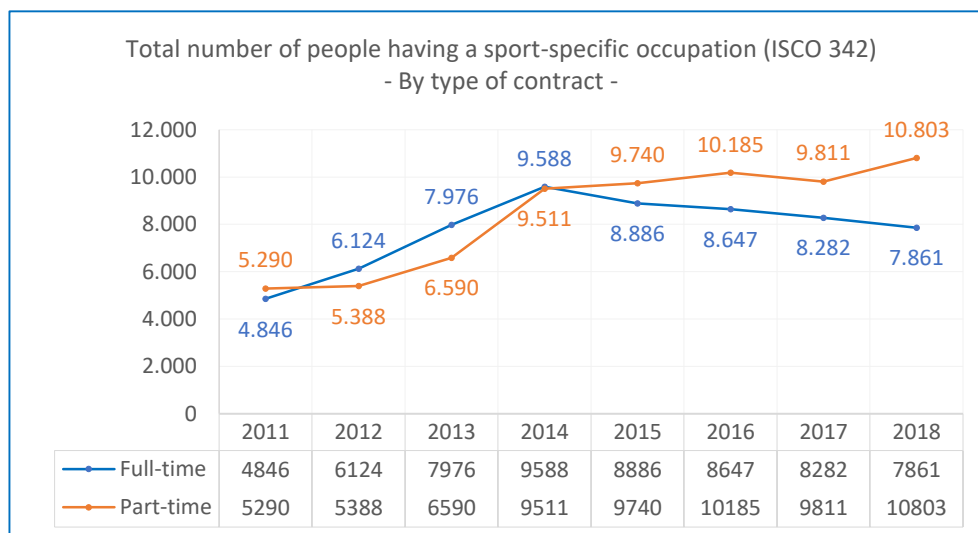
2011-2018 shows a 2% increase in the low education group, a considerable decrease (13%) in the medium education group and a 10% increase in the high education group. These figures are similar to those for all people in sports organisations overall and may simply represent a general trend in the working population.

4.2.5 People Working in Sport Specific Occupations by Type of Contract

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

Full-time 7,861 (42.1%)

Part-time 10,803 (57.9%)



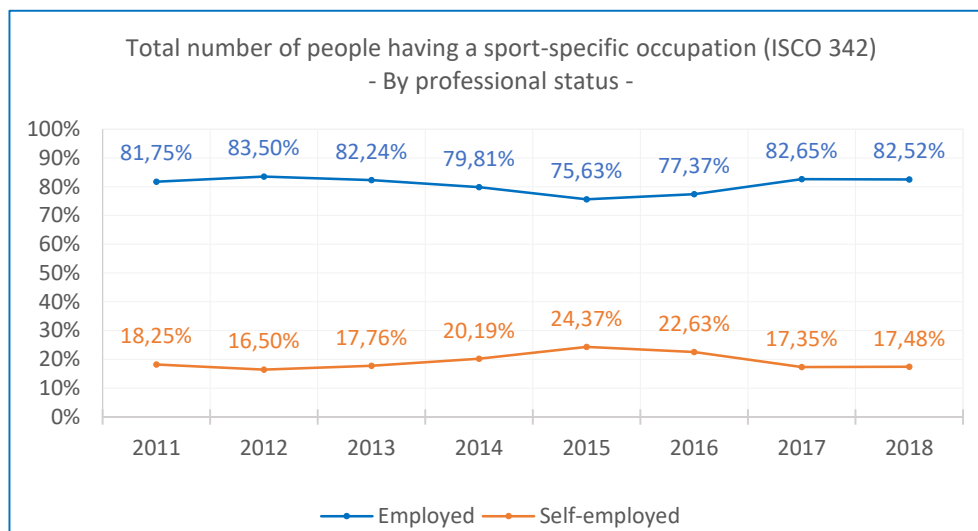
2011-2018 shows a significant change. In 2011 there was a margin of 4% more part-time jobs than full-time. This has now grown to nearly 16%. This is almost the reverse of the figures for all people working in sports organisations where full-time posts exceed part-time posts by about 15%. Part-time employment is more prevalent in sport specific occupations (Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders) and has become significantly more so over the eight-year period. 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.

4.2.6 All People Working in Sports Specific Occupations by Professional Status

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

Employed 15,360 (82.5%)

Self-employed 3,253 (17.5%)



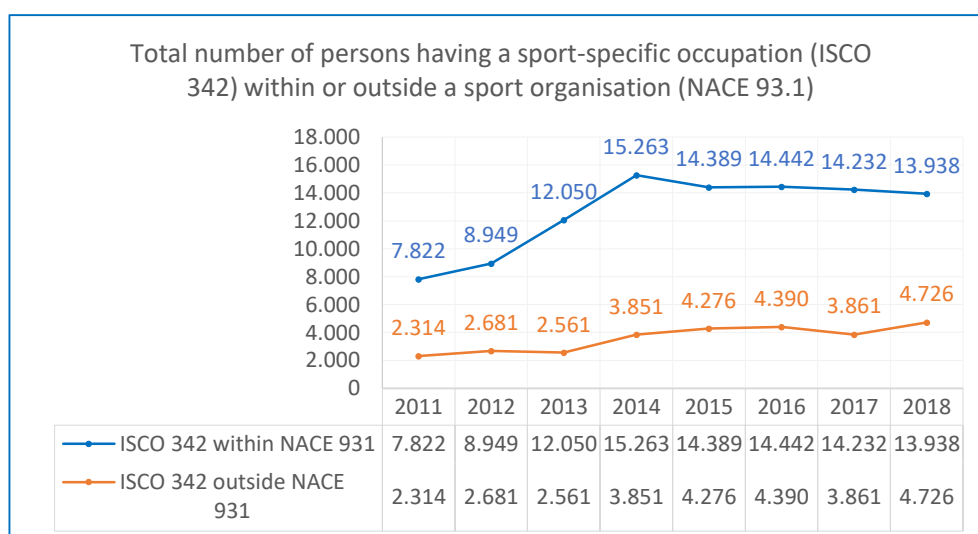
2011-2018 shows a slight decrease in the percentage of self-employed (0.75%) compared to slight increase (0.9%) amongst all people working in sports organisations. Neither of these margins are particularly significant. The preference for employment versus self-employment may represent preferences in the Finnish labour market overall.

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

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

In sports organisations 13,938 (74.7%)

In other types of organisations 4,726 (25.3%)



This compares with 2011:

In sports organisations	7,822 (77.2%)
In other types of organisations	2,314 (22.8%)

Thus, the percentage of those working in sports specific occupations in other types of organisations has increased by about 2.5%.

When we compare the number of people working in sport specific occupations in sports organisations (18,664) with the total number of people in all occupations in sports organisations (27,227) it comes to 69%.

4.3 Total Employment in the Sports Sector

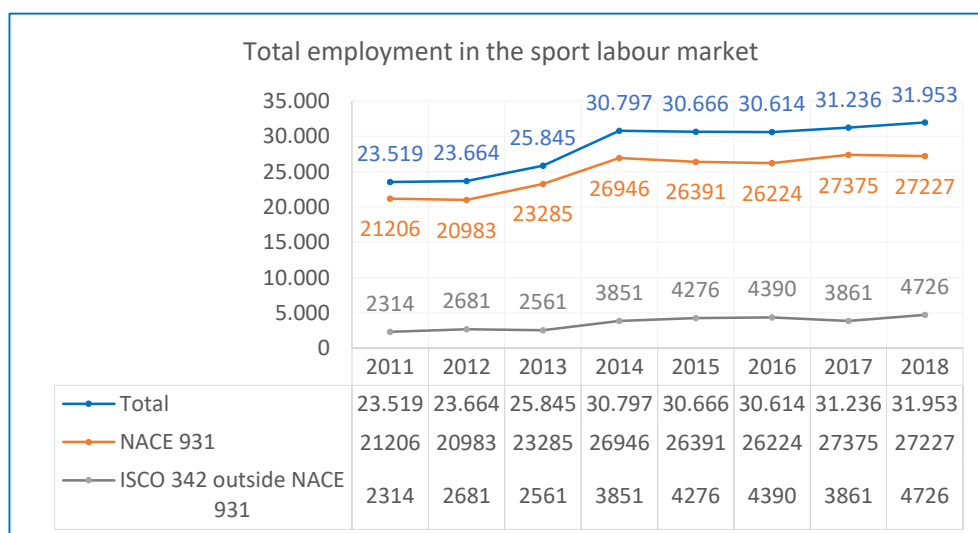
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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.

4.3.1 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 Finland.



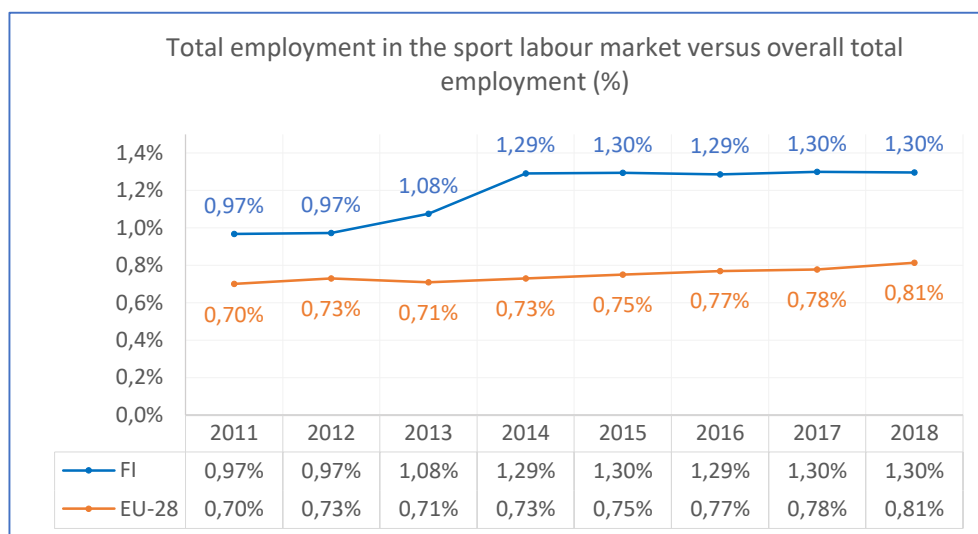
The number of employees in sports organisations (all occupations) combined with those in sport specific occupations in other types of organisations:

2011	23,519
2018	31,953

This shows an overall growth rate of 26%.

4.3.2 Comparing Employment in Sport and Physical Activity in Finland with the Rest of the EU

The size of the Sport and Physical Activity workforce in Finland is higher (by 0.5%) than that in the EU 28 as a proportion of total employment. In Finland 1.3% of the working population is employed in Sport and Physical Activity by comparison with 0.81% across the EU as a whole.



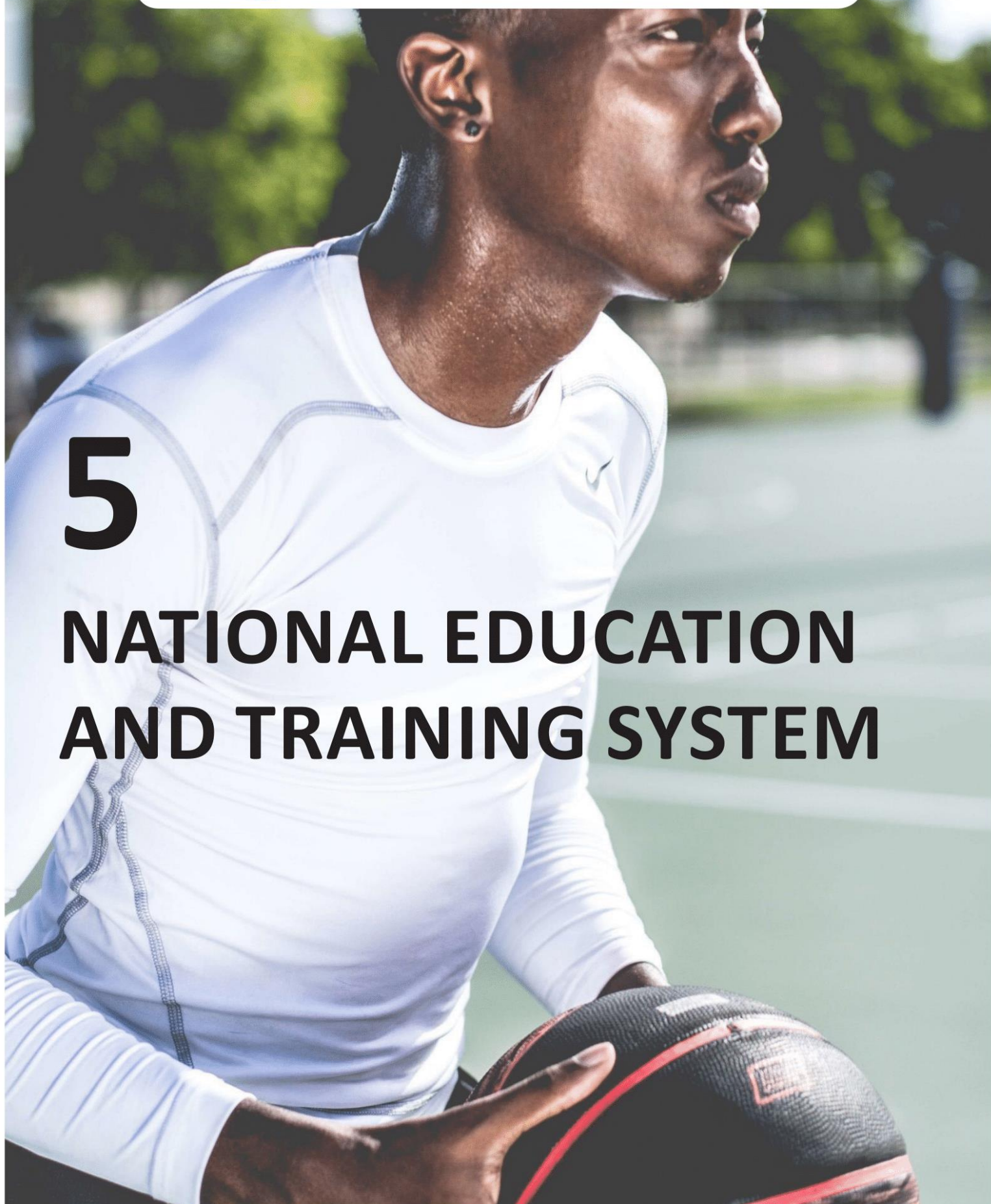


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM

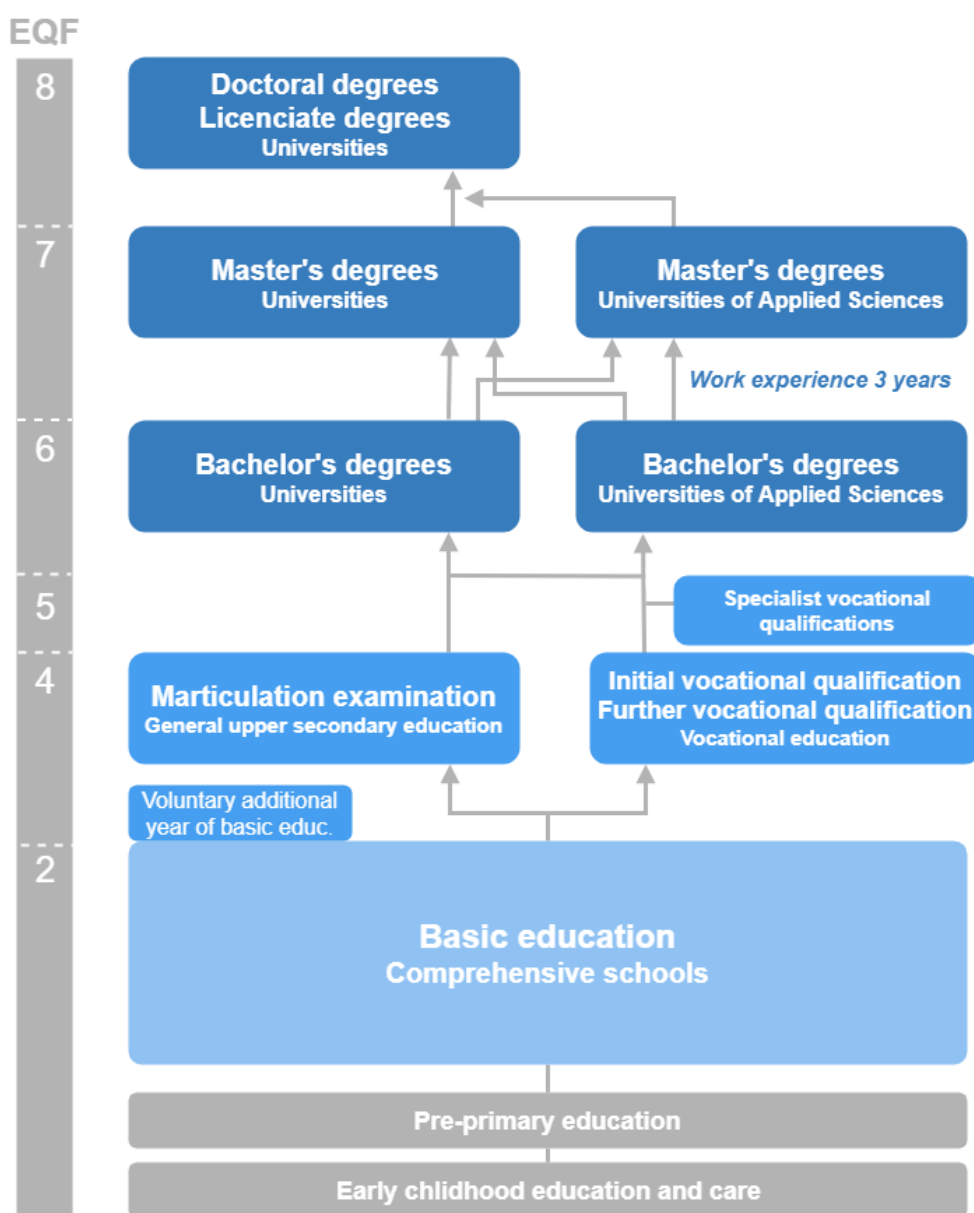


5. NATIONAL EDUCATION AND TRAINING SYSTEM

The welfare of Finnish society is built on education, culture and knowledge. Finland has a well-functioning education and training system. According to the 2015 Programme for international student assessment (PISA), student performance in reading is the best in the EU; it is second best in mathematics and science³⁸.

Nearly three in four Finns aged 25–64 have at least an upper secondary school certificate (a completed matriculation examination or vocational qualification) and one in three has a higher education degree. The completion of basic (compulsory) education is a requirement for further studies. Only approximately one per cent of each age group leave basic education without a certificate, and more than half of them complete their education in one way or another at a later stage.

Picture 2) The Finnish education system



³⁸ Ministry of Education and Culture (2019b)

5.1 Basic Characteristics of the System

Pre-primary education, basic education and upper secondary education and training, complemented by early childhood education and before and after-school activities, form a coherent learning pathway that supports children's growth, development and well-being. The Finnish education system learners can always continue their studies on an upper level of education, whatever choices they make in between. The practice of recognition of prior learning has been developed in order to avoid unnecessary overlapping of studies. Students' opportunities to progress from one level of education to the next is safeguarded by legislation. Both general and vocational upper secondary certificates provide eligibility for further studies.

Higher education is offered by universities and polytechnics. Both sectors have their own profiles. Universities emphasise scientific research and instruction. Polytechnics, also known as universities of applied sciences, adopt a more practical approach.

Adult education is provided at all levels of education. Adults can study for a general education certificate or for a vocational qualification, or modules included in them, take other courses developing citizenship and work skills, or pursue recreational studies³⁹.

One of the basic principles of Finnish education is that all people must have equal access to high-quality education and training. The same opportunities to education should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live. In Finland, education is free at all levels from pre-primary to higher education. In pre-primary and basic education, the textbooks, daily meal and transportation for students living further away from the school are free for the parents.

At secondary level and in higher education the students themselves or their parents purchase their own books. At secondary level the students have the right to a free meal and in higher education meals are subsidised by the state. Adult education is the only form of education that may require payment. To ensure the opportunities to study for everyone there is a well-developed system of study grants and loans. Financial aid can be awarded for full-time study in an upper secondary school, vocational institution or institution of higher education.

Educational institutions organise education and training intended for adults at all levels of education. Efforts have been made to make the provision as flexible as possible in order to enable adults to study alongside work.

Adult education comprises education and training leading to a degree or certificate, liberal adult education and staff-development and other training provided or purchased by employers as well as labour market training, which is mainly targeted at unemployed people. Liberal adult education offers non-formal studies. It promotes personal growth, health and well-being by offering courses relating to citizenship skills and society and in different crafts and subjects on a recreational basis. In both general and vocational education, there are also separate educational institutions for adults.

In vocational training, competence-based qualifications are specifically intended for adults. In higher education, adults can study in separate adult education programs offered by polytechnics.

³⁹ Ministry of Education and Culture (2019b)

5.2 Higher Education

Higher education is offered by universities (n=14) and polytechnics (n=25) and both sectors have their own profiles. Universities emphasise scientific research and instruction. Polytechnics, also known as universities of applied sciences, adopt a more practical approach. There is restricted entry to all fields of study and the Finnish Matriculation Examination provides general eligibility for higher education. As applicant volumes outweigh the number of places available, universities and polytechnics use different kinds of student selection criteria. Most commonly, these include success in matriculation examination and entrance tests. Most university students aim for a Master's degree.

5.3. Vocational and Competence-based Qualifications

VET for young people and adults will be consolidated, forming a single entity with its own steering and regulation system and financing model. The current supply-oriented approach will be refocused into a demand-driven approach. Education will be competence-based and customer-oriented: Each student will be offered the possibility to design an individually appropriate path to finishing an entire qualification or a supplementary skill set. The primary importance is on what the student learns and is able to do.

Digital learning environments and new approaches to pedagogy (e.g. modern simulators) will have a larger role in the future of learning. Learning in the workplace will be increased.

In Finland, VET is organised by different types of education providers: municipalities, joint municipal authorities, the state and the private sector. An authorisation to provide education is required. In the future, education is regulated through a single authorisation license, and education providers will have increased freedom in organising their activities.

The Reform of vocational upper secondary education updated the entire vocational education and training (VET) in 2018.⁴⁰ The reform includes examining the education provider network. VET will be available throughout the country in the future as well. The ministry will ensure that all education providers have sufficient professional and financial resources to provide education. Education providers are encouraged towards voluntary mergers.

There are up to 160 different vocational qualifications available in Finland. In the future, the number of qualifications will decrease, and qualification content will be broadened. This supports designing individual study paths and enables more rapid responses to the changing competence needs in work life⁴¹. The new Act entered into force on 1 January 2018. (See annex 1)

5.4 National Qualifications Framework (NQF)

The FiNQF (Finish national qualifications framework) has been formally adopted, and came into force in 2017, by the Act on the National Framework for Qualifications and other Competence Modules and the Government Decree on the National Framework for Qualifications and other Competence Modules. A broad range of stakeholders was involved in the early, preparatory stages of the NQF developments. The delays encountered with the legal proposal between 2012 and 2016 meant that systematic dialogue on the role of the framework stopped but the relaunch in 2016 was supported by broad consultation⁴².

⁴⁰ Ministry of Education and Culture (2019f)

⁴¹ Ministry of Education and Culture (2019b)

⁴² Cedefop (2017)

Reference to EQF

The law outlines a comprehensive framework covering the full range of national qualifications, including those awarded outside the jurisdiction of the Ministry of Education (for example related to defence, police and border-guards). The law also allows part qualifications (competence-modules) to be levelled and included in the framework.

While these will not be included in the first phase of framework implementation, starting from 2017, a phase two is envisaged where this will happen. A qualifications framework for higher education, in line with the Bologna process, was developed in 2005 and now forms an integrated part of the NQF. Finland has decided to carry out the referencing to the EQF and self-certification to the European higher education area as one process.







The NQF law (as with the 2011 and 2012 proposals) introduces an eight-level framework reflecting the knowledge, skills and competence components introduced by the EQF. While the descriptors have been inspired by the EQF they have also been adopted to suit the national context. The explicit distinction between knowledge, skills and competence used by the EQF is dropped and replaced by one 'integrated' column summarising the requirements for each level. This is seen as more in line with the way learning outcomes actually are written in Finland.⁴³

National Framework for Qualifications and Other Competence Modules in Finland

Provisions on the National Framework for Qualifications and Other Competence Modules are laid down in Act and Government Decree on the National Framework for Qualifications and Other Competence Modules. The framework enables overall scrutiny of the Finnish qualifications system, because it includes general education, vocational education and higher education qualifications. The framework and its competence-based descriptions of qualifications support lifelong learning, improve the clarity and effectiveness of the Finnish system of qualifications, increase qualifications' national and international transparency and comparability and further national and international mobility.

In this the FiNQF, the qualifications, syllabi and other extensive competence modules of the Finnish national education system are classified into eight levels, based on the requirements. Statutory regulations on the level descriptors and the positioning of qualifications, syllabi and extensive competence modules on the framework levels are enacted by a Government Decree.

Finnish qualifications, syllabi and other extensive competence modules are placed, according to the Government Decree, at the following levels of the FiNQF:⁴⁴

-  Basic education syllabus at level 2
-  The Matriculation Examination and the general upper secondary school syllabus at level 4
-  Upper secondary vocational qualifications and further vocational qualifications, Basic Examination in Prison Services, Fire Fighter Qualification, and Emergency Response Centre Operator Qualification at level 4
-  Specialist vocational qualifications, the Sub-Officer Qualification (Fire and Rescue Services) and the Vocational Qualification in Air Traffic Control at level 5
-  Bachelor's degrees (universities of applied sciences) and Bachelor's degrees (universities) at level 6.
-  Master's degrees (universities of applied sciences) and Master's degrees (universities) at level 7

⁴³ Cedefop (2017)

⁴⁴ Cedefop (2017)

- Universities' and National Defence University scientific and artistic postgraduate degrees (licentiate and doctor degrees), the General Staff Officer's Degree, the Specialist Degree in Veterinary Medicine, and Specialist training in medicine and Specialist training in dentistry at level 8

5.5 The System of Apprenticeships

Apprenticeship training is provided in the form of a fixed-term, practical work assignment based on a written employment contract and primarily carried out at a workplace. These studies are complemented by theoretical studies. The fixed-term employment contract (apprenticeship contract) is made between the employer and the apprentice, who must be at least 15 years old. The employer pays the apprentice's wages according to the applicable collective agreement.

The student must have an on-the-job instructor at the workplace. Apprenticeship training is integrated with the student's personal study plan, which is drafted based on the curriculum approved by the Finnish National Board of Education (FNBE) or competence-based qualification, taking into consideration the student's prior learning and the opportunities and requirements of the workplace. The personal study plan is jointly drafted by the student, employer and VET provider. Youths and adults can complete vocational upper secondary qualifications and specialist vocational qualifications through apprenticeship training. Apprenticeship training can also be provided in cases where a qualification is not being sought.

Apprenticeship training gives the same eligibility as other forms of to advance to higher education studies after completing a qualification. The provision of apprenticeship training is based on the authorisation to provide education issued by the Ministry of Education and Culture. The training provider is responsible for the administration of apprenticeship training and monitoring of apprenticeships. The training provider is responsible for, among others, assessing the suitability of the training workplace, the identification and recognition of the student's prior learning, approving the apprenticeship agreement, drafting the student's personal study plan, paying training compensation to employers, paying student financial aid and making arrangements for competence-based qualifications.

The benefit of apprenticeship is its practical working life orientation and excellent employment rate. The employment rate for students completing apprenticeship training five years after beginning studies is approximately 90 per cent, which is significantly higher than other types of VET qualifications (Aho & Mäkiäho 2014, 24). During a ten-year observation period, 8 per cent of students completing a vocational qualification in apprenticeship training had experienced unemployment, whereas 23 per cent of students completing upper secondary VET had experienced unemployment (Aho & Mäkiäho 2015, 22). In 2014, 19 400 students began their apprenticeship training in Finland, with the total number of students in apprenticeship training being 48 800, which is approximately 20 per cent of all VET students.

Government austerity measures have resulted in cuts to further VET provided as apprenticeship training, thus reducing the amount of funding and apprenticeship places available for apprenticeship training. Another characteristic typical of apprenticeship training is that, being a demand-based form of education, it responds quickly to the general economic and employment situation. When the economy and employment are strong, the demand for apprenticeship training rises, and when they are weak, the demand falls.⁴⁵

⁴⁵ Aho, S; Mäkiäho, A. (2015)

5.6. Recognition of Informal and Non-formal Learning

In Finland validation of non-formal and informal learning procedures in vocational education and training (VET) are embedded in the education system. The official name for the VET qualification system for adults is competence-based qualifications (Näyttötutkinnot). The competence-based qualifications were first introduced in 1995.

Every individual goes through a three-phase personalisation process. Personalisation in the competence-based qualifications equals the validation process including identification, documentation, assessment and certification. Personalisation is regulated by a Regulation on Personalisation. "The competence-based qualification system is intended to offer adults flexible arrangements and the best possible preconditions for demonstrating skills in attaining competence-based qualifications and for developing and updating vocational skills required in working life. Personalisation refers to customer-oriented planning and implementation of guidance, advisory and support measures for a student engaged in preparatory training for a competence-based qualification and a candidate attaining a competence-based qualification.

Personalisation is divided into three phases: 1. application for a competence-based qualification and the related preparatory training 2. completion of the qualification or a module of a qualification (part qualification) 3. acquisition of the required vocational skills. Personalisation is a process in which the three phases are clearly connected. Personalisation must be documented in a related document. The phases including documentation will be explained in more detail in the following.⁴⁶

⁴⁶ Ministry of Education and Culture (2019f)



ESSA-SPORT
Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING SYSTEM



6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

The Government decides on the general goals of vocational education and training, the structure of qualifications and the core subjects. The Ministry of Education and Culture decides on the studies and their scope. The curriculum system of vocational education and training consists of the national core curricula, each education provider's locally approved curricula and the students' personal study plans.

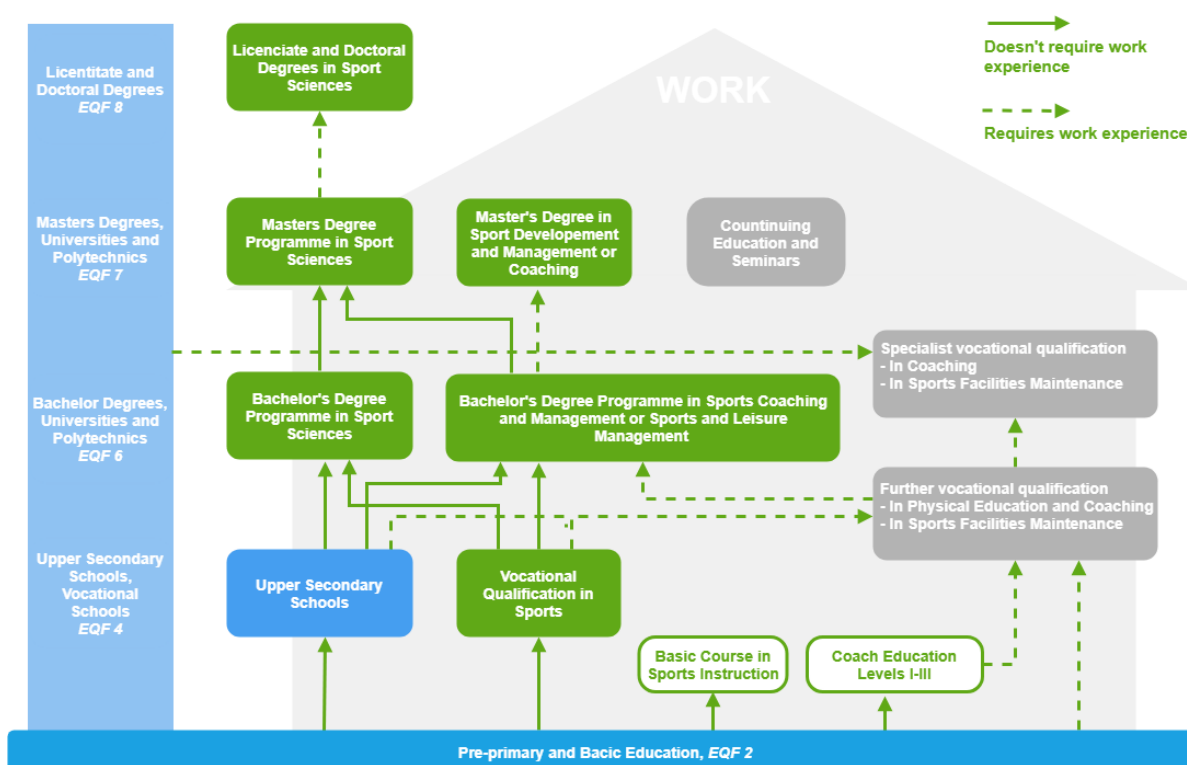
The Finnish National Board of Education decides on the national core curriculum for each vocational qualification, determining the composition of studies and objectives, core contents and assessment criteria for study modules. It also includes provisions on student assessment, student counselling, on-the-job learning, special education and training, educational arrangements for immigrants and apprenticeship training. The content of local curricula is defined in the national core curriculum as well.

National qualification requirements are drawn up in co-operation with employers' organisations, trade unions, the Trade Union of Education and student unions. National Education and Training Committees, local tripartite bodies as well as other representatives of working life take part in the curriculum work as advisers and consultants.

The education system is divided to the short courses e.g. diplomas and to the national vocational qualifications. The short courses are generally organised by sport associations, sport regions and sport clubs and the vocational education by the Sport Institutes. The Sports Institutes together with the sport associations develops the coach training system as a whole. High and uniform quality of training for coaches can be ensured through solid education of coach training instructors.

E.g. the Sport Institute of Finland educates sport association instructors in the use of modern learning methods, such as process and online learning. These methods improve the quality and effectiveness of coach's training. Instructor training is carried out sport-specifically or common to all sports. The instructor training is tailored to the needs of the individual sports. Coach training instructor's courses of levels I and II are described below. These courses are suitable for those training coaches of all types of sports.

Picture 3) The map of the education paths in sport in Finland



This picture presents all the existing Qualifications in the field of Sport and Physical Education in Finland. These programs are organised by Jyväskylä University, 4 Polytechnics and 11 Sport Institutes. The model/picture is designed by HAAGA-HELIA and the Sport Institute of Finland⁴⁷.

6.1 Physical Education in Schools

Government decree (422/2012) on the division of lessons stipulates that in basic education as a common subject physical education must be given a minimum of two weekly lessons each academic year on every class level, which means an average of 2 x 45 minutes per week. In addition on one of the class levels 3 to 6 and 7 to 9 physical education is provided three times a week in 45-minute lessons. Internationally compare the amount of physical education provided in Finland is not particularly high. According to the 2015 PISA survey Finnish 15-year-olds had school provided physical education an average on 1.8 days each week, which is slightly less than in OECD countries on average.⁴⁸

Students' development in physical education is supported through versatile, supportive and guiding feed-back and assessment. The assessment of physical education as a subject is based on the objectives set in the curriculum for physical, social and mental abilities to function. Assessed are a student's learning process (e.g. physical activity and equipment handling skills, swimming as well as physical qualities and their development) and the input made (e.g. activeness and effort, safe and responsible action as well as team working skills). Education provider decides whether to use verbal or numeric assessment on grades 1 to 7 or a combination thereof.⁴⁹

According to international recommendations (NASPE) there should be 150 minutes of physical education per week in primary schools, progressing to 225 minutes in secondary school. The national LIITU study focused e.g. on how physical education was provided in practice. According to LIITU study, there was most physical education in the 9th class (128 minutes/week) and least in the seventh class (95 minutes/week). Physical education should be increased at all levels of the school.

6.2 Sport qualifications in Higher Education

The Faculty of Sport and Health Sciences in Jyväskylä University offer sport and physical exercise education. The Faculty has more than 1200 undergraduates and about 140 postgraduate students. Annually the Faculty yields approximately 120 new Master-level graduates in sport sciences and about 60 in health sciences.

The subjects taught and fields researched in the faculty are divided into three science sectors: *Sport pedagogy and social sciences of sport*, *Biology of physical activity* and *Health Sciences*. Teacher training in physical education is a special national responsibility of the faculty. Most physical education teachers in Finland are trained at the University of Jyväskylä. The faculty's combination of subjects related to health and physical activity is unique in Finland.⁵⁰

There are four other higher education level institutes providing Bachelor and Master level education in the sport and physical activity sector in Finland: Haaga-Helia University of Applied Sciences, Kajaani University of Applied Sciences, Lapland University of Applied Sciences and Arcada University of Applied Sciences. The Bachelor degree taken in these institutes is Sports Instructor/Liikunnanohjaaja AMK. Depending on the institute it is possible to study in Finnish, English or Swedish language and specialise in a certain area of expertise like sport, health and fitness services, competitive and high-performance sports or for example in

⁴⁷ Vierumäki (2019)

⁴⁸ LIITU (2018)

⁴⁹ LIITU (2018)

⁵⁰ University of Jyväskylä (2019)

entrepreneurship.

Through competence-based approach, for example in the Haaga-Helia Degree Programme in Sports Coaching and Management taught in English the programme prepares students along four main development streams with the focus on personal development and professional growth, coach development, event and organizational management and RDI competences. During the studies, students are also involved in developing new solutions for coaching and management at the local, national and international level.

One of the international minor programmes in sport sector is the European University Diploma in Adapted Physical Activity, EUDAPA, 60 ECTS, (30 ECTS studies + 30 ECTS practical training) leading to the European Diploma. Most of the international students and visiting lectures join this programme by the ERASMUS+ mobility funding.

Sport and physical activity related dance can also be studied at the Theatre Academy at University of The Arts Helsinki. Higher education leading to a degree is free of charge in Finland for citizens of European Union member states and those belonging to the European Economic Area. Tuition fees are charged as of 1 August 2017 for all those not belonging to the European Union or the European Economic Area.

6.3 Vocational Sport Qualifications

Majority of the vocational education and training in sport and physical activity in Finland is provided by the 11 sports institutes. The qualifications structure in vocational education and training (VET) has three levels. There are three types of qualifications: vocational upper secondary qualification, further vocational qualification, specialist vocational qualification. Of these the vocational upper secondary qualification in sport and physical activity is called Vocational Qualification in Sports Instruction. The training takes two to three years depending on the previous qualifications and is completed at a sports institute.

Further vocational qualification is a competence-based work life qualification and is taken by demonstrating the professional skills that an employee in the field is required to have. The further vocational qualifications in sport and physical activity in Finland are Further Vocational Qualification in Physical Education and Coaching (with an opportunity to specialise either in Physical Education or Coaching) and Further Vocational Qualification in Sports Facilities Maintenance. These are offered at sports institutes. Other sport and physical activity related further vocational qualifications include e.g. Further vocational qualification in Massage, Further Vocational Qualification in Horticulture (Competence area in Golf Course Maintenance), Further Vocational Qualification for Entrepreneurs as well as Further Vocational Qualification in Nature-based Services. In addition to sports institutes also some other VET providers provide for these qualifications.

More than 200 persons employed in early childhood education (e.g. teacher, nurse or practical nurse) complete the further vocational qualification in Physical Education each year. Institutes provide an increasing number of commissioned training courses carried out e.g. in kindergartens and paid by the municipalities.

In Specialist vocational qualifications the student must demonstrate his/her competence to master even the most demanding tasks in the field. The specialist vocational qualifications in sport and physical activity are Specialist Vocational Qualification in Coaching and Specialist Vocational Qualification in Sports Facilities Maintenance. It is also possible to take the Specialist Vocational Qualification in Leadership, which focuses on management issues in the sport and physical activity sector.

6.4 Sport Federations as Provider of Sport Education

The new Finnish Olympic Committee is responsible for the promotion of sport and physical activity as a way of life as well as voluntary civic activity in sport. The new organisation serves as the uniting force of the Finnish sports community. It will likewise continue to carry out the duties and obligations (e.g. memberships in various organisations) made by the Finnish Sports Federation, Young Finland Association and the Finnish Sport for All Association.

The objective of the level-I and level-II coach training instructor's courses is to facilitate working as a general or sport-specific instructor for level-I and level-II coach training in various aspects of sports. The general instructors are responsible for managing the overall process of coach training and teaching the common matters related to coaching, such as skills and physical practice, programmes, mental training, and nutrition. The sport-specific instructors are responsible for managing the overall process of coach training in co-operation with the general instructors, as well as teaching sport-specific qualities such as performance skills, techniques, and tactics.

After completing the course, the instructor can provide the level-I and and/or level-II coach's training in accordance with modern learning principles. The instructor can also use materials developed by the Sport Institutes and their e-learning base to support the teaching. The instructor training consists of 2–3 weekends at the sport Institute and distance learning between these periods. The student can sign up for the level-I course or for both levels of coach training instructor courses. The first two periods prepare the student for the level-I coach training, and the full three periods qualify the participant to instruct at both level I and level II⁵¹.

At Level III, the coaching education consists on ten study weeks. E.g. 400 hours of work. The studies are organised as multiform way and there are three to four intensive periods at the sport institute plus self-studies at home. The student must have own athletes and the whole studies are organised at the elite sport framework. The courses are usually organised together with the sport association and the sport institute. The students have written assignments, applied tasks and the cooperation with the sport organisation and team. This III level education is possible to do as the level III vocational education – see more information on the educational chart.

6.5 Private Training Providers and Other Organisations

In the private sector there is wide supply of different training programs in sport and physical activity and they can e.g. concentrate on a particular competence area or quality. The training programs in question can have their own certification systems.

For example Personal Training education is partly coordinated by the APT (Authorised Personal Trainer) system. The actual Personal Trainer title is not protected in Finland and does not as such guarantee a certain training background. Finnish Health and Fitness Center's Association (SKY ry) is responsible for the APT® directory of the authorised personal trainers in the field. APT® is a registered trade mark and only the authorised training organisations and the personal trainers that have graduated from them are allowed to use the mark.⁵²

Shorter sport and physical activity related training programs are available e.g. in Adult Education Centres and Folk High Schools. There are more than 180 Folk High School open to everyone and they provide liberal adult education open to everyone. Available are several sport and physical activity related shorter courses, which

⁵¹ Vierumäki (2019)

⁵² Sky ry (2019)

do not lead to any qualification or competence as such. It is also possible to take a four-month Basic Course in Sports Instruction at sports institutes.

6.6 Continuous Professional Development (CPD) in Sport and Physical Activity

Continuing training in the sport and physical activity sector has been developed e.g. through different projects the sports institutes have launched. There is a growing need for CPD and an effort should be made to meet it better than it is met today.

The need for the supplementary, continuing and specialisation training in work life has been widely identified in education and training. For example the programme of the current government emphasises on many occasions the importance of increased and improved opportunities to enable training and continuous learning in work life. Related to this there have also been national education and training development projects, such as the Ministry of Education and Culture administered Developing continuous learning (Jatkuvan oppimisen kehittäminen) project, which is currently underway. The reports presented so far have include the proposal of introducing an individual mark of competence for example.⁵³

The private sector plays a considerable role in arranging continuing education and training, for example as providers of different training programs directed to a specific activity or certified group fitness sport.

National Sports Organisations and other sport organisations also offer different types of training. Several National Sport Organisation e.g. have their own referee training systems. Finnish Sports Association of Persons with Disabilities VAU ry for their part offer a lot of training related to disability sports and physical activity. Finnish Swimming Teaching and Lifesaving Federation (Suomen Uimaopetus- ja Hengenpelastusliitto SUH ry) again offers training related to water sports and physical activity and trains qualified swim guards.

6.7 Sport Qualifications Required by Law

In Finland a teaching position is a public municipal office and a person working in the office must have completed teacher training. The formal qualification requirements of a subject teacher are stipulated in the Teacher Qualification Decree (14.12.1998/986). A physical education teacher is qualified if he/she has taken a Master's Degree, completed at least 60 credit unit subject teacher studies in the subject to be taught as well as at least 60 credit units of pedagogical teacher studies.⁵⁴ Physical teacher training is available at the Faculty of Sports and Health Sciences in the University of Jyväskylä.

There may be certain qualification requirements related to municipal public offices but they vary from municipality to municipality. To work as a swim guard in a swimming hall or public beach one must be an adult person and have complete swim guard training in compliance with the requirements of the Finnish Competition and Consumer Authority. Formal qualification oriented training is arranged and coordinated by the Finnish Swimming Teaching and Lifesaving Federation SUH ry.

All those working with minors are today required to present a criminal records extract by law if the term of employment is more than three months is duration.⁵⁵ This is also true of volunteer activities and applies to e.g. instructing children and adolescents in sports and other clubs. Also students whose studies include working with children must present the criminal records extract in question. The required extract is applied for at the Legal Register Center and only the information in one's criminal record that is considered relevant when working with children, such as crimes and criminal acts against children, is entered in the extract.

⁵³ OKM (2019d)

⁵⁴ University of Jyväskylä (2019)

⁵⁵ Laki lasten kanssa työskentelevien rikostustiedon selvittämisestä 14.6.2002/504

6.8 Sub-sector Specific Training Paths, Modelling and Follow-up

The training paths of sport and physical sector related occupations have not been systematically modelled in Finland, which is clearly a deficiency and development objective.

Looking at it from the qualifications point of view the training paths can make it possible to work widely in diverse sport and physical sector occupations but modelling a training path leading to a single working task remains to be done.

For example a polytechnic degree in sport and physical activity enables one to work in many kinds of sport and fitness sector duties, such as instruction, training and coaching as well as an entrepreneur. A secondary vocational qualification again prepares one to work in a variety of fitness instruction roles like PE instructor, group fitness instructor, gym instructor, swim guard, coach, well-being at work instructor, leisure experience instructor and producer as well as personal trainer.

A coach can have a variety of training paths behind him/her and the requirements set for the level of education and training depend on the organisation. University level education and training in coaching is available at the Faculty of Sport and Health Sciences in Jyväskylä University, where one can pursue coaching and testing studies. Professional Coaches of Finland (SAVAL) is a service and lobbying organisation for professional coaches and sports directors working in coaching, the number of members is more than 800⁵⁶. Finnish Coaches Association (Suomen Valmentajat ry) organise a lot of further education for coaches.

So far there is not a system in Finland that would coordinate and monitor sport and physical activity students' entering in work life. Creating such a system would be appropriate, especially due to the work life becoming ever more splintered.

6.9 Current Trends in Sport and Physical Activity Education and Training

Internationalisation, student mobility and education export describes the current trends in the sport sector. The Finnish Education and Training organisations offer a number of training programmes and degrees organised in English language. As examples the polytechnic level Degree Programme in Sports Coaching and Management as well as the English language programs available at the Faculty of Sport and Health Sciences in Jyväskylä University. Furthermore Haaga-Helia University of Applied Sciences organise tailor made Sport Management Specialization studies for Chinese students at Guangzhou Polytechnic of Sport in China and at Vierumäki Campus in Finland.

Few Sport institutes offer studies in cooperation with the international partner. Pajulahti Sport Institute has cooperated for few years with Averett University in USA offering the the foundation studies in Finland leading to the Bachelor Programme studies in USA. Varala Sport Institute offer International Certification in Sports Management in cooperation with United States Sports Academy, USSA.

The numbers of applicant for the Vocational Qualification in Sports Instruction have seen a small decline in recent years. Each sports institute takes in some 20 to 50 new sports instructor students every year.

The number of Further Qualifications in Sports Instruction is rising due to the fact that there are more training providers offering the program. In addition to sport institutes it is possible to take the qualifications at some general vocational institutes or other institutes. At its highest the number of further qualification graduates has reached 160 in one year.

The numbers of applicants for polytechnic sport and physical activity education and training have also seen a 'technical decline' in recent years. The reason for this trend was the centralised higher education application

⁵⁶ Suomen Ammattivalmentajat SAVAL (2019)

system. There have not been significant changes in the numbers of applicants at the Faculty of Sport and Health Sciences in Jyväskylä University. The bachelor and master level program in sport and physical activity pedagogy, where the intake is 56 out of the some one thousand applicants per annum, is still the most popular one.



ESSA-SPORT

Improving the Supply of Skills to the Sector

7

FINDINGS FROM THE EMPLOYER SKILLS SURVEY

7. FINDINGS FROM THE EMPLOYER SURVEY

Carrying out the ESSA survey

The English language questionnaire of the project was translated into Finnish and sent by email to more than 300 organizations in the sport and physical activity sector between October 2018 and January 2019. The target group comprised sport clubs, sports federations, regional organisations, national sports organisations, public administration, municipal sports and fitness services, fitness centres, event organisers and educational institutions. A link to the questionnaire was also available in the Soihitu membership letter of the Finnish Olympic Committee and in social media, e.g. on website of the sport and physical activity sector professionals, who have more than 13000 members. Also the Federation of Finnish Sports Professionals sent the questionnaire to its members.

We received a total of 53 replies to the questionnaire, 19 % of which came from the private sector, 40 % from the third sector, 25 % from the public sector and 16 % from others. Among those that responded sports institutes and higher education institutions had a prominent position and respectively the number of sport clubs, outdoor and event organiser companies remained small.

As the next phase of the survey a comment round using the so called Delfi technique was carried out. The questionnaire results were compiled into an electronic folder that presented the results, the most important development objectives in Finland as well as those based on the whole European material. Representatives of different professional groups had an opportunity to comment on the answers obtained. The conclusions of the survey were compiled from the written feedback received, interviews made and Round Table discussions arranged. Information was gathered from a variety of current sources for the work. Student ms Maija Raasakka, Principal mr Jukka Leivo and ESSA Project Coordinator ms Mairit Pellinen have taken part in analysing the results and writing this report.

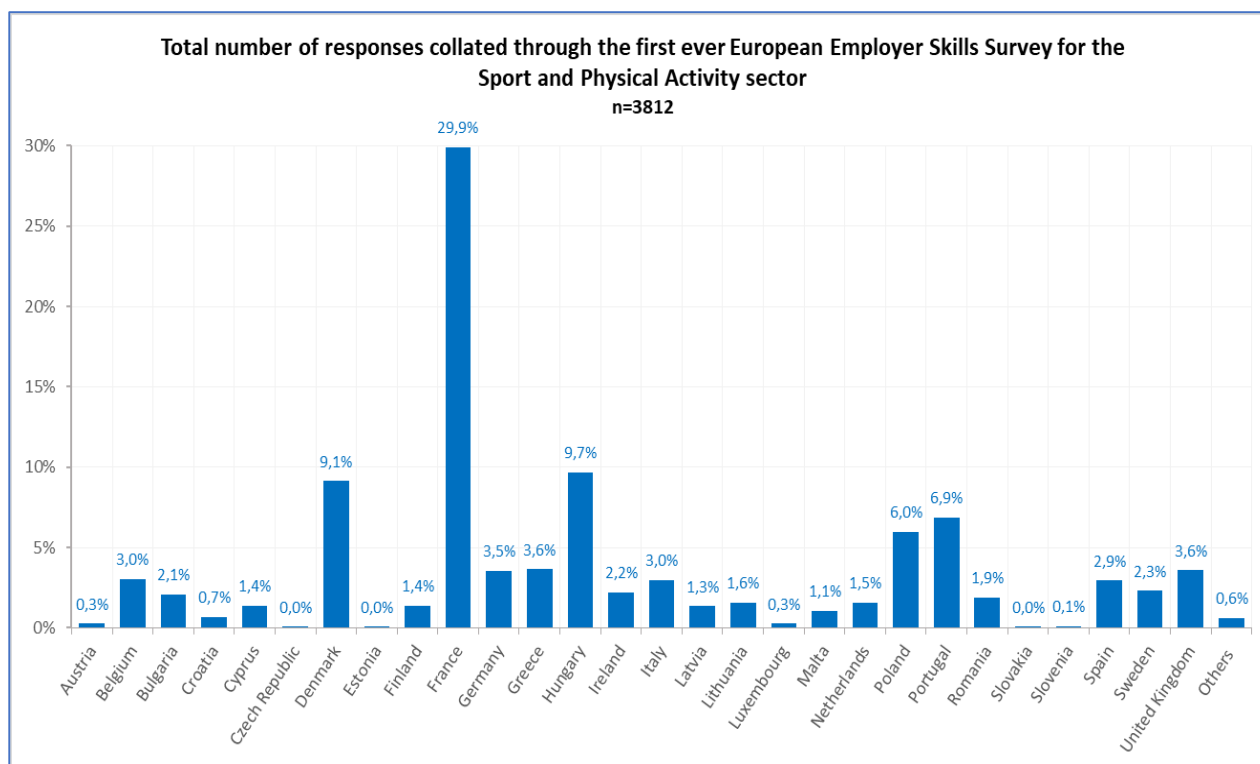
What follows is a summary of ESSA Employer Skills Survey Finland Report with some notes comparing the Finland results with those from the wider European Survey. Please note that, in making these comparisons, the Finnish responses are included amongst those in the wider European Survey.

7.1 The Finnish Sample by Comparison with the Full EU Survey

Broadly speaking, the results are fairly similar in many, but not all, key areas, to those in the full EU survey. However, the profiles of the two samples are quite different.

This may help to explain why there are divergences in some areas. It is possible that the differences highlighted are a result of the full European study having a large representation of micro businesses (employing between 1-4 paid staff or employing no paid staff at all) in the Not for Profit, Voluntary and Charitable sector compared with the Finland sample where the majority of respondents represented larger organisations employing between 10-100 paid staff with a stronger showing from organisations in the Private and Public sectors. The full EU survey also had a much greater representation from Sports Clubs (44% compared to Finland's 5.7%). Finland had a much greater representation of education and training providers (38% when Sports Institutes and Academies and Universities/Colleges are aggregated). Only 5% of responses came from education and training providers in the full EU survey.

Whereas responses were received from all 28 EU nations, 29.9% of the 3,812 respondents were based in France. Given on the populations of the EU 28 nations, a sample of around 13% for France would have been more representative. 53 responses (1.4%) were received from Finland. This is broadly in line with the size of the Finnish population as a percentage of the total EU population. It is, however, rather small, especially when broken down by occupations, to draw statistically valid conclusions for all questions.

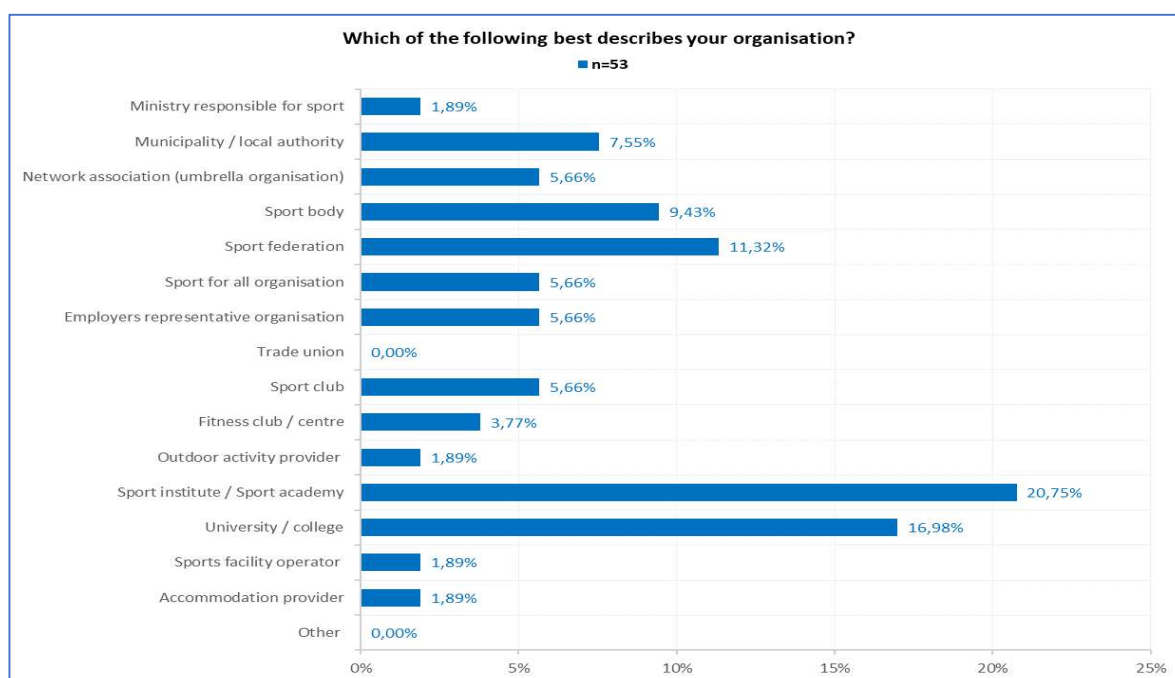


7.2 Finnish Respondent Profile






7.2.1 Types of Organisations in the Finnish Sample

The Finland top six responses came from:

- Sports Institutes and Academies (20.8%)
- Universities/Colleges (16.9%)
- Sport Body (9.4%)
- Sport for All Organisation (5.7%)
- Employer Representative Organisation (5.7%)
- Sports Clubs (5.7%)

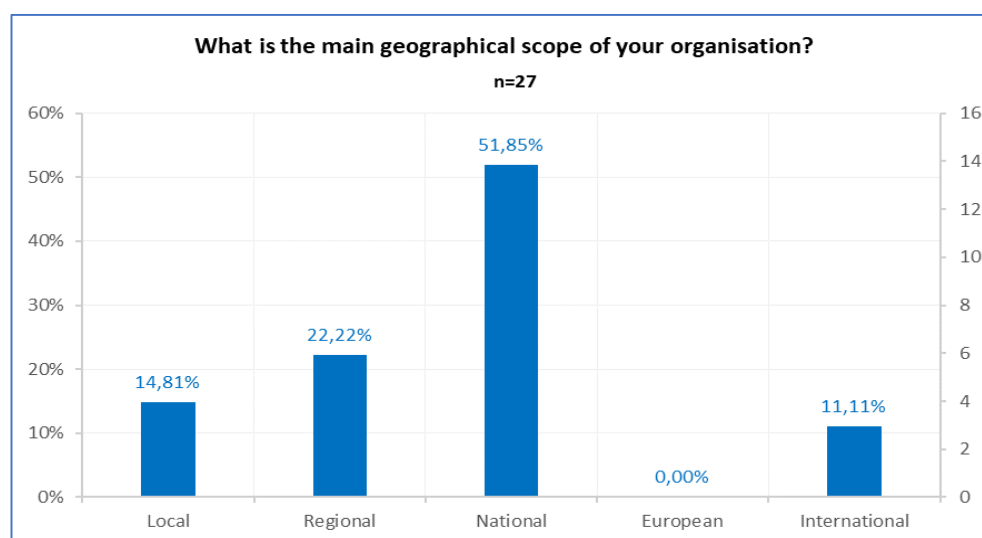


This contrasts with the European survey as a whole:

-  Sports Clubs (44%)
-  Sports Federations (20%)
-  Municipalities (6%)
-  Fitness Clubs (5%)
-  Outdoor Activity Providers (4%).

7.2.2 Scope of Respondent's Organisation

51.9% of Finland respondents reported themselves as 'National'. 22.7% as 'Regional'. 14.8% as 'Local'. 11.11% as 'International'.

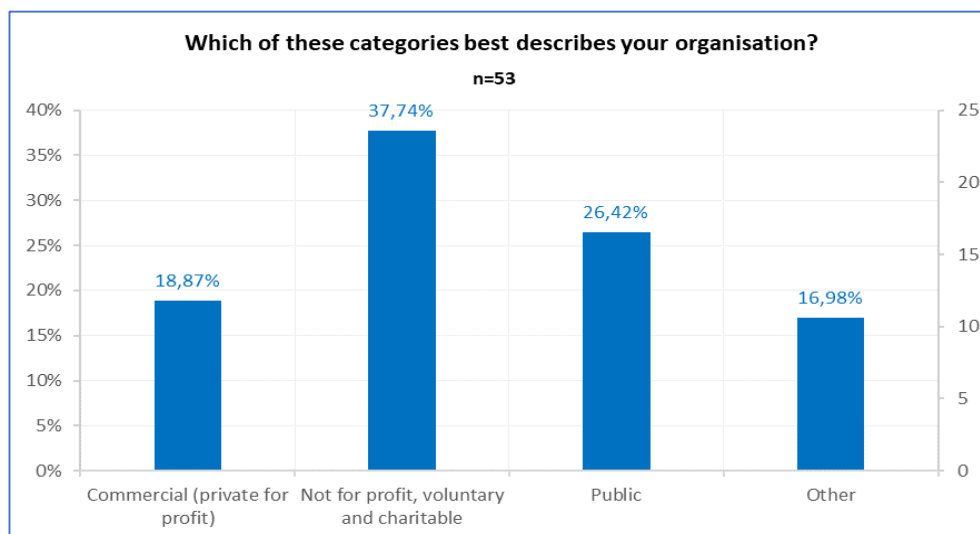


This compares with the European sample where 38.6% reported themselves as 'Local', and most of the remainder were split evenly between 'Regional' (27%) and 'National' (27%) with very small numbers describing themselves as 'European' or 'International'.

Differences here could be attributable to the relatively high representation of Sports Clubs in the European sample as compared to the Finland one.

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

- ✿ 37.74% of Finnish respondents were from the Not for Profit, Voluntary and Charitable sector.
- ✿ 26.42% represented the Public Sector
- ✿ 19.87% the Private Sector.

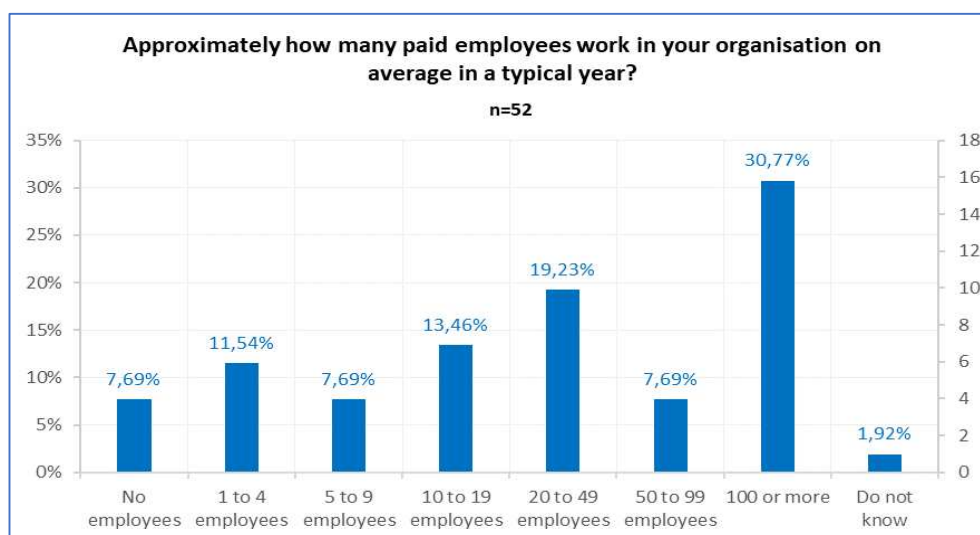


This contrasts sharply with the European sample where the balance was:

- ✿ 62% of respondents were from the Not for Profit, Voluntary and Charitable sector.
- ✿ 18% represented the Public Sector
- ✿ 13% the Private Sector.

7.2.4 Size of Respondents' Organisations by Number of Paid Employees

The largest proportion of Finnish responding organisations employed 100+ paid employees (30.77%). The next highest (20.49%) employed 20-49 paid employees. 13.46% employed 10-19. 11.54% employed 1-4. 7.69% employed 5-9. Only 7.69% employed no paid workers at all.



Once again, there is a marked contrast with the European sample where the largest proportion of responding organisations employed between 1-4 paid employees (29%). The next highest (24.6%) employed no paid workers at all. Only 8.7% employed more than 100 paid employees.

7.2.5 Organisational Growth/Shrinkage

- 84.62% of Finnish respondents reported their organisation had remained the same or grown in the last 12 months. 9.62% reported shrinkage.

In the European survey as a whole:

- 87% reported their organisation had remained the same or grown in the last 12 months. Only 8.8% reported shrinkage.

In the Finnish survey:

- 90.39% expected their organisation to remain the same or grow in the next two years. 5.77% forecast a reduction in size.

In the European survey as a whole:

- 81% expected their organisation to remain the same or grow in the next two years. 7.6% forecast a reduction in size.

This would place Finland broadly in line with the EU as a whole although Finnish respondents were slightly more optimistic about the future.

7.2.6 Deployment of Volunteers

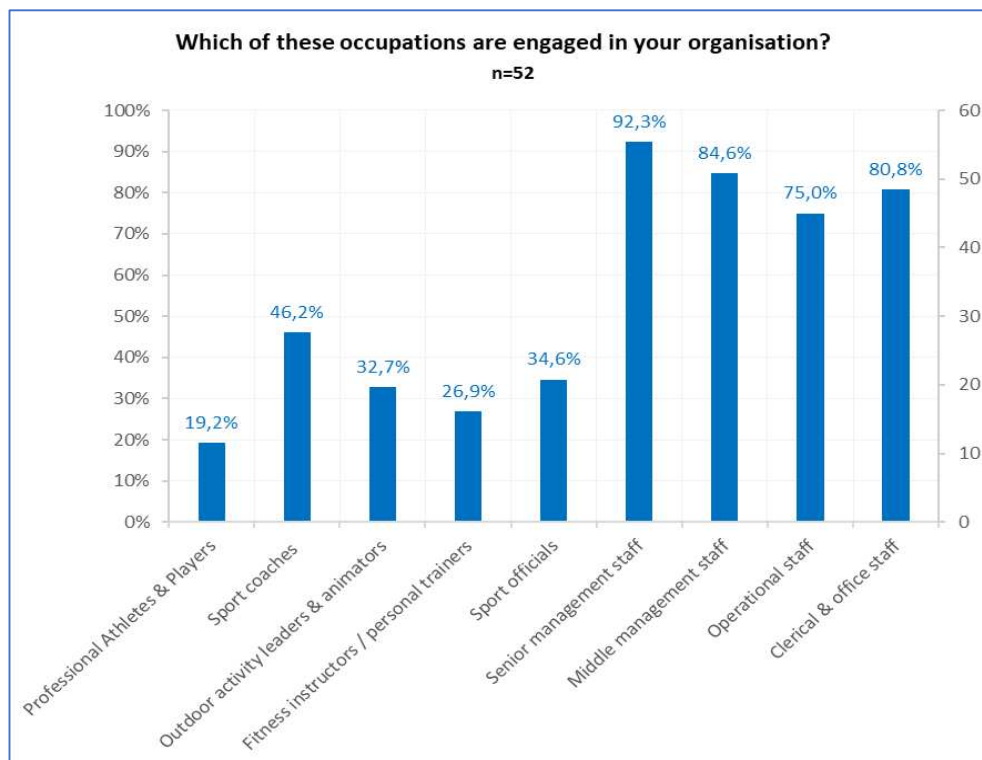
36.54% of Finnish respondents reported that they engaged the services of volunteers on a regular basis. 32.69% said they did so occasionally. 26.92% reported that they never engaged volunteers.

This is rather different to the European survey as a whole where 58.4% of respondents reported that they engaged the services of volunteers on a regular basis. 24% said they did so occasionally. Only 14.6% reported that they never engaged volunteers. Again, this could be a result of the EU survey containing a higher number of Sports Clubs compared to the Finnish sample.

7.2.7 Top Five Types of Occupations Engaged

The top five occupations employed in Finland were:

- ✧ Senior Management Staff (92.3%).
- ✧ Middle Management (84.6%)
- ✧ Clerical and Office Staff (80.8%)
- ✧ Operational Staff (75%)
- ✧ Sports Coaches (46.2%).



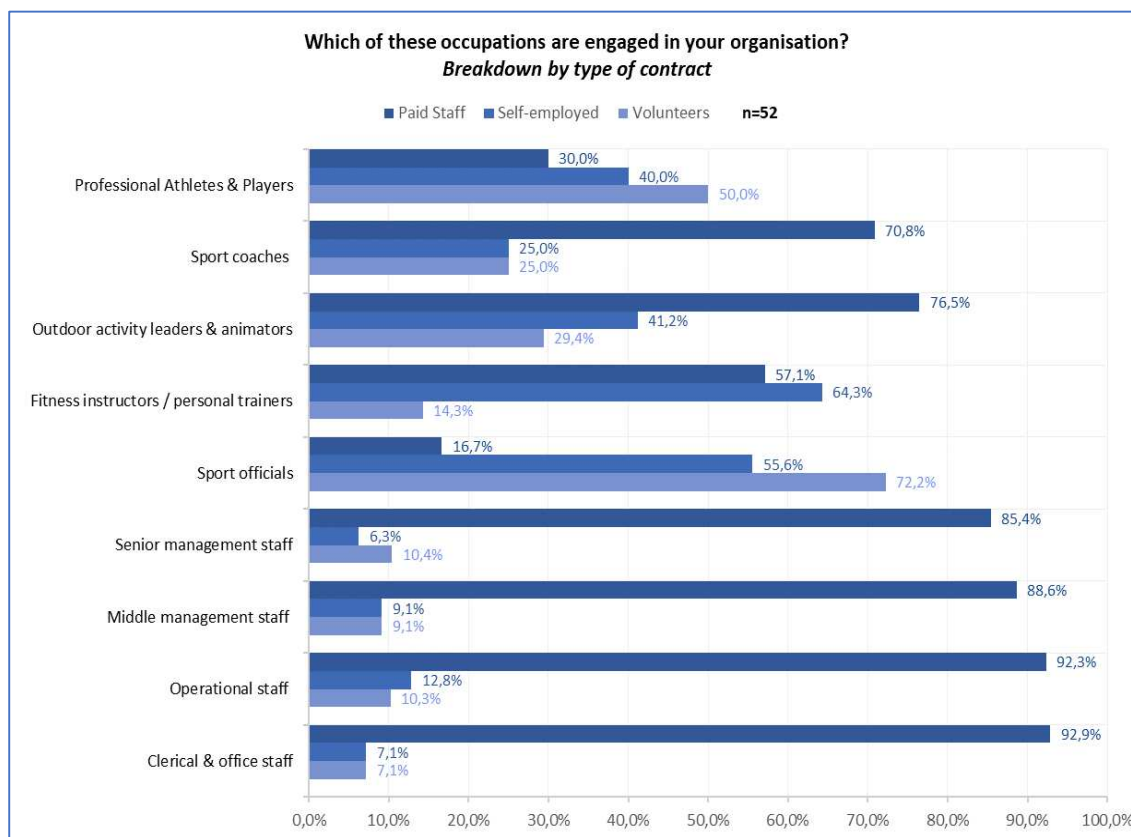
This compares with the European survey results which were:

- ✧ Sports Coaches (79.6%).
- ✧ Clerical and Office Staff (70.5%)
- ✧ Senior Management Staff (57.7%)
- ✧ Middle Managers (52.1%)
- ✧ Sports Officials (48.9%).

The higher preponderance of Senior and Middle Managers and Operational Staff in the Finland survey could be attributed to the much larger size of organisations when compared with the European sample and the fact that there is such a large representation of Sports Clubs in the European survey.

7.2.8 Types of Employment Contract

In almost all Finnish occupations, staff were paid (as opposed to self-employed or volunteers). The exceptions were Professional Athletes and Players (50% Volunteers as opposed to Self-Employed 40% and 30% paid) and Sports Officials (72.2% Volunteers as opposed to Paid 16.7%, and Self-employed 55.6%).



Here there are differences with the European sample where, with the exception of Management, Operational Staff, Clerical Workers and Fitness Instructors, most contracts were voluntary. This could be attributed to the relatively high number of Sports Clubs in the EU sample as a whole.

7.3 Training Priorities in Finland by the occupational group

7.3.1 Method

The following charts show the top five Training Priorities selected by Finnish respondents and the results are dealt with by occupational groups. Training priorities are formed by multiplying the percentage of how essential respondents considered the skill to the job by the percentage of respondents who marked skill as Weakness or in need of improvement. This allows rational decisions to be made about education and training priorities. For example, in the case of Sports Coaches, 35% of respondents indicated Marketing and Selling as a weakness. However, only 21% thought it Essential to the job role. Therefore, Marketing is probably not a real training priority for Sports Coaches at the moment. On the other hand, whereas only 20% identified 'Problem Solving Skills' as a weakness, 94% reported it was an essential skill. A simple way of showing where the training priorities lie is to multiply the Weakness % by the Essential % to arrive at a Training Priority Score. Thus, Marketing and Selling achieves a Training Priority Score of 735 compared with 'Problem Solving Skills' which scores a much higher 1,880.

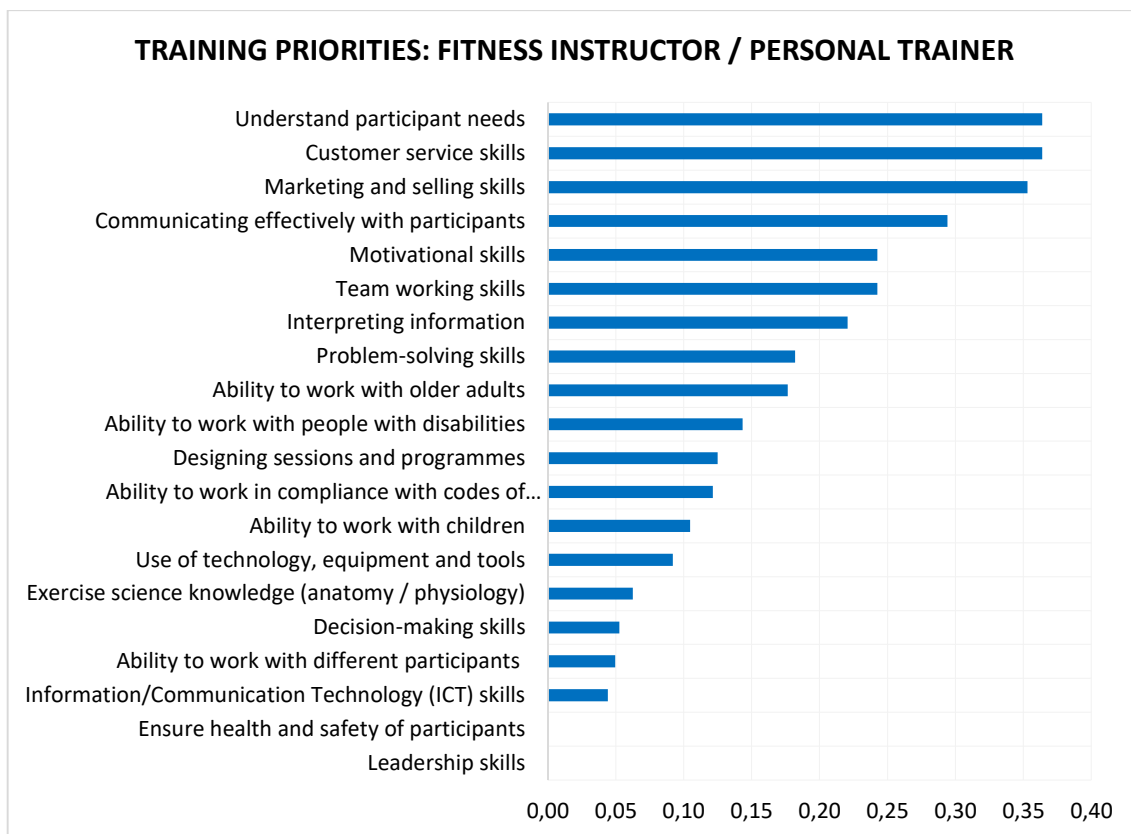
7.3.2 Sports Coaches (23 responses)



7.3.3 Outdoor Activity Leader and Animator – (15 responses)



7.3.4 Fitness Instructor/Personal Trainer – (17 responses)



7.3.5 Sports Official – (11 responses)



7.3.6 Senior Management Staff (36 Responses)



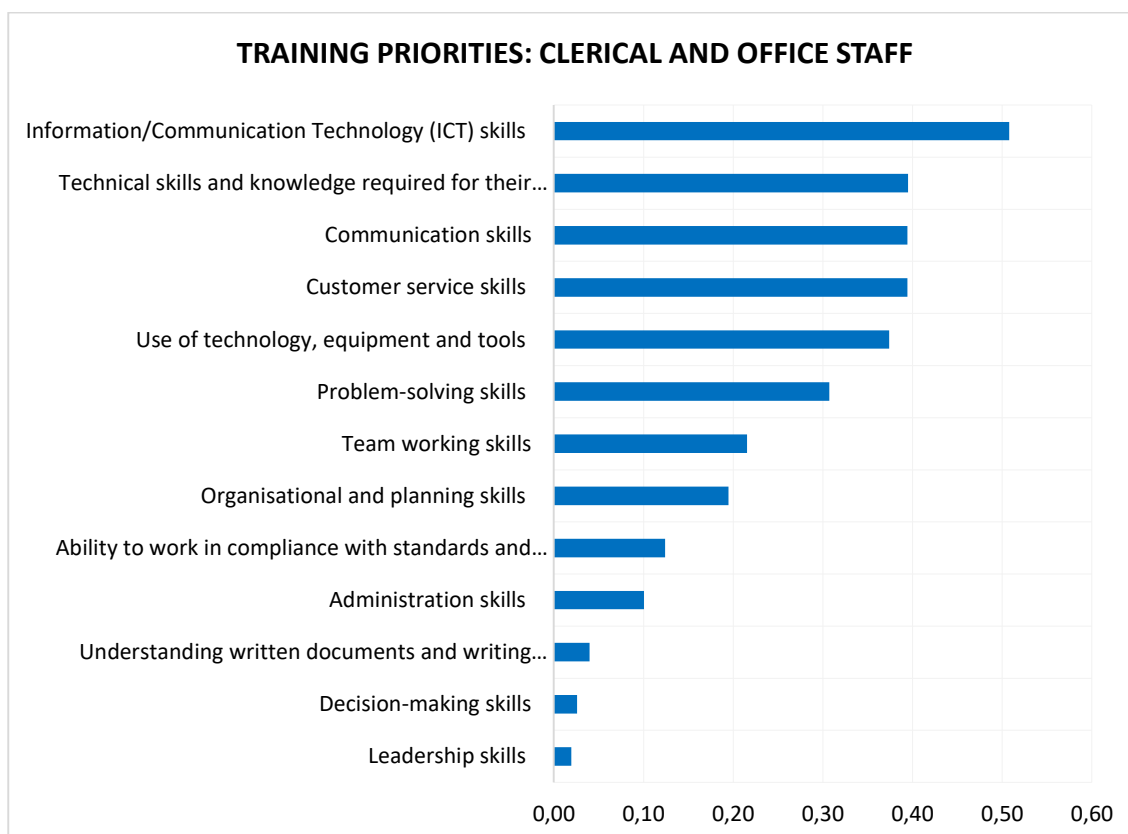
7.3.7 Middle Management Staff (32 Responses)



7.3.8 Operational Staff – (33 responses)



7.3.9 Clerical and Office Staff/Receptionist (30 Responses)

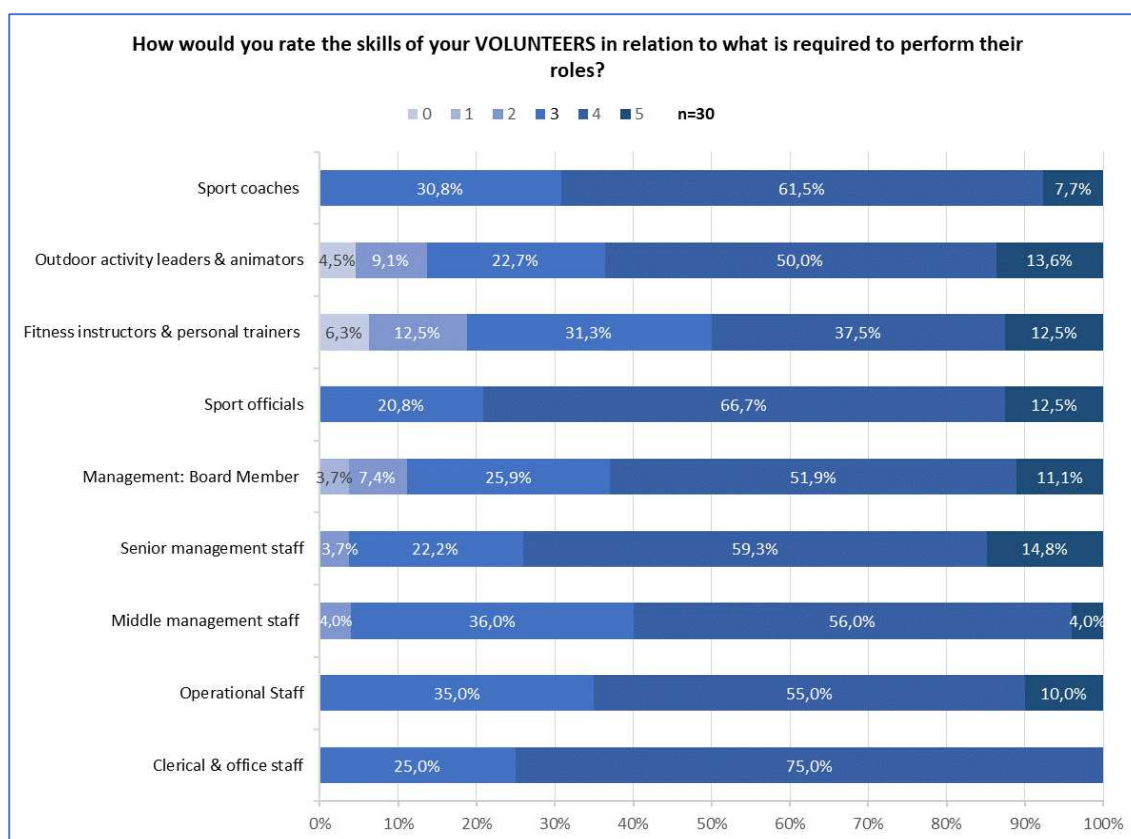


7.3.10 Expectations and Skills of Volunteers and Paid Staff

Generally the number of Finnish respondents who said they expected the same of volunteers and paid staff for each job role was significantly higher than those who said they did not. In most occupations more than 60% of respondents said they have the same expectations of volunteers as they do of paid staff.

This is marginally higher than the expectations of the respondents in the full EU survey.

In almost all occupations more than two thirds of respondents rated the skills of their volunteers at 4 or 5 (out of 5). This is slightly higher than the full EU survey.



7.4 Summary of skills and development needs

7.4.1 Most important skills overall

Five most important attributes were to be found in each occupation. When combining the top five skills in all the occupations and gives them points as per ranking, an overall result for the top five skills in Finland can be obtained. Team working skills are the number one attribute in the overall ranking.

The overall ranking of the most important skills according to Finnish respondents were:

1. Team working skills
2. Customer service skills
3. Ability to work in compliance with codes of practice
4. Technical skills and knowledge required for their role
5. Leadership skills

The Finnish attribute ranking differs slightly from that of the European overall one, where Maintaining health, safety and security standards ranked highest. The five overall most important skills in the rest of Europe were as follows:

1. Ability to maintain health, safety and security standards
2. Ability to work in compliance with codes of practice
3. Team working skills
4. Clearly communicate instructions
5. Decision-making skills

7.4.2 Most important development needs overall

When points are given the five most important Weakness or Need of improvement skills and compares them against one another, an overall ranking for the five most important development needs in Finland can be found. First comes Use of technology, equipment and tools.

The overall most important development needs in Finland are:

1. Use of technology, equipment and tools
2. ICT skills
3. Marketing and selling skills
4. Strategic thinking
5. Customer service skills

In Europe as a whole the corresponding needs differed slightly. Furthermore, there was less diversion in the development need between occupations, that is to say that the overall most important development needs were the same more widely and in more different sectors than in the corresponding Finnish ones. In Europe the overall number one development need was marketing and selling skills.

The top five development needs in Europe were as follows:

1. Marketing and selling skills
2. ICT skills
3. Ability to work with people with disabilities
4. Communication skills
5. Organisational and planning skills

7.4.3 Finnish skills and development needs in comparison with Europeans

When comparing the Finnish responses to those in Europe as a whole, we can find the attributes that stand out the most against each other, in other words the ones that receive much more emphasis in one area than another.

The attributes that stand out the most in Finnish responses in comparison to those obtained in Europe overall were:

1. Problem-solving skills
2. Customer service skills
3. Marketing and selling skills
4. Decision making skills
5. Team working skills

When it comes to these attributes Finnish respondents had listed them more important in almost every occupation than their colleagues in all the European countries.

Among the attributes that Finns respectively found less important there were no dominant ones but they varied from occupation to occupation. The biggest regional differences could be found in the official/referee roles, where Finns had listed completely different attributes as the most important ones than their

colleagues in other European countries. These could not, however, be seen in the responses received from people in other occupations. We must also bear in mind the small number of responses in each category.

Similarly Weakness or In need of improvement attributes can be compared regionally and find the ones that stand out most in the Finnish responses in comparison to the rest of Europe.

In Finland the highest ranking In need of development skills as compared to those in all the European countries were:

1. ICT skills
2. Use of technology, equipment and tools
3. Marketing and selling skills

In these skills Finnish respondents saw bigger development needs in many occupations than in Europe as a whole.

Respectively in the following skills Finns found less need of development than their counterparts in Europe on average:

1. Decision making skills
2. ICT skills
3. Ensure health and safety of participants

Especially the *Ensure health and safety of participants* skill received much less attention in Finland and in more occupations than one no-one listed it as a development need.

7.4.4 Points of emphasis overall

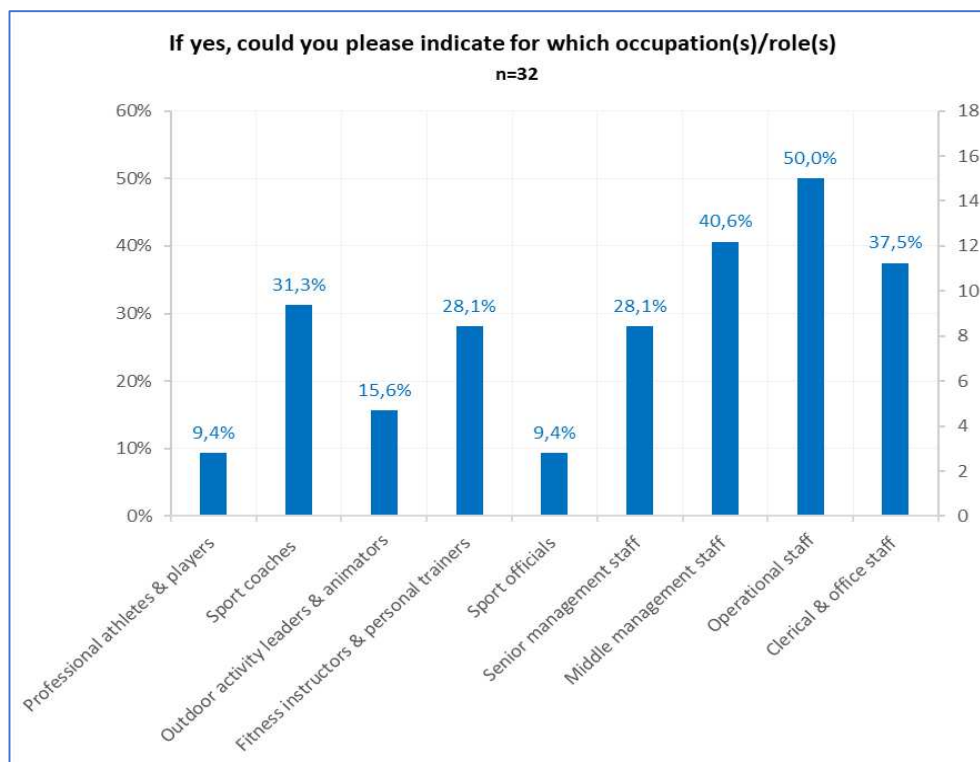
Such work life meta skills as Team work and problem solving stand out in the responses from all the categories. However, for example the concept of Problem solving skills may have been understood in different ways in different categories. For example, in the case of coaches, where 95% of the Finnish respondents listed the skill as absolutely necessary (Europe 67% on average), the concept may have been understood to refer to solving an athlete's day-to-day problems, which is a basic part of a coach's work.

7.5 Recruitment and Retention

7.5.1 Recruitment

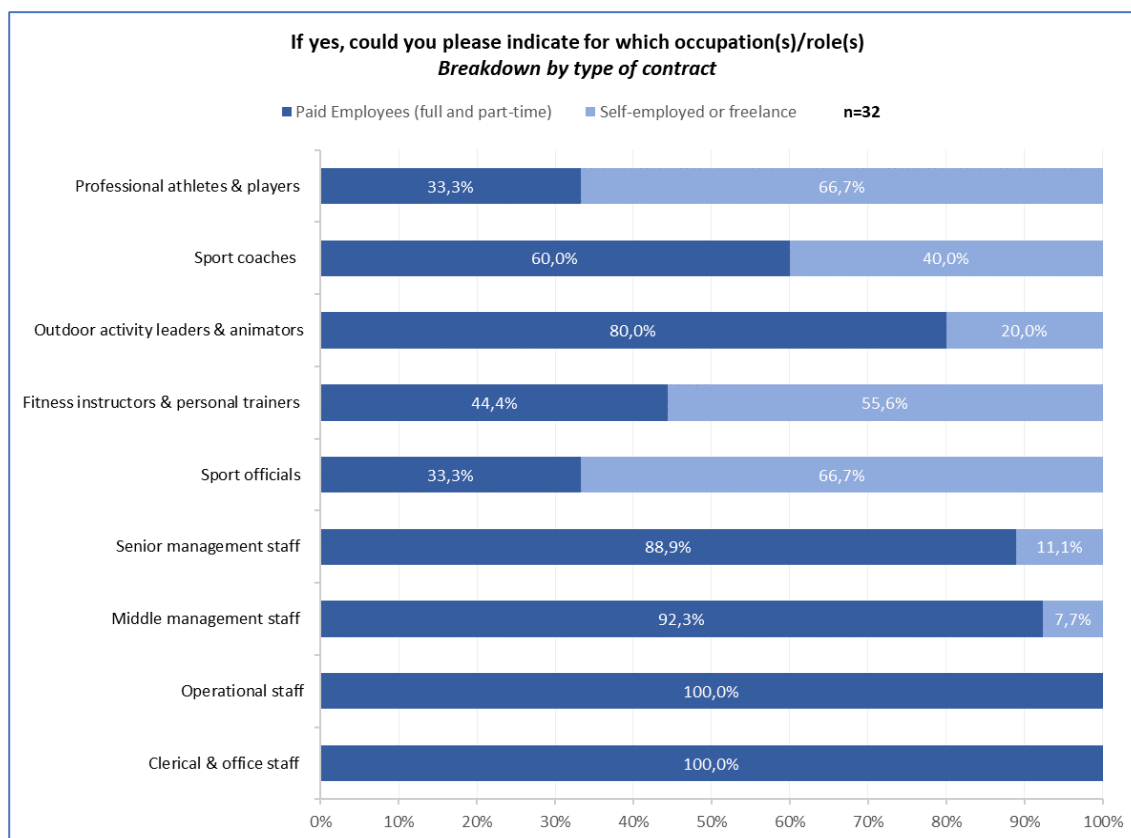
The top five Finnish occupations being recruited are:

- Operational Staff (50%).
- Middle Managers (40.6%),
- Clerical and Office Staff (37.5%)
- Sports Coaches (31.3%),
- Fitness Instructors/Personal Trainers (28.1%).



This is broadly similar to the full European survey with some minor differences in ranking. The major exception is Sports Coach which in the full EU study was mentioned by 67% of respondents as being recruited for. This may reflect the high number of sport clubs in the European sample.

The majority of the Finnish posts being hired for were paid employees with the exception of Sports Officials (67% freelance, 33% paid), Professional Athletes and Players (67% freelance, 33% paid), and Fitness Instructors and Personal Trainers (56% freelance and 44% paid) .



In the case of the full European survey, only Sports Officials had more freelance staff than paid employees (66% freelance, 34% paid).

7.5.2 Recruitment Difficulties

Only 15% of Finnish respondents reported problems hiring staff (as against 64% who said they had no problems hiring staff). In full EU survey 27% said they had recruitment problems as against 42% who said they did not.

The top six Finnish difficult-to-fill vacancies follow a similar pattern to the occupations being recruited for. Thus, there were difficulties for:

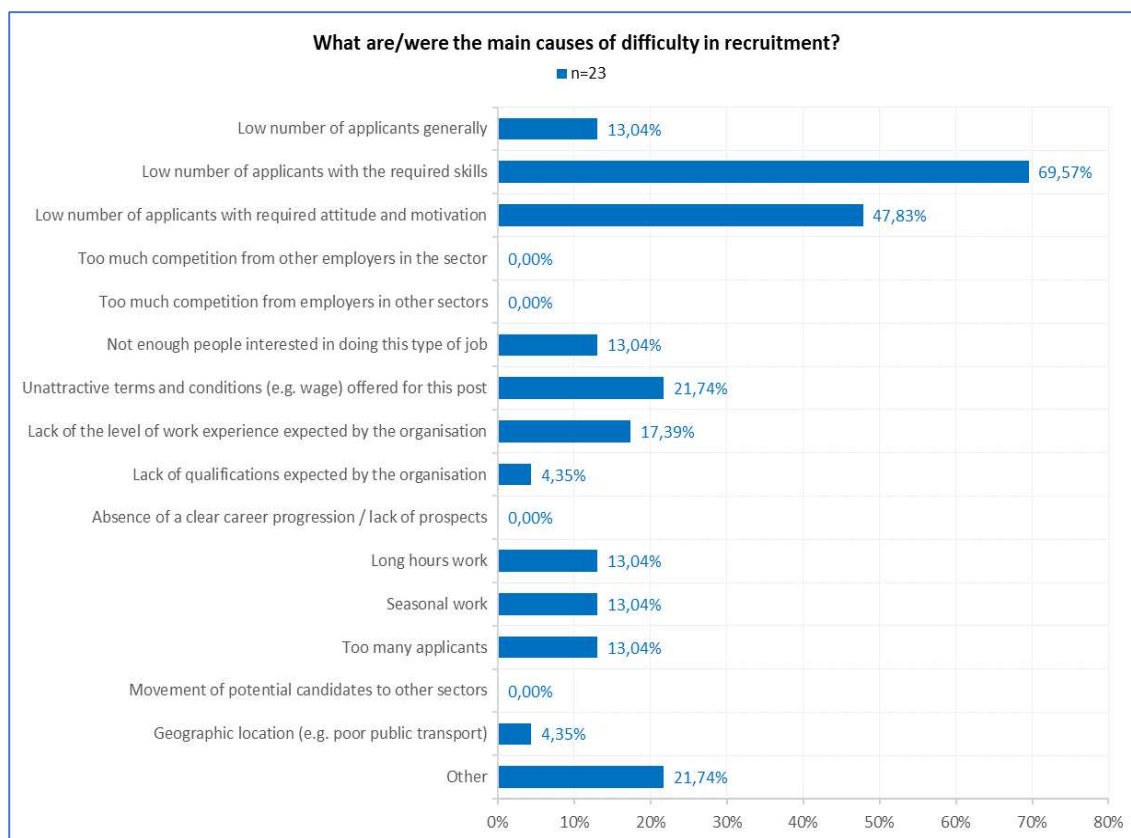
- ✧ Operational Staff (71.4%)
- ✧ Middle Managers (57.1%),
- ✧ Clerical and Office Staff (57.1%),
- ✧ Senior Managers (42.9%),
- ✧ Fitness Instructors/Personal Trainers (14.3%),
- ✧ Sports Coaches (14.3%).

It is important to note that only 7 respondents answered this question.

The results are similar to the European survey with the exception of minor ranking differences and Sports Coaches coming out as the role most difficult to recruit for in the full European survey.

The top four reported Finnish recruitment difficulties were:

- ✧ Low Number of Applicants with Required Skills (69.6%),
- ✧ Low Number of Applicants with the Required Attitude and Motivation (47.8%),
- ✧ Unattractive Terms and Conditions (including wages) Offered for the Post (21.7%),
- ✧ Lack of Level of Work Experience Expected by the Organisation (17.4%)



Again, there are similarities with the European survey. The major differences are that Finnish respondents highlighted 'Lack of work experience expected by the organisation' as opposed to 'Lack of qualifications expected by the organisation' and 'Not enough people interested in doing this kind of job' in the full European survey.

7.5.3 Retention

When it comes to retention, the Finnish pattern is similar for occupations being recruited for and difficult-to-fill vacancies, with the exception of Senior Managers who seem more difficult to recruit than retain. The occupations with the highest retention difficulties were:

- 🌟 Operational Staff (71.4%)
- 🌟 Clerical and Office (28.6%),
- 🌟 Middle Managers (28.6%),
- 🌟 Fitness Instructors/Personal Trainers (14.3%).

However, only five respondents answered this question.

Similarities with the full European survey are notable. The main difference is that respondents in the full EU survey highlighted the retention difficulties for Sports Coaches.

The main reasons for retention difficulties identified by Finnish respondents were:

- 🌟 Better Pay by Other Organisations (33%),
- 🌟 Lack of Commitment to Job/Organisation (50%)
- 🌟 Lack of Job Satisfaction (50%)
- 🌟 Better Pay Offered in Other Job Roles (33%),
- 🌟 Lack of Financial Stability in the Organisation (33%),





However, only five respondents answered this question.

Once again, there are strong similarities with the rest of Europe. The main differences are that respondents in the full European survey highlighted 'Lack of Career Progression Pathways' as a significant issue.

7.5.4 Engaging Volunteers

Only 22.7% of Finnish respondents reported problems engaging volunteers. This compares with 38% in the full European survey.

The four most difficult to fill volunteer vacancies, according to Finnish respondents, were:

-  Sports Officials (70%)
-  Outdoor Activity Leaders/Animators (40%)
-  Sports Coaches (30%)
-  Management Board Members (20%)

However, only 10 respondents answered this question.

Again, similarities with the rest of Europe are very strong. The only difference is that Finnish respondents placed Outdoor Activity Leaders/Animators in the top five whereas European respondents selected Clerical and Office Staff.

7.6 Key Issues Working in Sport and Physical Activity

7.6.1 Method

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

7.6.2 Key Issues Ranking

Statement	% Agree or Strongly Agree
1. Universities/training providers should work more closely with organisations like yours.	98%
2. New training courses are required to meet the training needs of organisations like yours.	96%
3. It is important that your staff have access to on-going training to keep their skills up-to-date.	94%
4. The Sector is changing and evolving, as a result of the skills needed by those working in the Sector will change too.	91%
5. You find your staff are willing to train and develop themselves	91%
6. Our staff would benefit from learning experiences in other countries.	91%
7. The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive.	89%
8. Sports organisations have become more professional in recent years.	88%
9. Effective governance is important to your organisation.	86%
10. Expectations and priorities from national government on sport organisations is increasing.	86%
11. The skills required in our organisation are changing.	82%
12. Improving governance should be a priority for all organisations.	77%

Statement	% Agree or Strongly Agree
13. Past experience is more important than qualifications when recruiting volunteers.	77%
14. More effort is needed to make Sport and Physical Activity more inclusive in attracting participants.	74%
15. Expectations and priorities from national government are causing our organisation to change.	70%
16. Customer service is poor in sport and physical activity facilities and clubs.	70%
17. Attitude and personality are more important than qualifications when recruiting paid staff.	66%
18. Work experience is more important than qualifications when recruiting paid staff.	65%
19. In the future there will be a demand for a better qualified workforce operating in sport organisations like yours.	63%
20. It is easy to find and recruit people with the right skills to work in your organisation as paid staff.	56%
21. Volunteers do NOT need the same level of qualifications to perform their roles as paid staff.	56%
22. It is not easy to progress from a technical role (e.g. as coach or instructor) to a management position.	47%
23. Our expectations of volunteers are as high as paid staff when they perform the same role.	46%
24. It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer.	40%
25. There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression.	39%
26. It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable.	33%
27. It is difficult to find relevant continuing professional development (CPD) courses for your staff.	23%

Comparing the top 12 statements which were supported in the Finland survey with the full European one, there are many similarities (although there are ranking differences). The most notable difference is the statement 'Our staff would benefit from learning experiences in other countries' which received 91% in the Finnish survey (joint 4th) but only received 57% in the full EU survey (19th). The Finnish respondents also placed less emphasis on the need to improve governance ('Improving governance should be a priority for all organisations'). In the full EU survey, this received 80% support and was ranked 4th; in the Finnish survey it received a similar level of support (77%) but ranked 12th in the list of priorities. There was also a minor difference in the area of diversity in the customer base ('More effort is needed to make Sport and Physical Activity more inclusive in attracting participants'). In the EU survey, this finished 3rd with 83%. The Finnish respondents ranked it 14th with 74%.

7.7 Workforce Development and Planning

7.7.1 Performance Review

- 🌟 62% of Finnish respondents said that they regularly reviewed the skills and training needs of their staff team.
- 🌟 29% reported that they did so 'partly'

This contrasts with the full European survey:

- 🌟 35% of respondents said that they regularly reviewed the skills and training needs of their staff team.
- 🌟 42% reported that they did so 'partly'

Again, this could be attributable to the larger size of organizations in the Finland sample by comparison with the full European one.

7.7.2 Barriers to Training and Development

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

- 🌟 Training is too expensive (44%)
- 🌟 Employees are too busy to undertake any training and development (41%)
- 🌟 The dates of the courses are inconvenient (32%)
- 🌟 External courses are too expensive (29%)
- 🌟 Lack of appropriate training available in the subject area we need (27%)



This is broadly similar to the full EU survey where the emphasis was similarly on cost and difficulties with provision. There was less emphasis on cost/finance in the Finnish results.

One strong message from these results could be that training provision needs to be made more flexible and relevant to the needs of Finnish organizations.



ESSA-SPORT

Improving the Supply of Skills to the Sector

8

REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS


The National consultation was led by Mairit Pellinen, between April and June, 2019.

The Round Table discussions with the industry representatives were organised in Helsinki, Vierumäki and Lahti. Unfortunately there was no possibility for a wide conference with all stakeholders.






The evaluation of the ESSA -survey results was organised by interviews and Delfi-survey. The summary of the ESSA material was available on Google Drive Files and the representatives of all sectors have submitted their comments and some suggestions on the same open files. All those initiatives and comments are evaluated and reported in the conclusions part of the report.

ESSA Round table event and interviews:

April 17, 2019 **Private sector/Fitness,**

-  Ms Riitta Hämäläinen-Bister, managing director, SKY- Finnish Health and Fitness Centers' Association, Member of Europe Active organisation

May 17, 2019 **Training provider/Vocational education,** Sport Institute of Finland;

-  Mr Jukka Leivo, principal, Sport Institute of Finland
-  Mr Pertti Pohjola, program manager, Sport Institute of Finland
-  Ms Minna Tuominen, project manager, Sport Institute of Finland
-  Mr Mika Tenhu, program manager, Haaga-Helia University of Applied Sciences
-  Mr Tero Kyrkkö, outdoor lecturer, Sport Institute of Finland


May 06, 2019 **Research methods & data analyse,**

Dr. Tapani Frantsi, private consult

May 20, 2019 **APA-dimension,**

-  Mr Jyrki Vilhu, lecturer, Adapted Physical activity programme, Haaga-Helia UAS


May 31, 2019 **Outdoor sector/Suomen Latu,** The Outdoor Association of Finland,

-  Mr Eki Karlsson managing director, Member of the Board of the Finnish Olympic committee


June 03, 2019 **Training provider/Higher Education,**

-  Mr Matti Kauppinen, Director, Haaga-Helia Sport, Experience and Wellness Economy


June 04, 2019 **Organisation of Sport professionals in Finland,**

-  Mr Reijo Häyrinen, Managing Director

June 10, 2019 **Training provider/Sport maintenance education,**

-  Mr Manu Varho, Programme manager, Sport Institute of Finland

June 10, 2019 **Training provider/Early childhood education,**

-  Ms Anne Metsovirta, Programme manager, Sport Institute of Finland

July 19, 2019 **Staffing company, Varamiespalvelu VMP**

-  Mr Heimo Hakkarainen, member of the board

Written comments:

June 24, 2019 **Coaching,**

-  Mr Pekka Potinkara, Professional Coaches Association, SAVAL.



ESSA-SPORT

Improving the Supply of Skills to the Sector






9

**NATIONAL
CONCLUSIONS**

9. NATIONAL CONCLUSIONS

Work to anticipate future education and training needs and surveying competence requirements is going on in Finland at the moment. National Forum for Skills Anticipation, which is expert body of the Ministry of Education and Culture and the National Board of Education, has set up working parties for 2017 to 2020 to carry out the process. These anticipation groups are mainly made up of education and work life representatives with specialist networks to support them.

Skills anticipation working groups (12) are sector specific and the sport and physical activity sector is included in the category of Personal Services, Sports and Recreation Services in the Social, Health and well-being sector. The tasks of the anticipation groups include

-  quantitative and qualitative anticipation
-  analysing the changing needs of work life
-  making initiatives and recommendations to develop education
-  recognising the education continua work life calls for
-  making research and development initiatives and bringing them up for discussion

With the work of the anticipation groups an analytic process to identify education and training needs has become systematic. So far the process has yielded reports on sector specific analyses under the heading *Työllisyyden ja osaamisen muutoksia* as well as one summary report *Osaaminen 2035 (Competences and Skills in 2035)*. Future reports will deal with the topic in greater depth with themes including e.g. education and training development suggestions, sector specific summary reports on competence requirements, quantitative work force and training needs as well as on vocational field specific competence requirements.

The national competence requirement anticipation work focusing on the sport and physical activity sector alone will be launched in January 2020 with the initiative coming from Suomen Kunto- ja terveystoimintakeskusten yhdistys ry (Finnish Health and Fitness Centers' Association). The current occupation classification system does not serve the sport and physical activity sector very well and different parties would hope for more precise employment information on the sport and physical activity sector in different occupational groups.

Osaaminen 2035 (Competences and Skills in 2035) addresses competence needs based on a qualification classification. The qualifications are grouped into generic skills, general work life skills and skills specific to a vocational field. This stems from the concept of two competence dimensions. They can be divided into generic and specific ones, hard skills and soft skills, although the division does not show quite as such in work life. Hard skills call for education and training yielding professionalism in a certain task and they are easy to recognise, describe and measure. Technical skills and knowing the laws and regulations in force serve as examples. Soft skills are more difficult to measure and are related to attitudes and for example communication, creativity, team work, negotiations and leadership.⁵⁷

Qualifications and their requirement changes can be found in the *Osaaminen 2035 (Competences and Skills in 2035)* report. In addition it outlines future competence structure by the year 2035. Anticipation is the work of the Finnish National Board of Education and is used to coordinate and plan future education and training.

This conclusions section of the ESSA report both summarises the survey results obtained during the project and reflects them against the national *Osaaminen 2035 (Competences and Skills in 2035)* results.

⁵⁷ Opetushallitus (2019b)

9.1. Situation in the Finnish sport and physical activity sector and its development trends

The employment and the labour market needs have been explored in a previous surveys as the ESF-funded project KLEROT II, 2005, 'The structure and skills needs of the sports industry' implemented by the University of Jyväskylä.⁵⁸ The next research was carried out in 2013 by the National Welfare Network's publication "EXERCISE AND SPORTS - Knowledge Needs and Employment", conducted by Referenssi oy of Hämeenlinna.⁵⁹

Labour Market Research (4) forms a framework for viewing the overall situation in the Finnish sport and physical activity sector. The sector is growing in Finland, especially the number of persons employed in sports and fitness professions (ISCO 342) has increased. Also the number of those gainfully employed in the sports and physical activity domain (NACE 93.1) has grown but more moderately. The total labour force in the Finnish sport and physical activity sector can be estimated at some 31 953 persons. The number has almost doubled since the year 2011.

Two distinct features can be seen to have contributed to this growth: The professionalization of sports and physical activity organizations and especially the increasing impact made by the private sector.

The three basic elements that define the Finnish sport and physical activity sector are: voluntary civic activity, the role of the public sector as facility provider and the private sector market. Among these three the private market has played an increasing role over the past few years by making a strong appearance also in the facilities sector. It has invested e.g. in new sports venues, welfare and fitness centres and event arenas.

An increasing number of those with trained in sports and physical activity find their employment in the private sector. The number of part time labour contracts has grown both in proportion to permanent contracts and their total number. Also the number of those self-employed or working on a freelance contract has gone up slightly.

Those employed in the sport and physical activity sector are predominantly younger and female by gender. Male majority has become female majority and the difference in growing in number. The youngest age group (15-24) is growing to be the largest age group past the 25-49-year-olds. The change is especially true of those engaged in fitness professions (ISCO 342). On the contrary the growing age group in the whole sport and physical activity sector (NACE 93.1) are the oldest employees (50+). This reflects the general aging of the labour force in the country. Turnover in the not directly sport or physical activity related duties and tasks (e.g. office work, administration, facility services) does not seem to be that big. Whereas the such actual positions in the sector as coaches and instructors appeal to the younger labour force.

In addition to the increasing young labour force also the sector growing and splintering calls for increased work related theoretical and practical training as well as familiarization. It is also considered that the sector and the skills it requires are undergoing a process of change.

The training background of those working in the sport and physical activity branch is changing. The number of those with a low level of training is growing and respectively that of those with a high level dropping. The low level of training and young age may refer to the fact that one can find employment in the sector relatively quickly. This is especially true of part-time duties and self-employment. At this point it would be important to identify the different training paths offered including qualification oriented training provision. Earlier vocational qualification oriented training was available for young persons only. Now e.g. adults changing from a different sector can acquire even the highest degree available in sports and physical activity in the Finnish education system.

⁵⁸ Vehmas, H., Konstas, M., Koskinen, T., Kämppi, K. & Puronaho K. (2005)

⁵⁹ Nieminen, J., Tuokkola K., Huotari K., Törmä S. (2013)

The actual sport and physical activity professions in the Finnish sport and physical activity sector comprise increasingly splintered duties and the qualification or degree taken does not necessarily give the skills needed to perform these duties and tasks ahead. Therefore an important objective of education and training is to develop the student's general work life skills, attitude and courage to learn from the new challenges that arise. From the point of view of the business sector as a whole, the sport and physical activity sector has not undergone a great change. The change has taken place in particular in how to work in a sports and fitness profession.

Also the job titles of those working in the sport and physical activity sector are going through changes. Digital environments bring along new work roles and skills requirements and e.g. competence to master technology, smart devices and different analyses. The contents of work are updated and changed in a fast cycle also for people employed in sectors other than sport and physical activity, especially in the private sector. The private sector has been agile in responding to these needs e.g. when it comes to training, fitness innovations and services by developing further and complimentary training among other things. There is also an increasing number of persons with a training in health, e.g. physiotherapists, working in the sport and physical activity sector.

In 2014 advisory service company KPMG carried out a survey commissioned by the Ministry of Education and Culture and the Finnish Olympic committee on the state that organised sport and physical activity sector is in. As the challenges the current situation poses they listed overlapping operations, inefficiency to share competence, lack of common goals and poor allocation of resources in the sector. As operational requirements they pointed out things that needed strengthening: leadership and cooperation, business management skills and integration into decision making. There was also need for increased social appreciation concerning both a sporty way of life and high-performance sports.⁶⁰

Some of the development needs and proposals listed in the five-year-old survey have realised through a merger process in the Finnish Olympic Committee in 2017. The sport and physical activity sector and the sports branch are, however, still undergoing changes so many of the points made in the report are still relevant. Operational needs and recommendations greatly reflect those listed in the Employer Skills Survey and Labour Market Research.

As objectives for the Finnish sport and physical activity system the survey listed making everyday sport and physical activity a reality, making use of vocational competence, simplifying structures and widening the basis of finance. Of these vocational competence is of special interest from the point of view of the ESSA questionnaire survey. The activities listed, like coordinating the competence network and creating a national information centre refer to not only a professionalised sport and physical activity system but also to a need for special competent work force.

9.2. Change in the structure of society

The Finnish population is aging and birth-rate dropping, the number of population is, however, on a slow upward trend owing to immigration and was 5 523 415 people in 2018. In 2015 the average age was 42.5. Forecasts show that the peak of 44.9 years will be reached in 2040. The work force amounted to 2 742 000 persons and the unemployment rate was 7.4%. The number of part-time workers was 424 000 and that of full-time workers 2 115 000. The number of workers aged 65 or over has grown by almost 50 % over the past 7 years.

According to the European NACE classification the biggest employer in Finland at the moment is the social

⁶⁰ KPMG (2014)

and health care sector (abt = 409 000) followed by industry (abt = 304 000), commerce (abt = 290 000) and education (abt = 173 000). The sport and physical activity sector employs more than 31 000 people and there is growth to be seen in the sector as a whole and in particular in the private sector.

More than a million Finns have special needs due to a high age, illness or injury. Some of the people in this group can make use of existing sports and physical activity services but an increasing number requires services tailored specially to suit their needs. When building and renovating sports venues like swimming halls, gyms and nature paths, special attention is paid to unlimited access to such services. Awareness of the health and well-being promoting effects of physical exercise is wide and promoting a sporty way of life is part of the health and well-being policy.

The objectives to promote sport and physical activity are stated in the Sports Act, which was updated in 2015. It aims at promoting public well-being and health as well as supporting the growth of children and adolescents with the help of physical exercise. Sports and physical activity services are also among the basic services of any municipality. Municipalities provide sports venues and arrange sports and fitness services, support and promote civic activity in sports clubs and organisations as well as physical exercise enhancing health and well-being.

The NBE anticipation working group in the social, health and well-being sector recommends that skills of the personnel of the service provider in the social, health and well-being sector to assess the functional abilities of their customers and patients are improved by offering further training and other development activities. The business sector and professional sector specific questionnaire surveys have pointed out a need to develop skills in supporting patients' functional ability and adopting a rehabilitation oriented way of working. To diminish this gap a strong national resource allocation is needed together with keen cooperation between the different operators in the field. The sport and physical activity sector must also take active part in this cooperation.

9.3. Special features of the Finnish sport and physical activity sector

Emphasis on the sports venue sector

The sports venue sector deserves special attention in the Finnish answers as well as in the features of the sport and physical activity sector as a whole. The education and training provided in the sector in Finland is e.g. likely to have an impact on the division of answers in the Employer Skills questionnaire survey, in which e.g. communications and customer service skills ranked high among the important attributes of the employees. Customer service and communications skills constitute for more than 95 % of a person's duties in the sports venue sector. Emphasising these qualities is of great importance in education and training in the sector.

In Finland there are more than 30 000 managed sports venues, of which by far the largest majority are owned and operated by municipalities. In proportion to the number of inhabitants the figure is the largest in the whole of Europe. Information on the sports venues is gathered in the Lipas database, which is maintained by the Lipas project in the University of Jyväskylä.⁶¹ Considerable sums of public money is used to subsidise sports venue construction. For example in 2018, sports construction subsidies amounted to more than 40 million euros, which is a quarter of the total sum the state allocated to sports and fitness subsidies.⁶²

Finland is the only country in the world with neutral qualification oriented education and training provision in the sports venues sector without any commercial market force support. Furthermore, whereas in the rest

⁶¹ <https://lipas.fi/>

⁶² Rantamäki (2019)

of Europe the student often focuses on certain sports venues, in Finland the training is much more comprehensive. Employees in the sports venue sector have a considerable role as auxiliary educators in addition to their versatile maintenance duties.

The Finnish sports venue sector training structure can also be exported to other European countries. The sector should also be brought up more vigorously as an occupational alternative to athletes after their career as competitors is over. Not everyone is interested in coaching but in the sports venue sector the competences acquired during their sports career can be put to use in a new way.

It might also be possible to include sports venue sector related curriculum entities in the current Vocational Qualification in Sports Instruction.

Significance of outdoor exercise in nature and nature tourism

Finland's most important attractions both in the domestic and international tourist markets are nature, water, forests and wildernesses as well as the activity opportunities they offer. The increased significance of nature rests on the one hand on the well-being it offers to the individual and its new increasing forms of outdoor exercise and on the other nature's role as a global tourist attraction in Finland as a whole.

Metsähallitus (National Forestry Office) manages all the national parks in Finland, state hiking areas and almost all the nature conservation areas. It also compiles statistics on the numbers of visitors to the national parks and hiking destinations, which have been on a steady upward trend since the beginning of the millenium. With its *Hyvinvoiva luonto, hyvinvoiva ihminen* program extending to the year 2025 Metsähallitus aims at encouraging and activating people to move about more in nature and at the same time to promote public health.⁶³

National outdoor organisation Suomen Latu (Outdoor Organisation of Finland) and the new sports that have emerged in its activities are an example of the increased popularity of outdoor exercise. The number of members Suomen Latu has grows by the year and has gone up by more than 10 000 over the past ten years. Mountain biking and trail running are examples of sports that have increased their appeal. People look for recreation and well-being in nature, and nature is a considerable outdoor exercise venue. The importance of outdoor recreation to Finns can also be seen in the fact that light vehicle and pedestrian ways as well as other walking trails are the most widely used sports venues.⁶⁴

In national tourist promotion programs nature tourism already plays a major role and is one of the key attraction factors in Finnish tourist strategies.⁶⁵ Alongside with the increased significance of environmental issues natural values and a green environment grow more important. Nature tourism as well as welfare tourism are a globally growing trend and a strength factor in international tourism to Finland especially when looking at it from Asia and overcrowded metropolises of the world.

Nature tourism is estimated to grow faster in Finland than tourism on average and the

Tiekartta 2025 (Roadmap 2025) prepared by the Ministry of Economic Affairs and Employment is based on relying extensively on nature when developing tourism.⁶⁶ In addition to tourists interested in hiking also other tourists have adopted the prevailing trends to spend part of their holidays moving about in nature. There is demand for entrepreneurial activities in the field especially in northern Finland. The activity opportunities clean nature offers could be used much more widely as there is demand for the most varied activities. The health benefits nature offers are recognised.

⁶³ Metsähallitus (2017)

⁶⁴ Suomen Latu (2019)

⁶⁵ Business Finland (2019); TEM (2015)

⁶⁶ Snellman (2017)

Professionalising of sport and physical activity organisations

The sport and physical activity sector is undergoing a change. Most those answering the Employer Skills survey questionnaire felt that the sector is becoming more professional. The change is true especially of the third sector. Finnish sport activities have largely relied on voluntary work in sport clubs but also the operations of sport clubs are becoming more professional⁶⁷. Especially the activities of big sport clubs are obtaining more and more business-like features. Pressure to professionalise sport clubs arises first of all from the mismatch between the demands on their activities and the availability of volunteer potential. Cultural and social changes, like increased life range, economic prosperity and consumer centeredness together with stronger individual centred identity, have formed our every-day life limiting volunteer potential. Additional pressure on professionalising is brought about by the aspect of developing competitive sports as well as legislative, technological and financial requirements.

A sport club is the core unit in our sport and physical activity culture and their operations rely mostly on volunteer work even today. Increased professionalising, however, means hiring personnel but also an organisational process.⁶⁸ The studies mr Pasi Koski has made on Finnish sport clubs since 1986 illustrate the development of Finnish sport club activities. The samples covering more than 800 clubs give a comprehensive picture of the Finnish sport club field. In 2016, 21 % of the clubs had at least one person on their payroll. In 2006 the figure was 12 % and in 1986 only 7 %. In 2016 there were 31 clubs with at least five paid employees, which was one fifth of all the clubs with salaried staff.⁶⁹

State subsidies have also made it possible for the sport club field to professionalise. The subsidies granted since 2009 to develop club activities have enabled clubs to employ new personnel. The Ministry of Education and Culture grants these subsidies direct to the clubs for one or two years at a time.⁷⁰

Increased professionalising also calls for developed fund raising on the part of the clubs. A professional organisation has relatively permanent resources. A growth in the volume of operations also requires not only administrative skills but also new kind of fund raising expertise.

Fund raising, administrative and managing skills make it necessary for those working in the clubs and sport organisations to acquire new kind of training, which need sport institutes have lately put increasing efforts to respond to. Sport club actives are offered training programs that focus e.g. on fund raising. Management programs are also drawn up from a sport organisation point of view. For example the Finnish Sport Institute offers those active in a management position in sport organisations training courses, some of which lead direct to a further or specialist qualification in management or product development.

Most of the full-time salaried personnel in sport clubs work in general club activities and administration with coaching and fitness instruction coming second.⁷¹ At its best increased professionalism in organisation can also be achieved through better coordination of volunteer work. On the other hand faster professionalism and the increased share of salaried staff may, alongside with increased private sector activity, considerably change the role of sport club operations in the future and lead to polarisation.⁷²

Lack of organisation in the sector

From a sectoral point of view the sport and physical activity sector is unorganised. In the sport and physical activity sector (NACE 93.1) those employed in duties other than actual sport and fitness professions are

⁶⁷ Mäenpää, P. (2016)

⁶⁸ See Koski, P; Mäenpää, P (2019)

⁶⁹ Koski, P; Mäenpää, P (2018)

⁷⁰ OKM (2019b)

⁷¹ Koski, P; Mäenpää, P (2018)

⁷² See Mäenpää, P (2016)

allowed to work under other collective labour agreements. The sport and physical activity sector itself does not have, however, a general collective agreement. In practice every employee negotiates his/her own contract, which means that the agreements vary.⁷³ Only a few more closely defined sectors, such as sport institute teachers, have their own collective agreement. The variety of the agreements in the sector may cause distortion in competition, which in turn may slow down development in the sector. According to Labour Market Research statistics the sport and physical activity sector is, however, a growing sector where part-time employment and self-employment are becoming more common. The attitude towards entrepreneurship is positive and supportive also in the qualification and degree oriented education and training in the sector.⁷⁴

As a sectoral organisation on the employer side in Finland we have SKY ry – Suomen kunto- ja terveystoimintakeskusten yhdistys. It promotes and monitor the interests of businesses and entrepreneurs operating in the fitness center field as well as those of the consumers. The organisation is also involved in the activities of Europe Active. SKY also maintains the APT® register of authorised personal trainers. The fitness center sector in Finland is organised due to role of SKY.⁷⁵

9.4. Match between work and education and training

The state of compatibility between sport and physical activity sector education and training and work life is viewed based on the results received in the Employer Skills Survey. The qualifications surveyed in the results are compared to the systematic qualification classification based review of work life as a whole compiled in NBE's *Osaaminen 2035 (Competences and Skills in 2035)* report. Activities related to matching education and training with work life are considered at the end.

9.4.1. Skills and qualifications

Both Employer Skills Survey and NBE's *Osaaminen 2035 (Competences and Skills in 2035)* classify and list skills employees are expected to have. Based on Employer Skills Survey in addition to work role specific training priorities to focus on in training also cross-sectional general needs in education and training can be identified. The survey also brings up issues concerning the overall situation in the sector.

The training priorities of those working in management are similar. Based on the questionnaire survey in mid-management the training priorities were leadership skills, leading change and strategic thinking. Senior managers again listed business development skills, negotiation skills and knowledge of external policy as their priorities. Respectively the training priorities of those working in office and customer service duties and in operational positions were along the same lines. Office workers' priorities were ICT skills, technical skills and customer service. Those on operational listed communication skills, team working skills and customer service. Coaches in their own group prioritised team working skills, sport specific skills and motivational skills. Although the numbers of answers in the outdoor and fitness instructor groups were too small from a statistical point of view, the replies to the questions on the most important qualifications were along the same lines. The key duties like organisational and planning skills as well as sport specific skills that are related directly to the work roles ranked high.⁷⁶

When considering the answers concerning all the work roles, use of technology, equipment and tools, ICT skills and marketing and selling skills came up as the most important development requirements. These had a prominent role also when comparing Finnish answers to those in the rest of Europe, where again ensuring health and safety of participants and ability to work with people with disabilities had a place of emphasis.

⁷³ TEM (2014)

⁷⁴ See for example Haaga-Helia (2018)

⁷⁵ Sky-ry (2019)

⁷⁶ See chapter 7

These skills are not considered in need of any major development in Finland.

Those who replied to the Employer Skills Survey called for closer cooperation between training providers and other organisations as well as new kinds of courses to respond to competence requirements. Almost all of them considered up-to-date skills among staff members important and also saw that the readiness of the staff to participate in training was good. The private sector has already reacted to this demand by doing cooperation both on the national and international levels.

When recruiting employees and volunteers alike experience, attitude and personality were, however, seen more important than the actual qualifications. Reduced qualification significance can be understood by the fact that more than 80 % stated that the qualifications needed in their organisation were changing.

Present education and training entities are already now rather splintered in their contents. There is the danger that employers do not recognise experts, qualification or degree titles nor the requirements that they contain.

The *Osaaminen 2035 (Competences and Skills in 2035)* coordinated by the NBE addressed competence requirements in three categories: generic skills, work life skills and digital skills. The qualifications had been set on a scale from 1 to 5 based on how their significance is to change in the future (significance drops a lot – significance rises a lot). As a result a summary was presented on the results of all the sectoral workshops. We can find at the top of the list skills that they are somewhat similar to those that came up in the Employer Survey Skills survey.

1. Problem solving skills
2. Self-direction
3. Management of entities
4. Creativity
5. Ability to learn⁷⁷

The qualifications listed as work life skills that will increase their significance the most are almost all related to digitalisation.

1. Ability to utilise digital solutions
2. Ability to make use of digital platforms
3. Skills to manage and control digital operations
4. Skills to develop customer oriented services
5. Innovation skills⁷⁸

Osaaminen 2035 (Competences and Skills in 2035) results from the work of the National Forum for Skills Anticipation but for example the sport and physical activity sector has made efforts to increase digitalisation related knowledge and skills. As an example we can mention the digitalisation strategy being developed for sport institutes with the support of the Ministry of Education and Culture in order that the digitalisation related skills referred to above will improve.

9.4.2. Education and training

The competence requirement both employees and education and training must fulfil is two-fold. On the one hand there is change, which is prominent in the sport and physical activity sector, the labour market and society as a whole. Those who replied to the Employer Survey Skills questionnaire survey emphasise their organisations are in a process of change and see cross-sectional general work life skills like team work skills,

⁷⁷ Opetushallitus (2019b)

⁷⁸ Opetushallitus (2019b)

customer service, thinking, communication and business management skills as the most important qualifications.

On the other hand it was considered that work related specific skills like knowledge of the sport, health or training constituted the key training priorities, especially in the actual sport and physical activity professions like coach and sport and fitness instructor were of key importance. The work force getting younger brings along the importance of basic education and training in the sector. Even low-level vocational education and training, which an increasing number of those employed in the field have, must provide for sufficient job profile specific basic skills.

Education and training must be able to fulfil increasingly diverse needs. The call for new and short-term training courses, which came up also in the Employer Survey Skills questionnaire is a development proposal to be recognised without, however, forgetting the importance of sufficient basic vocational education and training.

In this section the number of answers received relating to sport and fitness instructors, personal trainers, officials and outdoor instructors was small (less than 20 persons), so the replies related to these professions could not be analysed.

Increasing further training provided by sport institutes

It is possible that in the future we will see increasingly diversified training paths in the sector, which aim at ever deeper understanding and competence in a particular activity. Diversification and individualisation of training paths is part of a general development trend in society. This can e.g. be seen through the vocational education reform, which was carried out in Finland in 2018 and led to a revised qualification structure.⁷⁹

In vocational education and training the present system allows building increasingly individual training paths. In addition to the qualification requirements common to all, it is possible to choose units from other qualifications. If the qualification requirements are well planned, it makes sense to complement one's qualification with units from other qualifications. For example units from qualifications in Tourism or Social and Health Care can be included in a vocational qualification in Sport and Physical Activity. Institutes can also provide locally adapted qualification units to suit very specific needs. A sport institute can specialise in providing a qualification unit tailored to the operating environment of the institute in question.

Education and training and training paths turning more personalised and tailored calls for increased career counselling. Personal career counselling offered by the training provider is increasingly important and individual counselling is emphasised in a teacher's work. This also places new demands on teachers working in the sector. E.g. it is useful for a teacher instructing future sport and physical activity sector professionals to have as wide personal experience in various duties in the sector as possible.

Placing emphasis on vocational education and training in the sport and physical activity sector is essential for example for the fact that the number those working in the sector and having a lowest qualification is on the rise.⁸⁰ One of the challenges facing all the education and training levels in the sector is, however, how to make available qualifications better known and valued. An increasing number of those employed in the sector hold e.g. a vocational qualification in business and commerce instead of in sport and physical activity. The number of those with the lowest level of education and training, that is to say without even a vocational qualification in sport and physical activity, is growing strongly. These persons in particular hold a qualification or have taken a course in some other training sector.

⁷⁹ OKM (2018a)

⁸⁰ See chapter 4 – Sport Labour Market Statistics

There is reason to look into and find out in more detail how those graduating from the sport and physical activities sector find employment in the sector and on the other hand if those employed in sport and physical activity sector actually have a qualification or degree in the sector. Although people in the sport and physical activity sector themselves valued the training acquired, its role is not necessarily known elsewhere. For example a vocational qualification title may be more appreciated in the labour market than a three-year vocational education and training program, whose concept is not known. Also the position of a municipal sport and fitness counsellor, which varying from one municipality to another may be part of either social and health or sport and fitness services, may be filled e.g. with a person holding a degree in physiotherapy, although a sport and physical activity training with the right specialisation has been developed for such a position like that.

It could be beneficial for a sport and physical sector student to act in cross-administrative projects and duties combining different sectors when still at college. This could help in increasing the popularity of the sector and increasing versatile skills. The training providers in the sport and physical activities sector have reason to increase cooperation with other sectors and operators.

There should be a common sport and physical activity information service to improve the match of education and training with work life in Finland, which would also serve in a close European cooperation network. Finnish Sports Institutes and other employment related operators in the field could have a key role in this. Doing systematic research into the employment situation in the sport and physical activity sector and following up how graduates enter the work life could be among the key activities of the information services. The arrangement would improve both monitoring opportunities in the sport and physical activity sector and allocating education and training provision.



ESSA-SPORT

Improving the Supply of Skills to the Sector

10

**NATIONAL ACTION PLAN
AND
RECOMMENDATIONS**

10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

The national action plan is divided to three thematic sections.

THEMATIC 1: Raise the profile and understanding of the sport and physical activity sector in Finland and rest of Europe

THEMATIC 2: Improve the employability and the competences of the employees by strengthening cooperation with broader sectors

THEMATIC 3: Increase a student and career counseling in sport and physical activity sector

Thematic 1: Raise the profile and understanding of the sport and physical activity sector in Finland and rest of Europe				
Recommendation	Priority Action	Actors	Timeline	Measure of success
1. Establish an information service based on employment and competence in the sport and physical activity sector in Finland	1A. Recognising labour markets needs 1B. Provide the employment information of the graduates in the sector 1C. Identify the realities of the sector	Association of sport institutes of Finland (ASIF) Higher Education Institutes Statistics Finland EOSE, European Observatoire of Sport and Employment	Starting in 2020	Provision of reports Dissemination of the reports to different stakeholders
2. Improve reporting about labour market statistics in the field of sport and physical activity	Regularly provided information	Different stakeholders (e.g. Ministry of Education and Culture, Board of Education)	Starting in 2020	Provision of reports
3. Increase cooperation between the employers and training providers in Finland and the rest of the Europe	3A. Recognising labour markets realities and support the employability of the students and graduates 3B. Develop European exchange cooperation for teachers, trainees and employees utilizing e.g. ERASMUS+ Sport programme	Employer's Association Employee's Association SKY Association Association of sport institutes of Finland (ASIF)	Starting in 2020	Actions of the different stakeholders Number of mobility

Thematic 2: Improve the employability and the competences of the employees by strengthening cooperation with broader sectors

Recommendation	Priority Action	Actors	Timeline	Measure of success
4. Increase by 500 the number of the staff of the sport clubs (e.g. coaches, instructors, administrative staff)	4A. Increase continuing training programs targeted for sport club personnel	National Olympic Committee Sport Regions Sport Clubs Training providers (VET, HE)	Starting in 2021	Number of the students
	4B. Entities related to sport club operations to be added to qualification oriented VET			
5. Increase cooperation between the sport and physical activity sector and other social and health care and social services training sectors	5A. Sport and physical activity students involve in cross-sectional duties bringing together operator from different sectors	Training providers Instructors cooperate	Starting in 2020	Number of the initiatives
	5B. Meet the needs of the clientele and develop new services and cooperation	Training providers Instructors cooperate	Starting in 2020	Number of the initiatives
	5C. Need for a qualification in rehabilitating fitness instruction is investigated	Board of the Education	Starting in 2020	Actions of the different stakeholders

Thematic 3: Increase a student and career counseling in sport and physical activity sector

Recommendation	Priority Action	Actors	Timeline	Measure of success
6. Improve student, career and other related counseling, coordination of competence etc.	Increase knowledge of the sport and physical activity sector	Training providers in H.E. and vocational education	Starting in 2020	Survey
7. Develop and model the training paths and work oriented learning environments leading to sports related professions (e.g. athlete, coach, child and youth fitness instructor)	7A. Increase knowledge of the sport and physical activity sector study programs	Training providers	Starting in 2020	Number of the documents and tools
	7B. Investigate the open badges and other competence descriptions	Training providers Private sector	Starting in 2021	Actions of the different stakeholders
8. Develop marketing and PR of sport and physical activity sector training programmes	Every sport institute develop the marketing and its coordination	Association of sport institutes of Finland (ASIF)	Starting in 2020	Number of the initiatives / institute






















ESSA-SPORT





















Improving the Supply of Skills to the Sector



















BIBLIOGRAPHY
























BIBLIOGRAPHY

-  Aho, S; Mäkiäho, A. (2015). Koulutus kannattaa! Toisen asteen koulutuksen läpäisseiden ja keskeyttäneiden myöhemmän työmarkkinamenestyksen vertailu - vuonna 2001 opinnot aloittaneiden 10 vuoden seurantaan perustuva tutkimus. Opetushallitus. Raportit ja selvitykset 2015:4
-  APT (2019). <https://apt-personaltrainer.fi/>
-  Ek, P; Markkanen, H-K. (2019). Finland. The Sports Law Review. Fourth Edition. Law Business Research Ltd
-  Business Finland (2019). Luontomatkailu. <https://www.businessfinland.fi/suomalaisille-asiakkaille/palvelut/matkailun-edistaminen/tuotekehitys-ja-teemat/luontomatkailu/luontomatkailulyhyesti/>
-  Cedefop (2017). FINLAND - European inventory on NQF 2016. Publication Analysis and overview of national qualifications framework developments in European countries. Annual report 2016. https://www.cedefop.europa.eu/files/finland_-_european_inventory_on_nqf_2016.pdf
-  Eurostat (2008). NACE Rev. 2. Statistical classification of economic activities in the European Community. Methodologies and working papers. ISSN 1977-0375
-  Fasandoz, H. (2016). Sport as an Industry in Finland - Exploring the Economic Significance, Contributions, and Development of the Sport Sector as an Industry. Doctoral thesis. University of Jyväskylä.
-  FINCIS (2019). <https://www.suek.fi/web/en>
-  Finnish National Agency For Education (2019a). Qualifications frameworks. https://www.oph.fi/mobility/qualifications_frameworks
-  Finnish National Agency For Education (2019b). Quality Assurance Mechanisms. https://www.oph.fi/english/sources_of_information/projects/quality_in_vet_schools/about_quality_management/qm_in_finland/quality_assurance_mechanisms
-  Finnish Schools on the Move (2019) <https://liikkuvakoulu.fi/english>
-  Finland Chamber of Commerce (2019). Finland in Brief. <https://kauppakamari.fi/en/finland-in-brief/>
-  Fit for Life Program (2019). https://www.kkiohjelma.fi/fit_for_life_program
-  Haaga-Helia (2018). Opinto-opas. <https://www.haaga-helia.fi/en/students-guide>
-  Heikkala, J. (2009). Sports Governance in Finland. Finnish Sports Federation
-  ILO (2011). National Labour Law Profile: Republic of Finland. https://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158896/lang--en/index.htm
-  KIHU (2019) <https://www.kihu.fi/briefly-in-english/>
-  KIHU 18.9.2018. Ammattiurheilijoiden määrä tasaisessa kasvussa. <https://www.kihu.fi/arviointi-ja-seuranta/ammattiurheilijoiden-maara-tasaisessa-kasvussa/>
-  Koivisto (toim.). (2010). Liikunta-alan yrittäjyyden kehittämisstrategia 2020. Diges ry

-  Koski, P & Mäenpää, P. 2019. Suuret seurat suurennuslasin alla. Opetus- ja kulttuuriministeriön julkaisuja 2019:20
-  Koski, P; Mäenpää, P. (2018). Suomalaiset liikunta- ja urheiluseurat muutoksessa 1986-2016. Opetus- ja kulttuuriministeriön julkaisuja 2018:25
-  Koski, P; Mäenpää, P (2019). Suuret seurat suurennuslasin alla. Opetus- ja kulttuuriministeriön julkaisuja 2019:20
-  KPMG (2014). Liikunnan ja huippu-urheilun rakenteiden arviointi ja tavoitetilan määrittäminen Suomessa. KPMG Oy Ab.
-  Kumpulainen, T. (Ed). (2016). Key Figures on Apprenticeship Training in Finland. Finnish National Board of Education. Publications 2016:7
-  Laki lasten kanssa työskentelevien rikostaustan selvittämisestä 14.6.2002/504
-  LIITU (2018). Lasten ja nuorten liikuntakäyttäytyminen Suomessa. LIITU-tutkimuksen tuloksia 2018. Valtion liikuntaneuvoston julkaisuja 2019:1
-  Lipas (2019). <https://lipas.fi/>
-  Local Finland (2019) <https://www.localfinland.fi/expert-services/finnish-municipalities-and-regions/democracy-and-participation/promoting-wellbeing-municipal-residents>
-  Mäenpää, P. (2016). Urheiluseuratoiminta muuttuu – tietoa nykyisestä ja visioita vuoteen 2050. Liikunta ja tiede (53) 4/2016
-  Mäkinen, J., Lämsä, J & Lehtonen, K. (2019). The analysis of structural changes in Finnish sport policy network from 1989 to 2017. International Journal of Sport Policy and Politics
-  Mäkinen, J. (Ed). (2019). Aikuisväestön liikunnan harrastaminen, vapaaehtoistyö ja osallistuminen 2018. KIHU. KIHUn julkaisusarja nro 67.
-  Metsähallitus (2017). Hyvinvoiva luonto – Hyvinvoiva ihminen. Luontopalvelut ja eräpalvelut, Terveys ja hyvinvointi 2025 -ohjelma. Metsähallitus.
-  Ministry of Education and Culture (2019a). Financing of Sport. <https://minedu.fi/en/financing-sport>
-  Ministry of Education and Culture (2019b). Finnish Education System. <https://minedu.fi/en/education-system>
-  Ministry of Education and Culture (2019c). Legislation: sport. <https://minedu.fi/en/legislation>
-  Ministry of Education and Culture (2019d). Performance sports. <https://minedu.fi/en/performance-sports>
-  Ministry of Education and Culture (2019e). Policies and development. <https://minedu.fi/en/policies-and-development-sport>
-  Ministry of Education and Culture (2019f). Reform of vocational upper secondary education. <https://minedu.fi/en/reform-of-vocational-upper-secondary-education>
-  Mononen, K ym. (2017). Tavoitteena urheilijan hyvä päivä. Urheilijan polun valintavaiheen asiantuntijatyö. KIHU

-  Muutosta liikkeellä (2019). Terveyttä ja hyvinvointia edistävän liikunnan linjaukset. Sosiaali- ja terveysministeriö. Opetus- ja kulttuuriministeriö. <https://www.hepafinland.fi/>
-  Nieminen, J., Tuokkola, K., Huotari, K. & Törmä, S. (2013). Liikunta ja urheilu- osaamistarpeet ja työllisyys. 1. p. Hämeenlinna : Kehittämiskeskus oy Häme: Referenssi.
-  Official Statistics of Finland (OSF): Labour force survey [e-publication]. ISSN=1798-7857. January (2019). Helsinki: Statistics Finland [referred: 21.7.2019]. Access method: http://www.stat.fi/til/tyti/2019/01/tyti_2019_01_2019-02-26_tie_001_en.html
-  Oikeusrekisterikeskus (2019). Rikostaustaote lasten kanssa toimimiseen. <https://www.oikeusrekisterikeskus.fi/fi/index/asiakaspalvelu/rekisteritotteetjatodistukset/rikosrekisteri/rikostaustaote.html>
-  OKM (2018a). Ammatillisen koulutuksen reformi. <https://minedu.fi/amisreformi>
-  OKM (2018b). Liikunnan tiedolla johtamisen suunta-asiakirja 2020-2024. Opetus- ja kulttuuriministeriön julkaisuja 2018:42
-  OKM (2018c). Työn murros ja elinikäinen oppiminen - Elinikäisen oppimisen kehittämistarpeita selvittävän työryhmän raportti. Opetus- ja kulttuuriministeriön julkaisuja 2018:8
-  OKM (2019d). Jatkuvan oppimisen kehittäminen - työryhmän väliraportti. Opetus- ja kulttuuriministeriön julkaisuja 2019:19
-  OKM (2019e). Seuratoiminnan kehittämistuki (seuratuki). https://minedu.fi/avustukset/avustus/-/asset_publisher/seuratoiminnan-kehittamistuki-seuratuki-
-  Olympiakomitea 10.10.2018. Urheiluseurojen tunnuslukuja. <https://www.olympiakomitea.fi/2018/10/10/urheiluseurojen-tunnuslukuja/>
-  Olympiakomitea (2019a). Jäsenet. <https://www.olympiakomitea.fi/olympiakomitea/suomen-olympiakomitea-ry/jasenet/>
-  Olympiakomitea (2019b). Urheiluakatemiaohjelma. <https://www.olympiakomitea.fi/huippu-urheilu/urheiluakatemiaohjelma/kaksoisura/>
-  Opetushallitus (2019a). Osaamisen ennakointifoorumi. https://www.oph.fi/tietopalvelut/ennakointi/osaamisen_ennakointifoorumi
-  Opetushallitus (2019b). Osaaminen 2035 – Osaamisen ennakointifoorumin ensimmäisiä ennakointituloksia. Raportit ja selvitykset 2019:3
-  Osallistava ja osaava Suomi. Pääministeri Antti Rinteen hallituksen ohjelma 6.6.2019. Valtioneuvoston julkaisuja 2019:23.
-  Petry, K., Cingiene, V. & Puronaho, K. (2008). Higher education in sport in Europe: From labour market demand to training supply. Maidenhead: Meyer & Meyer Sport.
-  Rantamäki, J. (2019). Liikunnan rahoitus ja erityisesti liikuntapaikkarakentamisen avustukset. Liikunnan ammattilainen 1/2019
-  Schengen Visa Info (2019). Schengen Area – The World’s Largest Visa Free Zone. <https://www.schengenvisainfo.com/schengen-visa-countries-list/>
-  SKY ry. (2019). <http://sky-ry.fi/>

-  Snellman, S. (ed.) (2017). Luonnosta potkua kansainväliseen matkailuun. Outdoors Esa - Esiselvityshanke. Kaakkois-Suomen ammattikorkeakoulu.
-  Statistics Finland (2018a). Comparison between unemployment and employment rates in Finland in 2017, by age group. Statista. Statista Inc.. Accessed: July 21, 2019. <https://www-statista-com.ezproxy.haaga-helia.fi/statistics/532320/unemployment-and-employment-rates-in-finland/>
-  Statistics Finland (2018b). Employed persons and employees aged 15-74 and hours actually worked by employed persons and employees by industry (TOL 2008), 2005-2008.
-  Statistics Finland (2018c). Finland among the best in the world. https://www.stat.fi/tup/satavuotias-suomi/suomi-maailman-karjessa_en.html
-  Statistics Finland, National Board of Customs, Population Register Center
-  Stenbacka, W; Mäkinen, J; Lämsä, J; Nieminen, M. (2018). Liikunnan ja urheilun julkinen tuki ja rakenteet Suomessa, Ruotsissa, Norjassa ja Tanskassa. KIHU:n julkaisusarja nro 62
-  Suomen Ammattivalmentajat SAVAL (2019). <https://www.saval.fi/jarjestot/suomen-ammattivalmentajat-saval.html>
-  Suomen Latu (2019). <https://www.suomenlatu.fi/>
-  TEM (2014). Liikuntaliiketoiminnan ekosysteemin muutokset. TEM-raportteja 20/2014
-  TEM (2015). Yhdessä enemmän – kasvua ja uudistumista Suomen matkailuun. Matkailun tiekartta 2015-2025. TEM-raportteja 2/2015
-  TEM (2019). Labour legislation. <https://tem.fi/en/labour-legislation>
-  Tilastokeskus (2011). Ammattiluokitus 2010. Käsikirjoja 14
-  Tilastokeskus (2018). 001 – Väestöennuste 2018, Väestö iän ja sukupuolen mukaan 2018-2070. http://pxnet2.stat.fi/PXWeb/pxweb/fi/StatFin/StatFin_vrm_vaenn/statfin_vaenn_pxt_001.px/
-  United Nations (2019). Finland: Average age of the population from 1950 to 2050 (median age in years). Statista. Statista Inc.. Accessed: July 21, 2019. <https://www-statista-com.ezproxy.haaga-helia.fi/statistics/327454/average-age-of-the-population-in-finland/>
-  University of Jyväskylä. 12.12.2017. Kuntoilu on kasvava bisnes. <https://www.jyu.fi/ajankohtaista/arkisto/2017/12/tiedote-2017-12-12-09-31-22-270000>
-  University of Jyväskylä (2019). <https://www.jyu.fi/sport/en/>
-  Urheiluopistojen yhdistys (2019). <https://www.urheiluopistot.fi/>
-  Valtioneuvosto (2019). Government of Prime Minister Antti Rinne. <https://valtioneuvosto.fi/en/rinne/ministers>
-  Valtioneuvosto 25.4.2019. Elections to the European Parliament on 26 May 2019. https://valtioneuvosto.fi/en/article/-/asset_publisher/1410853/euoparlamenttivaalit-26-5-2019
-  Valtioneuvoston selonteko liikuntapolitiikasta (2018). OKM
-  Vehmas, H., Konstas, M., Koskinen, T., Kämppi, K. & Puronaho K. (2005). KLEROT II – Liikunta-alan elinkeinorakenne ja osaamistarpeet. Cuporen julkaisuja 11.

-  Vierumäki (2019). The Sports Institute of Finland <https://vierumaki.fi/en/the-sport-institute-of-finland>
-  Vipunen – opetushallinnon tilastopalvelu. Ammatillisen koulutuksen ja lukiokoulutuksen yhteishaku. Access method https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Ammatillisen%20koulutuksen%20ja%20lukiokoulutuksen%20yhteishaku%20-%20Hakukohteet.xlsb. Accessed 26.7.19
-  Vipunen – opetushallinnon tilastopalvelu. Ammattikorkeakoulujen hakeneet ja paikan vastaanottaneet. Access method https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Haku-%20ja%20valintatiedot%20-%20korkeakoulu%20-%20amk%20-%20hakukohde.xlsb. Accessed 26.7.19
-  Vipunen – opetushallinnon tilastopalvelu. Näyttötutkinnon suorittaneet. Access method https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Ammatillinen%20koulutus%20-%20tutkinnot%20-%20n%C3%A4ytt%C3%B6tutkinnot%20-%20rahoitusmuoto.xlsb. Accessed 26.7.19
-  Vipunen – opetushallinnon tilastopalvelu. Yliopistojen hakeneet ja paikan vastaanottaneet. Access method https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Haku-%20ja%20valintatiedot%20-%20korkeakoulu%20-%20yo%20-%20hakukohde.xlsb. Accessed 26.7.19
-  World Bank. (2019a). Distribution of employment by economic sector in Finland from 2008 to 2018. Statista. Statista Inc.. Accessed: July 21, 2019. <https://www-statista-com.ezproxy.haaga-helia.fi/statistics/328329/employment-by-economic-sector-in-finland/>
-  World Bank. (2019b). Finland: Unemployment rate from 2008 to 2018. Statista. Statista Inc.. Accessed: July 21, 2019. <https://www-statista-com.ezproxy.haaga-helia.fi/statistics/328297/unemployment-rate-in-finland/>



ESSA-SPORT

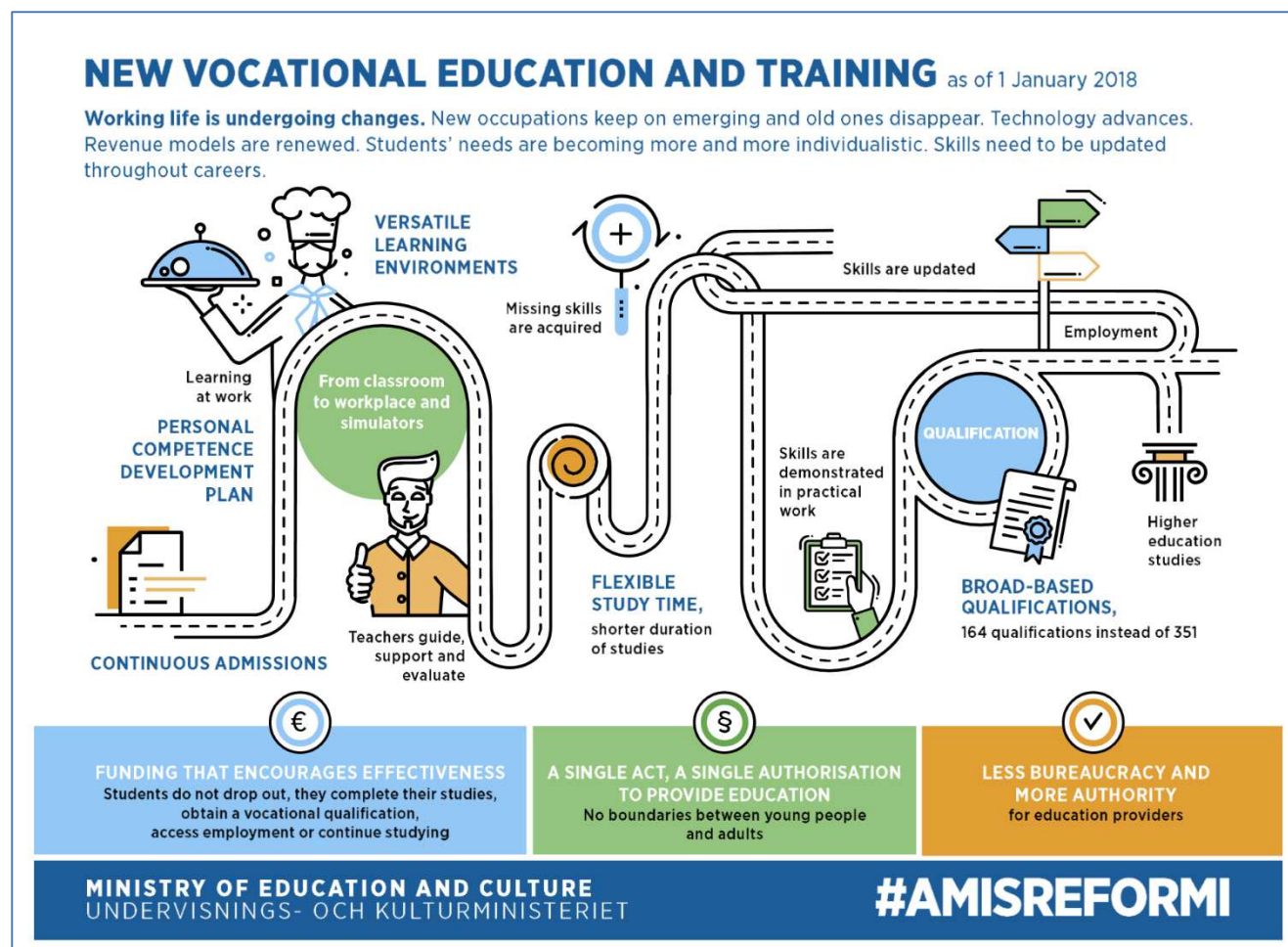
Improving the Supply of Skills to the Sector

ANNEXES

ANNEXES

Annex 1.

New vocational education and training. Ministry of Education and Culture (2019f)

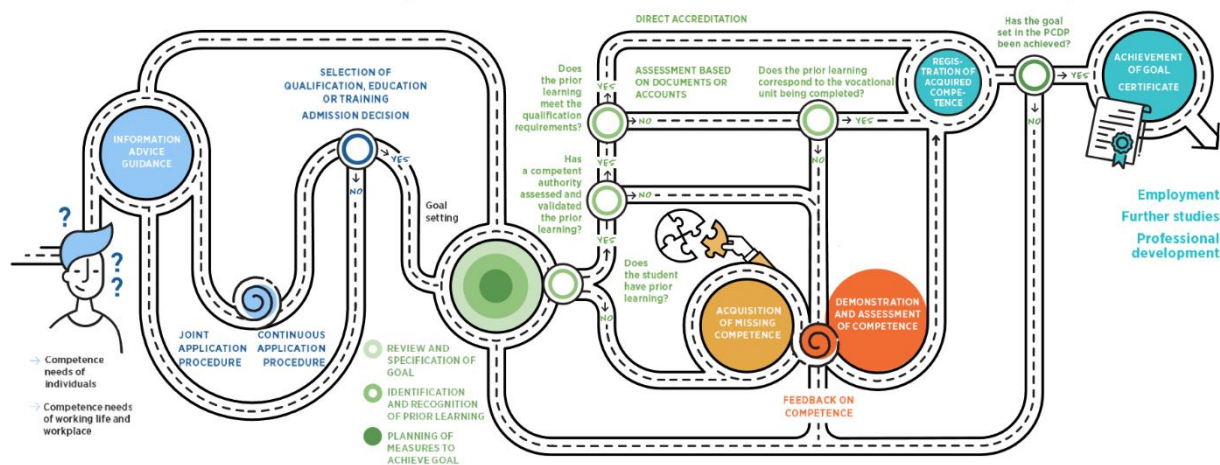


Reform of vocational upper secondary education. Additional materials.

PERSONALISATION

→ APPLICATION PROCEDURE → ADMISSION → IDENTIFICATION AND RECOGNITION OF PRIOR LEARNING → PLANNING OF COMPETENCE ACQUISITION AND DEMONSTRATION* → ACQUIRING COMPETENCE → DEMONSTRATION AND ASSESSMENT OF COMPETENCE → VALIDATION OF COMPETENCE

Personal competence development plan = PCDP
(drawing up, approval, monitoring, updating, career planning)
WHAT, HOW, WHERE, WHEN?



MINISTRY OF EDUCATION AND CULTURE
UNDERSVINGS- OCH KULTURMINISTERIET

#AMISREFORMI

Personalisation. Ministry of Education and Culture (2019f)

What will change for student in vocational education and training? Ministry of Education and Culture (2019f)

WHAT WILL CHANGE FOR THE STUDENT IN VOCATIONAL EDUCATION AND TRAINING?

Current state

→ everyone in vocational upper secondary education and training studies for 3 years and proceeds at the same pace

→ a total of 351 vocational qualifications

→ joint application process for those completing comprehensive school
→ continuous application process for adults

→ the planned study path is different in vocational upper secondary education, competence-based qualifications and apprenticeship training

→ all competence needs are mainly met with a qualification

→ the content of studies is mainly the same for everyone

→ studying in the education institution and at the workplace

→ apprenticeship
→ on-the-job learning

→ vocational upper secondary education: demonstrations of skills, other assessment and participation in instruction
→ competence-based qualifications: competence-based examinations

→ the teacher and the working life representative together or separately in vocational upper secondary education
→ representatives of employers, the teacher and the working life representative together

New VET 2018

MORE FLEXIBILITY IN STUDYING

→ competence counts – the time used for the studies is not important
→ each student progresses flexibly at his or her own pace

FEWER AND MORE BROAD-BASED QUALIFICATIONS

→ a total of 164 vocational qualifications
→ more optional studies
→ specialisation within the qualification

FLEXIBLE ADMISSIONS THROUGHOUT THE YEAR

→ continuous application process throughout the year is the principal channel
→ joint application process for those who completed comprehensive school in the spring and those who have no upper secondary qualification

INDIVIDUAL STUDY PATH

→ all students have a personal competence development plan (HOS), which also includes guidance and support services

COMPETENCE TO MEET THE NEEDS

→ a whole qualification for those who have completed comprehensive school and have no qualification
→ other competence needs are increasingly met with parts of qualifications

FOCUS ON ACQUIRING MISSING COMPETENCE

→ each student only studies areas in which he or she has no prior competence

MORE VERSATILE LEARNING ENVIRONMENTS

→ studying flexibly at the workplace, at the education institution and increasingly also in virtual environments

MORE LEARNING AT WORKPLACES – THRESHOLD FOR FINDING EMPLOYMENT LOWERS

→ apprenticeship
→ training agreement
→ flexible combination of training agreement and apprenticeship

A SINGLE WAY TO COMPLETE A QUALIFICATION – DEMONSTRATION OF SKILLS

→ demonstrations of skills – vocational competence is demonstrated in practical work tasks mainly at workplaces

WORKING LIFE A STRONG PARTICIPANT IN THE ASSESSMENT OF VOCATIONAL COMPETENCE

→ employees and the field of teaching together in competence-based qualifications

Annex 2.

TIIVISTELMÄ ESSA -HANKKEESTA JA TULOKSISTA

ESSA-Sport hanke (2017-2019) on eurooppalainen kehityshanke, johon osallistuu 18 kansallista partneria ja 5 eurooppalaista liikunta-alan organisaatiota.

Hankkeessa on tuotettu ensimmäinen Euroopan laajuinen analyysi liikunta-alan työllisyydestä ja tavoitteena on ollut tunnistaa liikunta-alan toimijoiden tulevaisuuden osaamistarpeita ja kehittää samalla alan koulutussuunnittelua ja -tarjontaa. Hankkeessa toteutetun kyselyn vastauksia (n=3800) käytetään kansallisten raporttien (n=28) ja toimintasuunnitelmien tekoon. Hankkeen yhtenä tavoitteena on vaikuttaa siihen, että alalla toimivilla, sekä ammattilaisilla että vapaaehtoisilla, on hyvään menestymiseen tarvittava koulutus joka auttaa edistämään myös työ- ja urasuunnittelua.

Liikunta ja urheilu ovat entisestään kasvava toimiala ja merkittävä osa Euroopan sosiaalista ja taloudellista tulevaisuutta. Hankkeessa on laadittu yhteiset eurooppalaiset kehittämistavoitteet jotka esitellään ensimmäisessä 'European Skills Summit' tapahtumassa urheilu- ja liikunta-alalla, Helsingissä 7.-8.10.2019.

ESSA-Sport hanketta hallinnoi EOSE, European Observatoire of Sport and Employment ja se rahoitetaan Euroopan Komission Erasmus+ ohjelman tuella. (Avaintoimi 2, Innovointia ja hyvien käytäntöjen vaihtoa edistävä yhteistyö).

ESSA – kyselyn toteutus

Hankkeen englanninkielinen kyselylomake käännettiin suomen kielelle ja lähetettiin lokakuun 2018 ja tammikuun 2019 välisenä aikana sähköpostilla yli 300 liikunta-alan organisaatiolle. Kohderyhmänä olivat urheiluseurat, liikuntajärjestöt, aluejärjestöt, lajiliitot, julkishallinto, kunnallinen liikuntatoimi, kuntokeskukset, ohjelmapalveluyritykset sekä oppilaitokset. Kyselyn linkki oli jaossa myös Olympiakomitean Soihtu-jäsenkirjeessä sekä sosiaalisessa mediassa mm. liikunta-alan ammattilaisten sivustolla, johon kuuluu yli 13 000 jäsentä. Myös Liikunnan ammattilaiset ry jakoi kyselyn jäsenistölleen.

Vastauksia saatiin yhteensä 53 ja vastaajista 19 % edusti yksityistä sektoria, 40 % kolmatta sektoria, 25 % julkista sektoria ja 16% muita tahoja. Urheiluopistojen ja korkeakoulujen osuus korostui vastaajien joukossa ja urheiluseurojen, outdoor- sekä ohjelmapalveluyritysten vastausten määrä jäi matalaksi.






Kyselyn seuraavassa vaiheessa toteutettiin ns. delfi –tekniikalla kyselyn tulosten kommentointikierros. Kyselyn tuloksista koostettiin sähköinen kansio, joissa esitettiin tulokset sekä tärkeimmät kehittämiskohteet niin Suomessa kuin koko eurooppalaisen aineiston pohjalta. Eri ammattiryhmien edustajilla oli mahdollisuus kommentoida saatuja vastauksia. Kirjallisista palautteista, haastatteluista sekä Round Table keskustelutilaisuudesta koostettiin selvityksen johtopäätökset. Työtä varten kerättiin tietoa useista eri ajankohtaisista lähteistä, tulosten analysoinnissa ja kirjoitustyössä ovat olleet mukana opiskelija Maija Raasakka, rehtori Jukka Leivo sekä ESSA -hankkeen koordinaattori Mairit Pellinen.

Johtopäätöksiä

Työ tulevaisuuden koulutustarpeiden ennakkoinnille ja osaamistarpeiden kartoittamiselle on Suomessa parhaillaan käynnissä. *Osaamisen ennakointifoorumi*, joka on Opetus- ja kulttuuriministeriön sekä Opetushallituksen asiantuntijaelin, on nimennyt prosessia varten työryhmät ajalle 2017-2020. Nämä

ennakointiryhmät koostuvat pääasiassa koulutuksen ja työelämän edustajista, joilla on taustallaan asiantuntijaverkostot.⁸¹

Ennakointiryhmät (12 kpl) on muodostettu toimialakohtaisesti. Liikunta-ala sisältyy ryhmään ”sosiaali-, terveys- ja hyvinvointiala”, jossa se kuuluu kategoriaan ”henkilökohtaiset palvelut, urheilu- ja virkistyspalvelut”. Ennakointiryhmien tehtävänä on

-  määrällinen ja laadullinen ennakointi
-  työelämän muuttuvien tarpeiden analysointi
-  aloitteiden ja suositusten tekeminen koulutuksen kehittämiseksi
-  työelämän edellyttämien koulutusjatkumoiden tunnistaminen
-  tutkimus- ja kehitysehdotusten tekeminen ja niiden tuonti keskusteluun

Ennakointiryhmien toiminnan myötä analyttinen prosessi koulutustarpeiden tunnistamiselle on Suomessa järjestelmällisellä mallilla. Tähän mennessä prosessi on tuottanut raportit toimialakohtaisista tarkasteluista otsikolla *Työllisyyden ja osaamisen muutoksia* sekä yhden yhteenvetoraportin *Osaaminen 2035*. Tulevat raportit tulevat käsittelemään aiheita syvemmin, teemoina esimerkiksi koulutuksen kehittämis ehdotukset, osaamistarpeiden alakohtaiset yhteenvetotulokset, määrälliset työvoima- ja koulutustarpeet sekä ammattialakohtaiset osaamistarpeet.

Pelkästään liikuntasektoriin keskittyvä valtakunnallinen ammatillisten osaamistarpeiden ennakointityö tulee käynnistymään tammikuussa 2020. Aloitteen tekijänä on toiminut Suomen Kunto- ja terveystoimikunnan yhdistys SKY ry. Ammattiluokitusjärjestelmä ei nykyisellään palvele liikuntasektoria erityisen hyvin, ja eri tahot toivoisivat tarkempaa työllisyystietoa liikuntasektorilla työskentelevistä eri ammattiryhmistä.

Osaaminen 2035 tarkastelee osaamistarpeita kvalifikaatioluokituksen perusteella. Kvalifikaatiot on luokiteltu geneerisiin osaamisiin, yleisiin työelämäosaamisiin, sekä ammattialakohtaisiin osaamisiin. Taustalla on näkemys osaamisen kahdesta eri ulottuvuudesta. Osaamiset voi jakaa geneerisiin ja spesifeihin osaamisiin, ”hard skills” ja ”soft skills”, vaikka jako ei esiinnykään aivan sellaisenaan työelämässä. ”Hard skills” ovat taitoja, jotka vaativat koulutusta ja harjoittelua, luovat ammatillisuutta tietyssä työtehtävässä ja ovat helposti havaittavissa, kuvattavissa ja mitattavissa. Esimerkkinä ovat tekniset taidot sekä lakien ja säännösten tunteminen. ”Soft skills” -taidot puolestaan ovat vaikeammin mitattavissa ja liittyvät asenteisiin, sekä esimerkiksi kommunikointiin, luovuuteen, tiimityöhön, neuvotteluihin ja johtamiseen.⁸²

Kvalifikaatiot ja niiden tarpeen muutokset ovat tarkasteltavissa *Osaaminen 2035* -raportissa. Lisäksi siinä hahmotellaan tulevaisuuden osaamisrakennetta aina 2030-luvulle saakka. Ennakointi on osa Suomen Opetushallituksen työtä, jonka perusteella tulevaisuuden koulutuksia koordinoidaan ja suunnitellaan.

Tässä ESSA-raportin Johtopäätöksiä-osiossa sekä tiivistetään ESSA-hankkeen puitteissa syntyneitä selvitystuloksia, että peilataan niitä valtakunnallisiin *Osaaminen 2035* -tuloksiin.

Suomalaisen liikunta-alan tilanne ja muutostrendit

Labour Market Research (4) luo tarkastelukehikon suomalaisen liikunta-alan tilanteelle. Suomen liikunta-ala on kasvamassa, ja erityisesti liikunta-alan ammattiteissa (AML 342) työskentelevien määrä on lisääntynyt. Myös liikunnan toimialalla (TOL 93.1) työskentelevien määrä on kasvanut, mutta maltillisemmin. Kokonaisuudessaan suomalaisen liikunta-alan työvoiman kooksi voi arvioida noin 31 953 henkilöä. Määrä on lähes kaksinkertaistunut vuodesta 2011.

⁸¹ Opetushallitus (2019a)

⁸² Opetushallitus (2019b)

Kasvun taustalla voi nähdä ainakin kaksi selkeää elementtiä: liikunta- ja urheiluorganisaatioiden ammattimaistumisen sekä erityisesti yksityisen sektorin merkityksen vahvistumisen.

Suomalaista liikuntasektoria määrittelevät kolme peruselementtiä: vapaaehtoinen kansalaistoiminta, julkisen sektorin rooli erityisesti tilojen tarjoajana sekä yksityisen sektorin markkinat. Näistä kolmesta on viime vuosina yhä enenevässä määrin erottunut yksityinen sektori, jonka rooli mm. olosuhdepuolella on kasvanut voimakkaasti. Se on investoinut esimerkiksi uusiin liikuntapaikkoihin, hyvinvointi- ja liikuntakeskuksiin sekä tapahtuma-areenoihin.

Yhä useampi liikunta-alan koulutuksen saanut työllistyy yksityiselle sektorille. Osa-aikaisten työsopimusten määrä sekä absoluuttisesti että suhteessa vakituisiin sopimuksiin on kasvanut. Myös itsensä työllistäjien ja ns. freelance-sopimusten määrä on kasvanut hiukan.

Liikunta-ala nuorenee ja naisvaltaistuu. Miesenemmistö on muuttunut naisenemmistöksi, ja sukupuolten määrällinen ero kasvaa. Nuorin ikäryhmä (15-24) on nousemassa suurimmaksi ikäryhmäksi, ohi 25-49-vuotiaitten. Muutos koskee nimenomaan liikunta-alan ammattitehtävissä (AML 342) työskenteleviä henkilöitä. Sitä vastoin koko liikuntasektorin toimialalla (TOL 93.1) kasvava ikäryhmä ovat vanhimmat työntekijät (50+). Tämä heijastelee yleistä kehitystä maan työvoiman ikääntymisestä. Liikuntasektorin toimijoiden ei-liikuntaan liittyvien työroolien (esim. toimistotyöntekijät, hallinto, kunnossapidon työntekijät) vaihtuvuus ei näytä olevan kovin suurta. Sitä vastoin varsinaisiin alan tehtäviin, kuten valmentajiksi ja ohjaajiksi hakeutuu nuorta työvoimaa.

Paitsi nuoreneva työvoima, myös kasvava ja pirstaloituva ala vaativat enemmän työhön liittyvää koulutusta, perehdytystä ja harjoittelua. Alan siinä vaadittavine taitoineen koetaan myös olevan muutoksessa.

Liikunta-alan työntekijöiden koulutustausta on muutoksessa. Matalasti koulutettujen määrä kasvaa ja korkeasti koulutettujen määrä laskee. Matala koulutus ja nuori ikä voivat viitata siihen, että alalla työllistyy kohtuullisen nopeasti. Tämä koskee nimenomaan osa-aikaisiin tehtäviin pääsemistä sekä itsensä työllistämistä. Tässä vaiheessa olisi tärkeää tunnistaa tarjolla olevat erilaiset koulutuspolut, myös tutkintoon johtava koulutustarjonta. Aikaisemmin liikunta-alan ammatillinen tutkintoon johtava koulutus oli tarjolla vain nuorille. Nykyään mm. aikuiset alanvaihtajat voivat kouluttautua liikunta-alan tutkintojärjestelmän korkeimmalle tasolle saakka.

Suomalainen liikunta-alan varsinaiset liikunta-ammattit muodostuvat yhä sirpaleisemmista töistä ja suoritettu tutkinto ei välttämättä anna suoraan valmiuksia työtehtävien hoitoon. Koulutuksen tärkeä tavoite onkin kehittää opiskelijan yleisiä työelämätaitoja, asennetta ja rohkeutta oppia eteen tulevista uusista haasteista. Toimialan kokonaisuuden kannalta liikunta-ala ei ole kokenut suurta muutosta. Muutos kohdistuu nimenomaan liikunta-ammattitehtävissä toimimiseen.

Liikunta-alalla työskentelevien nimikkeistö elää myös murrosta. Työroolit sekä osaamisvaatimukset ovat digitaalisten ympäristöjen kautta uusia ja tarvitaan mm. teknologian, älylaitteiden sekä erilaisten analyysien hallintaa. Työn sisältö päivittyy ja muuttuu nopealla syklillä myös ei-liikuntasektorille kuuluvilla henkilöillä, erityisesti yksityisellä puolella. Näihin tarpeisiin yksityinen sektori on reagoinut ketterästi mm. koulutuksen, liikuntainnovaatioiden ja palveluiden osalta, kehittämällä sekä tarjoamalla lisä- ja täydennyskoulutusta. Liikunta-alalla työskentelee myös entistä enemmän terveysalan koulutuksen saaneita, kuten fysioterapeutteja.

Vuonna 2014 asiantuntijayritys KPMG toteutti Opetus- ja kulttuuriministeriön sekä Olympiakomitean (ja silloisen Valon) tilaamana selvityksen järjestäytyneen liikunnan tilasta Suomessa. Nykytilanteen haasteiksi se nimesi päällekkäiset toiminnot, osaamisen jakamisen tehottomuuden, yhteisten tavoitteiden puutteen sekä liikuntasektorin heikon resurssiohjauksen. Toiminnallisina tarpeina lueteltiin vahvistamista kaipaavia asioita: johtajuus ja yhteistyö, liiketoimintaosaaminen sekä integraatio päätöksentekoon. Lisäksi tarvetta oli

yhteiskunnallisen arvostuksen lisäämiselle: kohdistuen niin liikunnalliseen elämäntapaan kuin huippu-urheiluunkin.⁸³

Osa viisi vuotta vanhan selvityksen kehittämistarpeista ja ehdotuksista on toteutunut Olympiakomitean vuoden 2017 yhdistymisprosessin myötä. Liikuntasektori ja liikunta-ala ovat kuitenkin edelleen muutoksessa, joten usea raportissa mainittu seikka on relevantti. Toimintatarpeet ja -ehdotukset muistuttavat pitkälti *Employer Skills Surveyssa* sekä *Labour Market Research:ssa* havaittuja.

Suomalaisen liikuntajärjestelmän tavoitetilaksi selvitys luetteli liikunnallisen arkipäivän toteutumisen, ammatillisen osaamisen hyödyntämisen, rakenteiden yksinkertaistamisen sekä rahoituspuolelta laajentamisen. Näistä erityisesti ammatillinen osaaminen on ESSA-selvityksen kannalta kiinnostavaa. Luetellut toimenpiteet, kuten osaamisverkoston koordinointi sekä valtakunnallisen tietokeskuksen luominen viittaavat paitsi liikuntajärjestelmän ammattimaistumiseen, myös erityisen osaavan työvoiman tarpeeseen.

Yhteiskuntarakenteen muutos

Suomen väestö ikääntyy ja syntyvyys laskee, mutta väestömäärä on kuitenkin muuttovoiton ansiosta pysynyt pienessä kasvussa. Vuonna 2018 kokonaismäärä oli 5 523 415 henkilöä. Mediaani-ikä vuonna 2015 oli 42,5 vuotta, ja ennusteen mukaan lakipiste 44,9 vuotta saavutetaan vuonna 2040. Työvoiman kokonaismäärä oli 2 742 000 henkilöä ja työttömyysaste 7,4%. Osa-aikatyöntekijöiden määrä oli 424 000 henkilöä ja kokoaikaisia työntekijöiden 2 115 000. Yli 65-vuotiaiden työntekijöiden määrä on kasvanut lähes 50% viimeisten 7 vuoden aikana.

Eurooppalaisen TOL-luokituksen mukaan Suomessa suurin työllistäjä on tällä hetkellä terveys ja sosiaaliala (n = 409 000), seuraavina teollisuus (n = 304 000), kauppa (n = 290 000) ja koulutus (n = 173 000). Liikunta-ala työllistää yli 31 000 henkilöä ja kasvua on nähtävissä koko alalla, mutta erityisesti yksityisellä sektorilla.

Yli miljoonalla suomalaisella on erilaisia erityistarpeita korkean iän, sairauden tai vamman vuoksi. Osa tästä joukosta voi käyttää tarjolla olevia liikuntapalveluja, mutta entistä suurempi joukko tarvitsee erityisesti heille räätälöityjä palveluja. Liikuntapaikkojen, kuten uimahallien, kuntosalien ja luontopolkujen rakentamisessa ja kunnostamisessa kiinnitetään nykyään erityistä huomiota liikunnan esteettömään saatavuuteen. Tieto liikunnan terveyttä ja hyvinvointia edistävistä vaikutuksista on laajalti olemassa, ja liikunnallisen elämäntavan edistäminen on osa terveys- ja hyvinvointipolitiikkaa.

Liikunnan edistämistavoitteet sisältyvät liikuntalakiin, joka päivitettiin vuonna 2015. Lailla pyritään edistämään väestön hyvinvointia ja terveyttä sekä tukemaan lasten ja nuorten kasvua ja kehitystä liikunnan avulla. Liikunta on myös yksi kunnan peruspalveluista. Kunnat ylläpitävät liikuntapaikkoja, järjestävät liikuntapalveluja, sekä tukevat kansalaistoimintaa liikuntaseuroissa ja -järjestöissä.

Asiakkaiden ja potilaiden toimintakyvyn arviointi, tukeminen ja seuranta ovat sosiaali- terveys- ja hyvinvointi (sotehy) -aloilla keskeistä ydintyötä. Opetushallituksen sotehy-alojen ennakointiryhmä suosittaa alan palveluntuottajille henkilöstön täydennyskoulutusta, jotta tämä osaaminen vahvistuisi. Toimiala- ja ammattialakohtaisissa kyselyissä on noussut esille toimintakyvyn tukemisen ja kuntouttavan työotteiden osaamisen kehittämistarve. Tämän osaamisvajeen kaventamiseksi tarvitaan vahvaa kansallista panostusta sekä eri toimijoiden tiivistä yhteistyötä. Tässä yhteistyössä myös liikunta-alan tulee olla aktiivisesti mukana.

⁸³ KPMG (2014)

Suomalaisen liikunta-alan erityispiirteet

Liikuntapaikka-alan korostuminen

Erityistä huomiota Suomen vastauksissa sekä yleisesti liikunta-alan piirteistä Suomessa ansaitsee **liikuntapaikka-ala**. Suomessa sijaitseva alan koulutus vaikuttanee esimerkiksi *Employer Skills* -kyselyn vastausjakamaan, jossa työntekijöiden tärkeiksi koetuista attribuuteista korostuivat esimerkiksi kommunikaatio- ja asiakaspalvelutaidot. Asiakaspalvelu- ja viestintätaidot muodostavat yli 95% liikuntapaikka-alan työtehtävästä. Näiden ominaisuuksien korostaminen alan koulutuksessa on erityisen tärkeää.

Suomessa on yli 30 000 hoidettua liikuntapaikkaa, joista ylivoimaisesti suurin osa on kuntien omistamia ja ylläpitämiä. Määrä suhteutettuna asukaslukuun on suurin koko Euroopassa. Liikuntapaikkojen tiedot on kerätty valtakunnalliseen Lipas-tietokantaan, jota ylläpitää Jyväskylän yliopiston Lipas-projekti.⁸⁴ Liikuntapaikkarakentamisen avustamiseen käytetään vuosittain merkittäviä summia julkista rahaa. Esimerkiksi vuonna 2018 liikuntapaikkarakentamisen avustuksiin käytettiin yli 40 miljoonaa euroa, mikä oli neljännes koko valtion liikunta-avustus-summasta.⁸⁵

Suomi on ainoa maa koko maailmassa, jossa on puolueetonta, ilman kaupallisia markkinavoimia toteutettua tutkintomuotoista liikuntapaikka-alan koulutusta. Lisäksi siinä missä Euroopassa profiloidutaan usein tietyille liikuntapaikoille, on Suomen koulutus huomattavasti laajempi. Liikuntapaikka-alan työntekijät tekevät paitsi monipuolisesti erilaisia kunnossapidon tehtäviä, toimivat he myös merkittävässä oheiskasvattajan roolissa.

Suomalaista liikuntapaikka-alan koulutusrakennetta on mahdollista viedä myös muihin Euroopan maihin. Lisäksi ala tulisi vahvemmin tuoda esille urheilijoille kilpauran päättymisen jälkeisenä ammattivaihtoehtona. Kaikkia ei kiinnosta valmentaminen, mutta liikuntapaikka-alalla urheilu-uralta hankittua osaamista on mahdollista hyödyntää uudella tavalla.

Myös nykyiseen liikuntaneuvojan tutkintoon voisi olla mahdollista sisällyttää liikuntapaikka-alaan liittyviä sisällönosia.

Luontoliikunnan- ja matkailun merkitys

Suomen tärkeimpiä vetovoimatekijöitä sekä kotimaisilla että kansainvälisillä matkailumarkkinoilla ovat luonto, vesi, metsät ja erämaat sekä niiden tarjoamat aktiviteettimahdollisuudet. Luonnon merkityksen kasvuun liittyy toisaalta luonnon tarjoama hyvinvointi yksilölle ja kasvavat uudet luontoliikuntamuodot, kuin myös luonto koko Suomen globaalina matkailuvalttina.

Metsähallitus hoitaa kaikkia Suomen kansallispuistoja, valtion retkeilyalueita sekä lähes kaikkia luonnonsuojelualueita. Se tilastoi myös kansallispuistojen ja retkeilyalueiden kävijämääriä, jotka ovat olleet jatkuvassa tasaisessa kasvussa vuosituhaten alusta lähtien. Vuoteen 2025 ulottuvalla *Hyvinvoiva luonto, hyvinvoiva ihminen* -ohjelmallaan se pyrkii innostamaan ja aktivoimaan ihmisiä liikkumaan luonnossa yhä enemmän ja edistämään samalla väestön terveyttä.⁸⁶

Valtakunnallinen ulkoilujärjestö Suomen Latu ja sen toimintaan nousseet uudet lajit ovat esimerkki luontoliikunnan suosion kehittymisestä. Suomen Ladun jäsenmäärä kasvaa vuosittain, ja on viimeisen 10

⁸⁴ <https://lipas.fi/>

⁸⁵ Rantamäki (2019)

⁸⁶ Metsähallitus (2017)

vuoden aikana lisääntynyt yli 10 000lla. Maastopyöräily ja polkujuoksu ovat esimerkkejä suosiotaan kasvattaneista lajeista. Luonnosta haetaan virkistystä ja hyvinvointia, ja luonto on merkittävä liikuntapaikka. Ulkoilun tärkeydestä suomalaisille kertoo myös se, että kevyen liikenteen väylät sekä muut kävelyreitit ovat koko maan käytetyin liikuntapaikka.⁸⁷

Valtakunnallisissa matkailunedistämishjelmissä luontomatkailu on jo nyt suuressa painoarvossa, ja strategioissa Suomen keskeisimpiä vetovoimatekijöitä.⁸⁸ Ympäristöasioiden merkityksen kasvun myötä luontoarvot ja vihreys kasvattavat merkitystään. Luonto- kuten myös hyvinvointimatkailu on globaalisti kasvava trendi ja Suomeen kohdistuvan kansainvälisen matkailun vahvuus erityisesti Aasiasta sekä ruuhkaisista maailman metropoleista tarkasteltuna.

Luontomatkailun on arvoitu kasvavan Suomessa nopeammin kuin matkailun keskimäärin ja Työ- ja elinkeinoministeriön laatima uusi matkailun *Tiekartta 2025* perustuukin luonnon voimakkaaseen hyödyntämiseen matkailun kehittämisessä.⁸⁹ Myös muiden kuin retkeilyä harrastavien matkailijoiden keskuudessa on syntynyt vallitsevien trendien myötä tarve lomaila luonnossa liikkuen. Alalla on kysyntää yrittäjyydelle erityisesti Pohjois-Suomessa. Puhtaan luonnon tarjoamia aktiviteettimahdollisuuksia olisi mahdollista hyödyntää vielä reilusti enemmän, sillä mitä erilaisemmille toiminnoille on kysyntää. Luonnon terveyshyödyt tunnistetaan.

Liikunta- ja urheiluorganisaatioiden ammattimaistuminen

Liikunta-alalla koetaan muutosta. Suurin osa *Employer Skills* -kyselyn vastaajista koki liikunta-alan ammattimaistuvan. Muutos koskee erityisesti kolmatta sektoria. Suomalainen urheilu on pitkälti nojautunut vapaaehtoiseen seuratyöhön, mutta myös urheiluseurojen toiminta on ammattimaistumassa⁹⁰. Erityisesti suurten seurojen toiminta on saamassa yhä enemmän yritysmäisiä piirteitä. Paine liikuntaseurojen ammattimaistumiseen syntyy ennen kaikkea seurojen toiminnoille asetettujen vaatimusten sekä vapaaehtoispotentiaalin epäsuhdasta. Kulttuuriset ja yhteiskunnalliset muutokset, kuten elinpiirien laajentuminen, taloudellinen vaurastuminen ja kulutuskeskeisyyden kasvu sekä yksilökeskeisen identiteetin kasvu ovat muokanneet arkea vapaaehtoispotentiaalia rajoittavaan suuntaan. Lisäksi painetta ammattimaistumiselle luo kilpaurheilun kehittämisen näkökulma sekä lainopilliset, teknologiset ja taloudelliset vaatimukset.

Urheiluseura on liikuntakulttuurin ydinyksikkö, ja seurojen toiminta on tänäkin päivänä valtaosin vapaaehtoisuuden varassa. Ammattimaistumisen lisääntyminen kuitenkin tarkoittaa paitsi työntekijöiden palkkaamista, myös organisatorista prosessia.⁹¹ Suomalaisia urheiluseuroja vuodesta 1986 tutkineen Pasi Kosken tutkimukset havainnollistavat suomalaisen urheiluseuratoiminnan kehitystä. Yli 800 seuraa kattavat otokset antavat kattavan kuvan suomalaisesta seurakentästä. Vuonna 2016 vähintään yksi palkattu työntekijä oli 21%:lla seuroista. Vuonna 2006 luku oli 12% ja 1986 vain 7%. Vähintään viiden työntekijän seuroja 2016 oli 31 kpl, mikä oli viidennes kaikista palkattuista työntekijöistä sisältävistä seuroista⁹²

Myös valtiovallan tuet ovat mahdollistaneet etenkin urheiluseurakentän ammattimaistumisen. Vuodesta 2009 jaetut seuratoiminnan kehittämistuet ovat mahdollistaneet uusien työntekijöiden palkkaamisen seuroihin. Tukia jaetaan OKM:n tukina suoraan seuroille, joko yhdeksi tai kahdeksi vuodeksi kerrallaan.⁹³

⁸⁷ Suomen Latu (2019)

⁸⁸ Business Finland (2019); TEM (2015)

⁸⁹ Snellman (2017)

⁹⁰ Mäenpää, P. (2016)

⁹¹ kts. Koski, P & Mäenpää, P (2019)

⁹² Koski, P & Mäenpää, P (2018)

⁹³ OKM (2019b)

Ammattimaistumisen kasvu vaatii kuitenkin myös seurojen oman varainhankinnan kehittymistä. Ammattimaisella organisaatiolla on suhteellisen pysyvät resurssilähteet. Toiminnan volyymin kasvu vaatii paitsi hallinnollisia taitoja, myös uudenlaista varainhankintaosaamista.

Varainhankinta-, hallinto- ja managerointitaidot edellyttävät seuroissa sekä urheiluorganisaatioissa toimiville uudenlaista koulutusta, jonka tarpeeseen on urheiluopistoissa pyritty viime aikoina yhä enemmän vastaamaan. Seuratoimijoille suunnataan koulutuksia, jotka keskittyvät täsmällisesti esimerkiksi urheiluseuran varainhankintaan. Myös johtamiseen koulutetaan nimenomaan urheiluorganisaatioiden näkökulmasta. Esimerkiksi Suomen Urheiluopisto tarjoaa liikuntaorganisaatioiden johtotehtävissä toimiville suunnattuja koulutuksia, joista osa johtaa suoraan ammatti- tai erikoisammattitutkintoon johtamisen tai tuotekehittämisen alalla.

Suurin osa urheiluseuroissa toimivista palkatuista päätoimisista työntekijöistä toimii nimenomaan yleisen seuratoiminnan ja hallinnon tehtävissä, toiseksi suurin osa valmennuksen ja liikunnanohjauksen tehtävissä.⁹⁴ Organisoiminen ammattimaistuminen voi parhaimmillaan mahdollistaa myös vapaaehtoisten paremman koordinoimisen. Toisaalta kiihtyvä ammattimaistumiskehitys ja palkallisen henkilöstön osuus voi yksityisen sektorin kasvavan toiminnan ohella myös muuttaa tulevaisuuden seuratoiminnan roolia merkittävästi sekä johtaa polarisaatioon.⁹⁵

Toimialan järjestäytymättömyys

Toimialanäkökulmasta liikunta on Suomessa järjestäytymätön ala. Liikunnan toimialalla (TOL 93.1) muissa kuin varsinaisissa liikunta-ammateissa toimivat saattavat olla muiden alojen työehtosopimusten piirissä. Liikunta-alalla itsellään ei kuitenkaan ole yleistä työehtosopimusta. Jokainen työntekijä neuvottelee käytännössä sopimuksensa itse, jolloin työehdot ovat kirjavina.⁹⁶ Vain muutamilla tarkemmin rajatuilla toimialoilla, kuten urheiluopistojen opettajilla, on oma työehtosopimuksensa. Alan työehtojen kirjavuus voi aiheuttaa kilpailun vääristymistä, mikä taas voi hidastaa liikunta-alan kehittymistä. Tilastojen (*Labour Market Research*) mukaan liikunta-ala on kuitenkin kasvava ala, jossa nimenomaan osa-aikaisuus ja itsensä työllistäminen yleistyvät. Yrittäjyyteen suhtaudutaan myönteisesti ja kannustavasti myös alan tutkintokoulutuksessa.⁹⁷

Työnantajapuolella Suomessa toimii toimialajärjestö SKY ry – Suomen kunto- ja terveysliikuntakeskusten yhdistys. Se edistää ja valvoo kuntokeskusalalla toimivien yritysten ja yrittäjien, sekä myös kuluttajien etua. Järjestö on mukana myös eurooppalaisessa EuropeActiven toiminnassa. SKY ylläpitää myös auktorisoitujen personal trainerien APT®-rekisteriä. Kuntokeskustoimiala Suomessa on SKY:n myötä järjestäytynyt toimiala.⁹⁸

Työn ja koulutuksen kohtaaminen

Suomalaisen liikunta-alan koulutuksen ja työelämän yhteensopivuuden tilaa tarkastellaan *Employer Skills Survey*:n tulosten perusteella. Tuloksissa kartoitettuja kvalifikaatioita verrataan Opetushallituksen *Osaaminen 2035* -raportin systemaattisen kvalifikaatioluokituksen perusteella tehtyyn koko työelämää koskevaan tarkasteluun. Lopuksi tarkastellaan koulutuksen ja työelämän yhteensovittamiseen liittyviä toimenpiteitä.

⁹⁴ Koski, P & Mäenpää, P (2018)

⁹⁵ kts. Mäenpää, P. (2016)

⁹⁶ TEM (2014)

⁹⁷ Kts. esim. Haaga-Helia (2018)

⁹⁸ Sky-ry (2019)

Taidot ja kvalifikaatiot

Sekä *Employer Skills Survey* että Opetushallituksen *Osaaminen 2035* luokittelevat ja nimeävät työntekijöiltä odotettavia ominaisuuksia. *Employer Skills Survey*n perusteella oli tunnistettavissa paitsi työroolikohtaiset kehittämisprioriteetit (Training Priority), johon koulutuksessa keskittyä, myös alan läpileikkaavat koulutuksen yleistarpeet. Selvityksestä nousi esille myös alan yleistilanteeseen liittyviä seikkoja.

Johtotehtävissä työskentelevien kehittämisprioriteetit ovat samankaltaisia. Kyselyn perusteella keskijohdon kehittämisprioriteeteiksi nousivat *johtajuustaidot*, *muutoksen johtaminen* sekä *strateginen ajattelu* (leadership skills, leading change, strategic thinking). Ylimmän johdon kehittämisprioriteetit puolestaan olivat *liiketoiminnan kehittämistaidot*, *neuvottelutaidot* sekä *tietämys urheiluun kytkeytyvistä yhteiskunnallisista asioista*. (business development skills, negotiation skills, knowledge of external policy issues facing sport).

Vastaavasti myös toimisto- ja asiakaspalvelutehtävissä sekä käytännön operatiivisissa työtehtävissä työskentelevien kehittämisprioriteetit olivat samansuuntaisia. Toimistotyöntekijöiden prioriteetteina olivat *ICT-taidot*, *tekniset taidot* sekä *asiakaspalvelutaidot*. (ICT skills, technical skills, customer service). Käytännön tehtävissä (esimerkiksi liikuntapaikkojen hoitajat, uimavalvojat) toimivien puolestaan *kommunikaatiotaidot*, *tiimityötaidot* sekä *asiakaspalvelutaidot*. (Communication skills, team working skills, customer service).

Valmentajat omana ryhmänään saivat kehittämisprioriteeteiksi *tiimityötaidot*, *urheiluun liittyvät lajispesifit taidot* sekä *motivointitaidot*. (Team working skills, sport specific skills, motivational skills). Vaikka outdoor-toiminnan ohjaajien ja fitness-ohjaajien osalta vastaajamäärät jäivät tilastollisen tarkastelun kannalta vajaiksi, olivat vastaukset kysymyksiin tärkeimmistä ominaisuuksista samansuuntaisia. Työrooleihin suoraan liittyvät olennaiset tehtävät kuten *organisointi- ja suunnittelutaidot* sekä *lajispesifit taidot* (organisational and planning skills, sport specific skills) saivat korkeita sijoja.⁹⁹

Kaikkien työroolien vastauksia tarkastellessa tärkeimmiksi kehittämisvaatimuksiksi nousivat *teknologian ja työkalujen käyttö*, *ICT-taidot* sekä *myynti- ja markkinointitaidot*. (Use of technology, equipment and tools, ICT skills, marketing and selling skills). Nämä korostuivat myös nimenomaan suomalaisten vastauksissa suhteessa muuhun Eurooppaan. Koko Euroopassa korostuivat esimerkiksi *osallistujien terveyden ja turvallisuuden varmistaminen* sekä *kyky toimia toimintarajoitteisten ihmisten kanssa*. (Ensure health and safety of participants, ability to work with people with disabilities). Näiden osalta ei Suomessa koeta niinkään kehittymisen tarvetta.






Employer Skills Survey:n vastaajat peräänkuuluttivat kouluttajatahojen ja organisaatioiden yhteistyön tiivistämistä sekä uudenlaisia kursseja vastaamaan osaamistarpeisiin. Lähes kaikki pitivät henkilöstön taitojen ajankohtaisuutta tärkeänä sekä toisaalta myös henkilöstönsä kouluttautumishalukkuutta hyvänä. Tähän kysyntään yksityinen sektori on jo reagoinut tekemällä yhteistyötä sekä kansallisesti että kansainvälisesti.

Rekrytoitaessa niin työntekijöitä kuin vapaaehtoisiaakin kokemus, asenne ja persoonallisuus nähtiin kuitenkin varsinaisia kvalifikaatioita tärkeämpänä. Kvalifikaatioiden merkityksen vähentämisen voi ymmärtää ainakin sillä, että yli 80% totesi organisaationsa vaatimien kvalifikaatioiden olevan muutoksessa.






Nykyiset koulutuskokonaisuudet ovat jo nyt sisällöiltään melko pirstaloituneita. Vaarana on, että työnantajat eivät tunnista osaajia, nimikkeitä eikä myöskään tutkintojen sisältöihin liittyviä vaatimuksia.

⁹⁹ Tarkat taulukot kts. chapter 7

Opetushallituksen koordinoima *Osaaminen 2035* tarkasteli osaamistarpeita kolmessa kategoriassa: geneeriset osaamiset, työelämäosaamiset sekä digiosaamiset. Kvalifikaatiot oli luokiteltu asteikolle 1–5 sillä perusteella, kuinka niiden merkitys muuttuu tulevaisuudessa (osaamisen merkitys vähenee paljon – osaamisen merkitys kasvaa paljon). Tuloksina esiteltiin yhteenveto kaikkien alojen työpajojen tuloksista. Kärjessä olevien taitojen voidaan havaita olevan samankaltaisia kuin *Employer Survey Skills* -kyselyssä nostetutkin.

-  Ongelmanratkaisutaidot
-  Itseohjautuvuus
-  Kokonaisuuksien hallinta
-  Luovuus
-  Oppimiskyky¹⁰⁰

Merkitystään eniten kasvattavat työelämäosaamiseksi luokitellut kvalifikaatiot liittyivät lähes kaikki digitaalisuuteen.

-  Digitaalisten ratkaisujen hyödyntämisosaaminen
-  Digitaalisten alustojen hyödyntämisosaaminen
-  Digitaalisten toimintojen hallinta- ja ohjaustaidot
-  Asiakaslähtöinen palvelujen kehittämisosaaminen
-  Innovaatio-osaaminen¹⁰¹

Osaaminen 2035 on kaikkia aloja koskevan Osaamisen ennakointifoorumin tulosta, mutta esimerkiksi juuri digitaalisuuteen liittyvään osaamisen lisäämiseen on liikunta-alan tahoilla pyritty. Esimerkiksi urheilupuistoille kehitetään Opetus- ja kulttuuriministeriön strategiarahoituksen tuella digistrategiaa, jotta edellä mainittujen kaltaiset digitaalisuuteen liittyvät taidot paranevat.

Koulutus ja harjoittelu

Työntekijöihin ja koulutukseen kohdistuva osaamisvaatimus on kahtalainen. Toisaalta muutos niin liikunta-alalla, työmarkkinoilla kuin kaikkialla yhteiskunnassa nousee vahvasti esille. *Employer Skills Survey* -kyselyn vastaajat painottavat organisaatioidensa olevan muutoksessa, ja tärkeimpinä kvalifikaatioina painottuvat poikkileikkaavat, yleiset työelämätaidot kuten tiimityötaidot, asiakaspalvelu, ajattelu, kommunikaatio sekä liiketoimintaosaaminen.

Toisaalta keskeisimpinä kehittämisprioriteetteina etenkin alan varsinaisiin liikunta-ammatteihin, kuten valmentajiksi ja liikunnanohjaajiksi, nähtiin edelleen työhön liittyvät spesifit perustaidot, kuten esimerkiksi tietämys lajista, terveydestä tai harjoittelusta. Myös työvoiman nuoreminen tuo mukanaan peruskoulutuksen tärkeyden, mikä näkyy etenkin matalan tason koulutuksessa. Matalankin koulutuksen, jonka pohjalta yhä useampi liikunta-ammattin työntekijä toimii, on tarjottava riittävät työroolikohtaiset perustaidot.

Koulutuksen on kyettävä vastaamaan yhä erilaisempiin tarpeisiin. *Employer Skills Survey* -kyselyssäkin esille noussut uusien ja lyhyiden harjoittelukurssien tarve on tunnistettava kehittämisehdotus, unohtamatta kuitenkin riittävän peruskoulutuksen tärkeyttä.

¹⁰⁰ Opetushallitus (2019b)

¹⁰¹ Opetushallitus (2019b)

Tässä osiossa liikunnanohjaajien, personal trainereiden, toimitsijoiden sekä outdoor -ohjaajiin liittyvät vastaajamäärät jäivät mataliksi (alle 20 hlöä) joten näihin ammatteihin liittyviä vastauksia ei voitu työroolikohtaisesti analysoida.

Urheiluopistojen tarjoaman täydennyskoulutuksen lisääminen

Tulevaisuudessa alalla on mahdollisesti nähtävissä yhä enemmän eriytettyjä koulutuspolkuja, jotka johtavat tietyn toiminnon yhä parempaan osaamiseen. Koulutuspolkujen eriytyminen ja yksilöllistyminen on osa yleistä yhteiskunnallista kehitystä, mihin liittyy esimerkiksi vuonna 2018 suomalaisissa ammattikouluissa toteutettu tutkintojen rakenteet uudistanut ammattikoulureformi.¹⁰²

Ammatillisen koulutuksen osalta nykyinen järjestelmä mahdollistaa entistä henkilökohtaisempien koulutuspolkujen rakentamisen. Kaikille yhteisten tutkinnon perusteiden lisäksi tutkintoon voi sisällyttää tutkinnonosia oman valinnan mukaan. Mikäli tutkinnon perusteet on hyvin laadittu, on tutkinnon täydentäminen esimerkiksi muiden alojen tutkinnonosilla mielekästä. Esimerkiksi matkailu- tai sosiaali- ja terveysalan tutkinnonosat voidaan sisällyttää liikunnan ammatilliseen perustutkintoon. Oppilaitoksissa on mahdollista toteuttaa myös paikallisia tutkinnonosia, jotka voivat vastata hyvin spesifiin osaamistarpeeseen. Urheiluopisto voi erikoistua tarjoamaan juuri kyseisen opiston ympäristöön soveltuvaa tutkinnonosaa.

Koulutuksen ja koulutuspolkujen muuttuminen henkilökohtaisemmaksi ja räätälöidymmäksi vaatii uraohjauksen määrän kasvattamista. Henkilökohtainen uraohjaus koulutuksen järjestäjän taholta on yhä merkittävämpää, ja opettajien työtehtävissä yksilöllinen ohjaus korostuu. Tämä asettaa uudenlaisia vaatimuksia myös alan opettajille. Esimerkiksi urheiluopiston opettajan, joka opettaa tulevia liikunta-alan ammattilaisia, on hyödyllistä itse omata kokemusta mahdollisimman laajasti erilaisista liikunta-alan tehtävistä.

Ammatillisen koulutuksen painottaminen liikunta-alalla on olennaista jo esimerkiksi sen perusteella, että alalla työskentelevien matalammin koulutettujen määrä kasvaa.¹⁰³ Yksi koko liikunta-alan kaikkia koulutustasoja koskevasta haasteesta on kuitenkin koulutuksen tunnettavuuden ja arvostettavuuden parantaminen. Yhä useampi liikunta-alalla työskentelevä on käynyt liikunta-alan tutkintokoulutuksen sijaan esimerkiksi kaupallisen PT-koulutuksen. Matalimman tason koulutettujen, eli niiden jotka eivät ole käyneet edes liikunnan ammatillista tutkintoa, määrä kasvaa reilusti. Nimenomaan näillä on usein taustallaan jonkin muun tahon kurssi tai koulutus.

On syytä tutkia ja selvittää tarkemmin, kuinka liikunta-alalle kouluttautuneet työllistyvät liikunta-alan tehtäviin, ja toisaalta, ovatko liikunta-ammatteihin palkatut nimenomaan liikunta-alan koulutuksen saaneita. Vaikka liikunta-alan ihmiset itse arvostaisivat koulutustaan, sen roolia ei välttämättä tunneta muilla tahoilla. Esimerkiksi PT-nimike voi olla työmarkkinoilla kysytympi ja halutumpi kuin kolmivuotinen liikunnan ammatillinen koulutus, jonka konseptia ei tunneta. Myös esimerkiksi kunnallisen liikuntaneuvonnan, joka kunnasta riippuen toimii yleensä joko osana sosiaali- ja terveys tai liikuntapalveluita, voidaan palkata usein esimerkiksi fysioterapeutin koulutuksen saaneita, vaikka varsinainen liikunta-alan koulutus oikealla osaamisalalla on suunnattu nimenomaan kyseisen kaltaiseen tehtävään.

Eri aloja yhdistelemissä, poikkihallinnollisissa projekteissa ja tehtävissä toimiminen voisi liikunta-alalle kouluttautuvalle olla hyödyllistä jo opiskeluvaiheessa. Tämä voisi auttaa alan tunnettuuden lisäämistä sekä

¹⁰² OKM (2018a)


¹⁰³ kts. luku 4 – Sport Labour Market Statistics


monipuolisten taitojen kartuttamista. Liikunta-alan koulutuksen järjestäjien on syytä lisätä yhteistyötä muiden alojen ja tahojen kanssa.

Koulutuksen ja työelämän yhteensovittamisen parantamiseksi Suomessa tulisi olla liikunta-sektorin yhteinen työelämän tietopalvelu, joka toimisi myös tiiviissä eurooppalaisessa yhteistyöverkostossa. Keskeisessä roolissa voisivat olla esimerkiksi Urheiluopistojen Yhdistys ry sekä muut työllisyyteen liittyvät alan toimijat. Liikunta-alan työmarkkinatilanteen systemaattinen tutkiminen sekä valmistuneiden opiskelijoiden työelämään sijoittumisen seuraaminen voisivat olla tietopalvelun keskeisiä tehtäviä. Järjestely parantaisi paitsi liikunta-alan seurannan mahdollisuutta, myös koulutuksen kohdentamista.

Suunnitelma ja suosituksia

Työn tuloksena syntyneet kansalliset suositukset (National Action Plan) jakautuvat kolmeen teemaan. Nämä teemat ovat:

 **Liikuntasektorin profiilin nostaminen sekä tiedon ja ymmärryksen lisääminen, sekä Suomessa että Euroopassa**

 **Työntekijöiden työllistymisen ja osaamisen edistäminen vahvistamalla yhteistyötä muiden sektorien kanssa**

 **Liikunta-alan opinto- ja uraohjauksen kehittäminen**

Teema 1: Liikuntasektorin profiilin nostaminen sekä tiedon ja ymmärryksen lisääminen, sekä Suomessa että Euroopassa				
Suositus	Toimenpiteet	Toimijat	Aika	Mittarit
1. Liikunta-alan työllisyyteen ja osaamiseen perustuvan tietopalvelun perustaminen Suomessa	1A. Tunnistetaan työelämän tarpeet 1B. Tarjotaan tieto alalla valmistuneiden työllistymisestä 1C. Tunnistetaan sektorin realiteetit	Urheiluopistojen yhdistys ry Tilastokeskus EOSE, European Observatoire of Sport and Employment	Aloitukset vuonna 2020	Raportointi Raporttien levittäminen erilaisille sidosryhmille
2. Liikunta-alan työmarkkinoihin liittyvän tilastoinnin kehittäminen	Tiedon tarjoaminen säännöllisesti	Eri toimijoita (esim. OKM, Opetushallitus)	Aloitukset vuonna 2020	Raportointi
3. Työnantajien sekä koulutuksen järjestäjien välisen yhteistyön parantaminen sekä Suomessa että Euroopassa	3A. Tunnistetaan työmarkkinoiden realiteetit sekä tuetaan opiskelijoiden työllistymistä. 3B. Kehitetään eurooppalaista yhteistyötä niin opettaja- ja opiskelijavaihdossa kuin myös työntekijöiden liikkumisessa ERASMUS+ Sport -ohjelmaa hyödyntäen	Työmarkkinajärjestöt SKY ry Urheiluopistojen yhdistys ry	Aloitukset vuonna 2020	Eri sidosryhmien toimet Liikkuvuuden määrä

Teema 2: Työntekijöiden työllistymisen ja osaamisen edistäminen vahvistamalla yhteistyötä muiden sektorien kanssa

Suositus	Toimenpiteet	Toimijat	Aika	Mittarit
4. Urheilu- ja liikuntaseuroihin 500 uutta työntekijää (esimerkiksi valmentajia, ohjaajia, hallinnon työntekijöitä)	4A. Lisätään urheiluseuratoimijoille suunnattuja täydennyskoulutuksia 4B. Lisätään urheiluseuratoimintaan liittyviä sisältöjä tutkintokoulutuksessa	Suomen Olympiakomitea Liikunnan aluejärjestöt Urheiluseurat Koulutuksen tarjoajat	Aloitus vuonna 2021	Opiskelijoiden määrä
5 Liikunta-alan ja muiden SOTE-koulutusalojen yhteistyön vahvistaminen mm. hyvinvoinnin ja terveyttä edistävän liikunnan sektorilla.	5A. Liikunta-alan opiskelijat ovat jo opintojensa aikana mukana poikkihallinnollisissa, eri alojen toimijoita yhdistävissä tehtävissä	Koulutuksen järjestäjät Ohjaajien yhteistyö	Aloitus vuonna 2020	Syntyneiden aloitteiden määrä
	5B. Kehitetään uudenlaisia palveluita ja yhteistyötä vastaamaan asiakaskunnan tarpeita	Koulutuksen järjestäjät Ohjaajien yhteistyö	Aloitus vuonna 2020	Syntyneiden aloitteiden määrä
	5C. Selvitetään kuntouttavan liikunnanohjauksen erikoisammattitutkinnon tarve	Opetushallitus	Aloitus vuonna 2020	Selvitysprosessin toteutuminen / tulokset

Teema 3: Liikunta-alan opinto- ja uraohjauksen kehittäminen

Suositus	Toimenpiteet	Toimijat	Aika	Mittarit
6. Opiskelu/ura tms. ohjauksen kehittäminen ja osaamisen koordinointi	Liikunta-alaa koskevan tiedon lisääminen	Koulutuksen järjestäjät korkea- ja ammatillisessa koulutuksessa	Aloitus vuonna 2020	Kyselyt
7. Urheiluun ja liikuntaan liittyvien ammattien, (esim urheilijan, valmentajan, lasten ja nuorten liikunnanohjauksen) koulutuspolkujen kehittäminen ja mallintaminen	7A. Lisätään liikunta-alan koulutuksen tunnettuutta	Koulutuksen järjestäjät	Aloitus vuonna 2020	Uudet dokumentit ja menetelmät
	7B. Selvitetään osaamismarkin tms. järjestelmän mahdollisuus	Koulutuksen järjestäjät Yksityinen sektori	Aloitus vuonna 2020	Syntyneet toimenpiteet
8. Liikunta-alan koulutuksen markkinoinnin ja tiedotuksen kehittäminen	Jokainen urheiluopisto kehittää markkinointiaan	Urheiluopistojen yhdistys ry	Aloitus vuonna 2020	Syntyneet toimenpiteet / urheiluopisto



www.essa-sport.eu

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

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

