



ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

Analysis of labour market
in the sport and physical
activity sector



Greece

September 2019

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The ESSA-Sport Coordinator, EOSE, would like to thank the General Secretariat for Sports (GSG) of the Ministry of Culture and Sport and the official representative of GSG Dr. George Pigos who made a significant contribution to the development of this national report. The General Secretariat for Sports through its official representative have supported and contributed to the ESSA-Sport project throughout its lifetime performing some of the roles of a national coordinator.



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THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

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

a) The ESSA-Sport Project

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

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

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

b) The National Report

A National Report has been developed for EU countries where there is no ESSA-Sport National Coordinator. The report has been developed through desk research activities and unlike countries where there is an ESSA-Sport National Coordinator there has not been the same extent of national consultation activities organised.

c) The sport and education system

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

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

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

d) Sport Labour Market Statistics

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

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

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

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

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

e) European Employer Skills Survey

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

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

f) Recommendations

For countries where there has not been an ESSA-Sport National Coordinator it is not possible or relevant to develop a detailed action plan. Rather, some broad recommendations formulated at the European level are presented in section 8 which can potentially form the basis of further discussion by national stakeholders to confirm their relevance and whether they could be implemented nationally.



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NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

a) National key facts and data



Capital	Athens
Official EU language(s)	Greek
EU member country	Since 1 January 1981
Currency	euro. Euro area member since 1 January 2001
Schengen	Schengen area member since 1 January 2000

Geographical Size	132 049 Square Kilometres
Population:	10 722 287
GDP per capita in PPS ¹	68

Political system
Greece is a parliamentary republic with a head of government - the prime minister - who has the most political power, and the head of state - the president - whose duties are largely ceremonial. The executive power is exercised by the government.

Trade and economy
<p>The most important sectors of Greece's economy in 2018 were wholesale and retail trade, transport, accommodation and food services (25.1%), public administration, defence, education, human health and social work activities (20.3%) and real estate activities (16.3%).</p> <p>Intra-EU trade accounts for 53% of Greece's exports (Italy 10% and Germany and Cyprus 6%), while outside the EU 6% go to Turkey and 4% to Lebanon.</p> <p>In terms of imports, 51% come from EU Member States (Germany 11% and Italy 8%), while outside the EU 8% come from both Iraq and Russia and 7% from China.</p>

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

European Parliament

There are 21 members of the European Parliament from Greece.

Unemployment rate	3.9%
Job vacancy rate ²	1.1%

b) Characteristics of the overall labour market

1) The total employment in Greece

TOTAL EMPLOYMENT	3.751.000
+ % of the population aged 15-64	54,9%
<i>Total population aged 15-64</i>	6.830.800

TOTAL UNEMPLOYMENT	915.000
+ % of the active population	19,3%

2) The overall labour market - By gender

Male	58,4%
Female	41,6%

3) The overall labour market - By age

15 - 24	3,9%
25-49	81,0%
50+	15,1%

4) The overall labour market - By type of employment

Employed	71,0%
Self-employed	29,0%

5) The overall labour market - By type of contract

Full time	90,9%
Part time	9,1%

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

6) The overall labour market – By level of education³

Low education	20,9%
Medium education	42,2%
High education	36,9%

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

Low education Levels 0-2

Medium education Levels 3-4

High education Levels 5-8



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THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) Sport in Greece

Greece has a long and important history in the world of sport, being the original home of the ancient Olympic Games.

Greece is one of only four countries that has participated in all Summer Olympic Games since it started in 1896.

Football is the most popular sport and the national team have steadily risen to prominence in the international stage starting from their upset in the UEFA Euro 2004 when they beat Portugal. This is considered as one of the biggest upsets in international football history.

Greece also is considered as one of the world powerhouses for basketball. They are one of the founding members of FIBA and is considered as the fourth best team in the world. The Greek national basketball team has consistently taken the silver medal in the FIBA World Championship since 2006 and are also the EuroBasket bronze winner since 2009. They were the European Champions twice (1987 and 2005) as well as winning two more medals in 1989 (silver) and 1949 (bronze).

b) Ministry responsible for sport

The General Secretariat of Sport (GSS) is responsible administratively and financially for all sport issues and is under the Ministry of Culture and Sports.

The main aim of the General Secretariat of Sports (GSS) is the determination of strategic plan and the configuration of the implementation method of the country's sports policy, within the framework of the State's constitutional obligation to protect, administrate and financially support the sport activities. In particular, the main priorities of this strategy of General Secretariat of Sports are:

- a) To prevent and protect the health of any athlete or potential athlete (in competitive or non-competitive level)
- b) The systematic promotion, dissemination and consolidation of the social perception of the sport spirit and the values of Olympism to the country civilians. Furthermore the dissemination of the sport spirit at National and International level by any appropriate promotive process.
- c) The scientific assessment of the country's sporting needs and its depiction on the strategic sport policy, in order to implement and operate educational programs, actions and projects accordingly to all the evolved to sport activities (physical persons and sport bodies).
- d) The institutional, scientific, logistical and financial support of supervised public Entities and Private sports organizations (NF, Clubs, NGO's) to ensure the quality and efficiency of their sport services to the athletes.
- e) The supervision and administration assessment on the basis of the strategic plan and sports policy of all physical persons (i.e trainers) or sport Entities/Bodies that involved sporting activities and have recognised by GSS

The General Secretariat of Sport consists of two main pillars in its sport design. The support and development of Competitive sport and the Sport for All programs

c) Direction of competitive sports

The operational goals of the Directorate of Competitive Sports are to design, plan, control, supervise and monitor the process of all high level competitive Sports, cultivated by recognised Athletic Federations, Clubs and Sporting events at all levels starting from level of the amateur sport legalizing and assisting athletes in the development of their sport. Furthermore the Directorate of Competitive Sports is ensuring that organization processes and the implementation of the strategic plan are improving the functioning and organization of Competition Sport. Regarding the anti-violence policy in sports, the Directorate of Competitive Sports is handling issues and decisions related to the treatment of violence in accordance with Law 4326/2015 and the applicable provisions.

d) Sports clubs

The primary organisational unit of extracurricular sport is in the form of the Sport Club. Is the initial cell of sport (mainly) competitive structure/form in Greece (Hellas). A sports club is a union of natural persons in accordance with the provisions of law, whose main purpose is to systematically cultivate and develop the potential of its athletes for their participation in sports competitions.

e) National federations

The National Federation (NF) is a union of Sport Clubs, which is responsible for the Specific sport (or related sports), cooperates with the General Secretariat of Sport (that is responsible financially and administratively for all sport issues) and have the general strategy for the Sport.

Matters relating to the organisation and development of sport is the responsibility of the Sport Federation. The issues regarding the relations of athletes and sports associations of all categories, and any other relevant details, shall be governed by general or special rules adopted by the general meeting of Assembly Sport Federation. The provisions of the International Federations are taken into account in the preparation of the National regulations. Compliance with these rules is mandatory for athletes and sports associations that act under the responsibility of the National Federation.

The Regulations and their amendments shall be subject to legal scrutiny by the Minister responsible for Sport (General Secretariat of Sport). If a regulatory review of a regulation finds that its regulations need to be amended, supplemented, or harmonised with the provisions of this or other laws, the regulation shall be referred back to the federation concerned for compliance.

Each Athletic Federation shall regulate in its Articles of Association or its Regulations, in accordance with the provisions of applicable laws, the matters of organisation, administration, structure of its organisational units and its operation, as well as matters relating to its official status of its staff.








f) Youth development in sports

The exploitation of the particular abilities of youth athletes and their orientation to sport activities that are according to their particular of force–velocity–power profiling and maximal strength assessment or physical abilities, is the one and most important program of General Secretariat of Sport.

The cooperation of the General Secretariat and the National Federations on the basis of the proper functioning of the core departments (administrative control) and quality control is the basis for the success of the program. Ensuring the two-fold function of good functioning and quality assessment involves

providing all the necessary conditions for nurturing and improving the particular abilities of the selected youth athletes.

The basic implementation principles of this program are:

-  A sufficient and effective medium-long term strategic and training plan, adjusted to every sport
-  Continuous parameters evaluation of implementation,
-  Quality control of training implementation
-  Upgrading the knowledge level of the executives involved in its implementation phase
-  Timely elimination of implementation malfunctions
-  Continuous development of design or redesign of process to meet modern sport training approaches and scientific research evidence
-  Direct cooperation and liaison with the Sport Federations and Associations to improve the program.

g) Sport for All program and scientific support

The basic concept of the Sport for All programs is that Sport exercise or physical activity with systematic guidance is an essential social investment because it improves human quality of life, contributes to the prevention of degenerative tendencies, the development of interpersonal relationships and a better relationship between man and the natural environment. The purpose of the Sport for All programs for General Secretariat of Sports is to improve the biological level of citizens-athletes, to cultivate athletic character and athletic awareness, to take advantage of leisure time and to recreate citizens-athletes.

h) Description, Categories & Types of Sport for All Programs

1) General Programs

- a) 'Childhood Exercise', for children aged 6-12 years (excluding school hours), for the purpose of physical activity and sports education and not exclusively training in specific sports throughout the period. The overriding goal is the proper kinetic and physical development of children.
- b) 'Exercise in preschool',
- c) "Child and sport", for children aged 6-12 years (excluding school hours) for the purpose of initiating and training to specific sports.
- d) "Exercise at adolescence", for persons 12-18 years of age, where it is possible to plan and implement physical and sports activities such as health roads, mountaineering, hiking, competitions between independent groups, dances, rhythmic training and aerobic exercise. .
- e) "Adult Exercise" where it is possible to plan and implement physical and sports activities such as health roads, mountaineering, hiking, competitions between independent groups, dances, rhythmic training and aerobics.
- f) "Sport and woman", for the purpose of physical activity and motor recreation.
- g) "Exercise at a young age", which enables the planning and implementation of physical and motor activity programs.
- h) "Sport and youth" for persons up to 30 years of age.

2) Dedicated to specific civil target groups programs

- a) Training of people with disabilities in schools and institutions (within working hours).
- b) Exercising people with disabilities in the context of free time.
- c) Exercise in detention centers.
- d) Exercise at Mental Health Centers.
- e) Exercise in prisons.
- f) Exercising immigrants.
- g) Gypsy Exercise
- h) Exercise & Sport of students
- i) Military Exercise & Sport
- j) Employee Sports & Sport

3) Innovative Programs

- a) Indoors and Outdoors Sport centers for everyone. Operation in principle of two (2) pilot centers for the implementation of mass sport programs, one in "Multisport Centre of Agios Kosmas" and one in the gym "Fokianos" with emphasis on pilot programs such as family sports, pre-school exercise, training of disabled people, etc.
- b) Innovative Sports Activities for All. New programs (not included above) proposed and implemented by Local and Region Authorities.

4) Short term programs

- a) Sport for All winter activities
- b) Summer activities Sport for All
- c) Regional, National and International Sport for All events.

About 4500 different types of Sport for All programs were implemented every year in all Regions and Local Authorities of Greece.

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

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

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

Greece (N = 1,010)

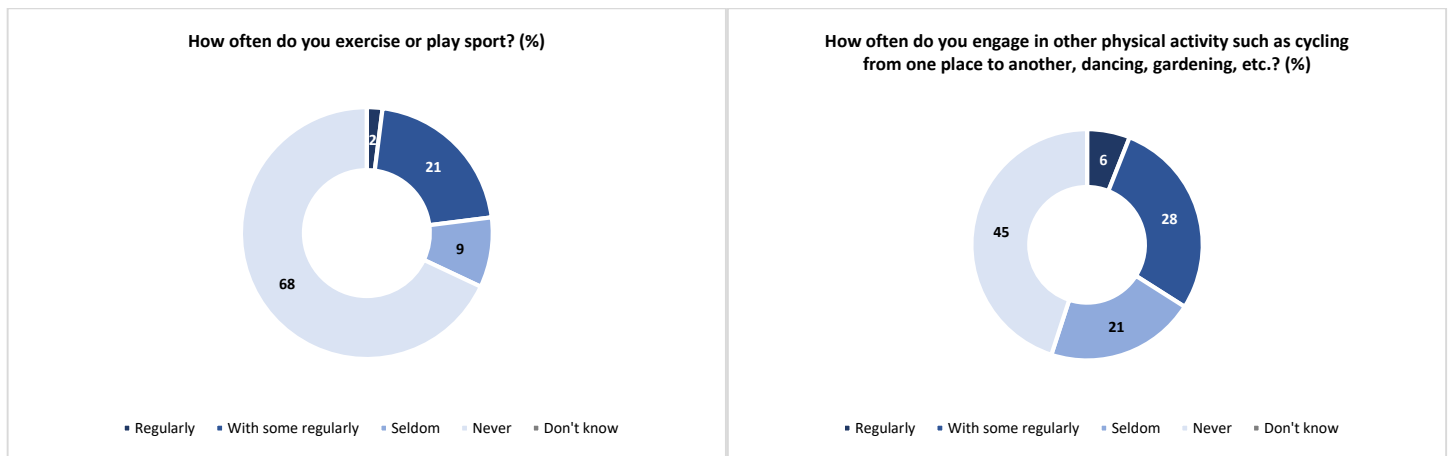
For the purposes of the ESSA-Sport Project National Summary Report for countries where there is no National Coordinator, the following selected graphs from Special Eurobarometer 472 provides some relevant background information as part of briefly describing sport and physical activity at the national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

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

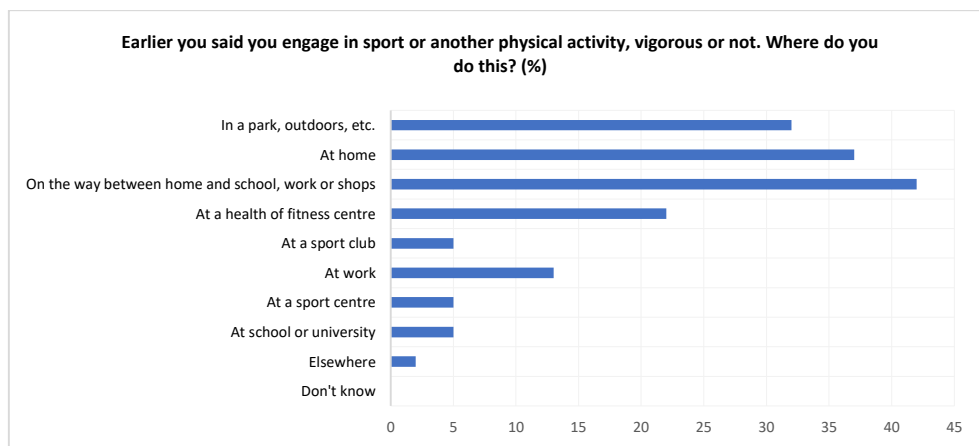
The full Special Eurobarometer 472 national factsheet can be found here:

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

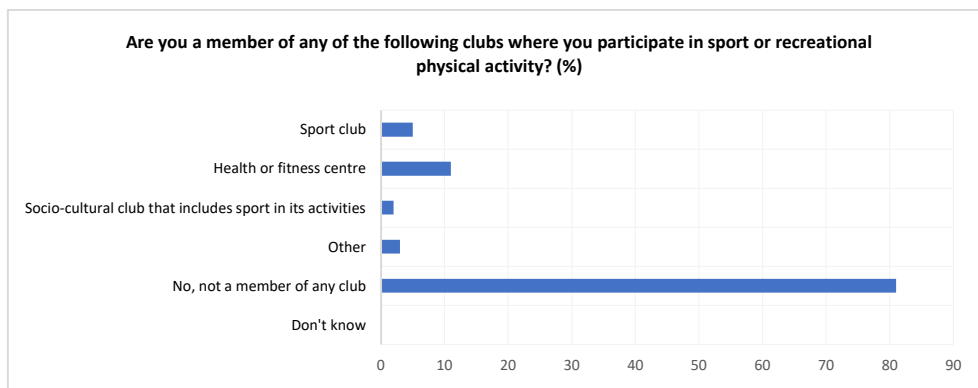
1) Participation in sport or exercise



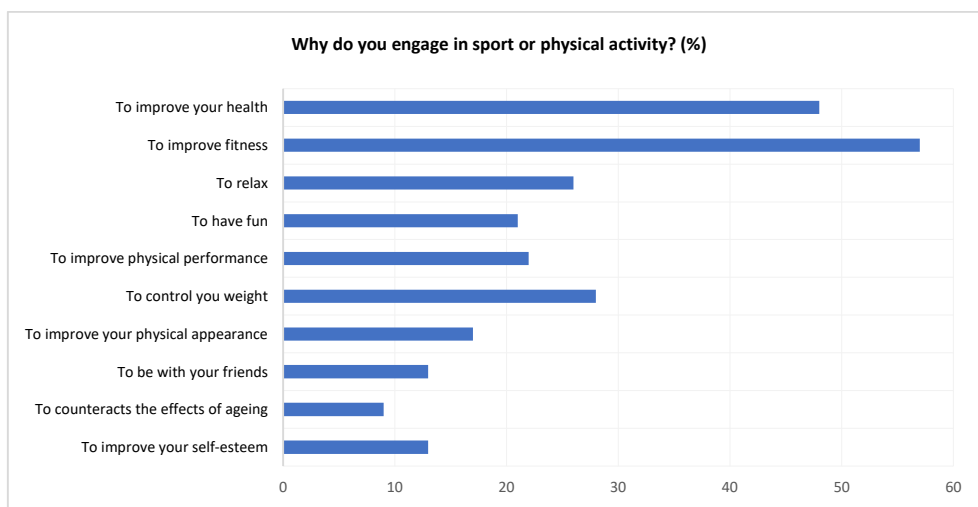
2) Location of engagement in sport or physical activity



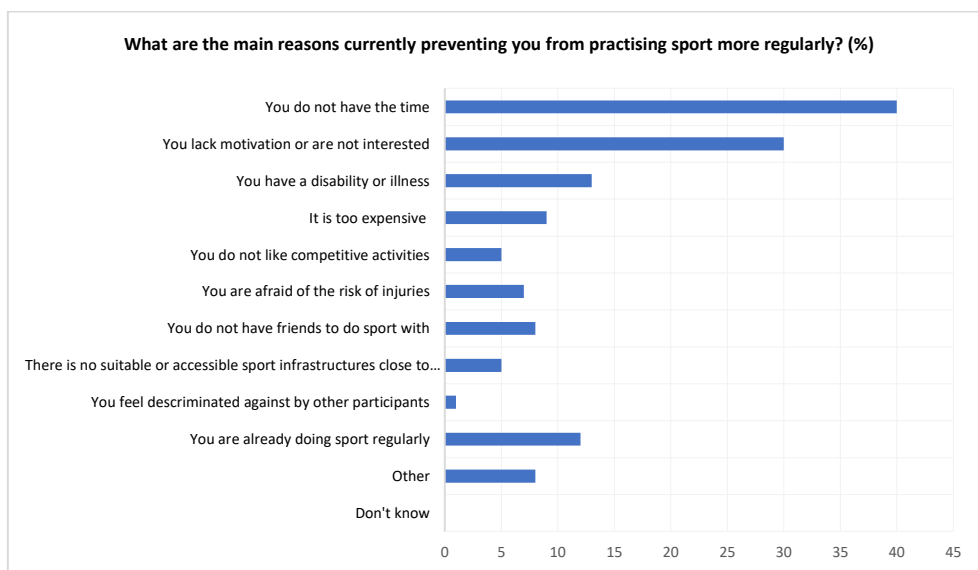
3) Club membership



4) Motivation to participate



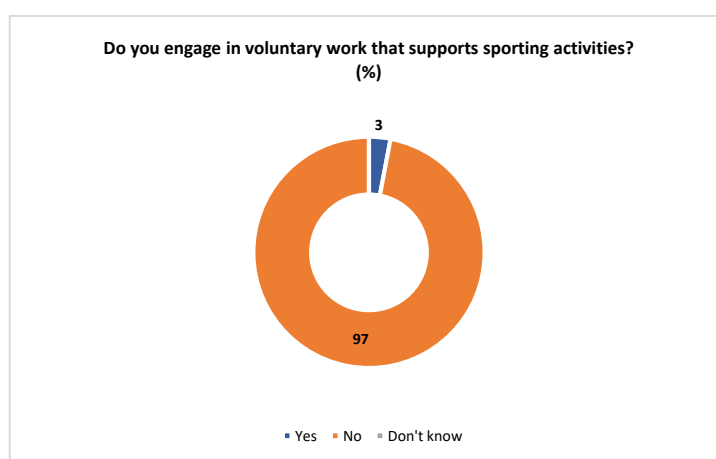
5) Barriers to participation



6) Opportunities to participate



7) Engagement in voluntary work in sport





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SPORT LABOUR MARKET STATISTICS


4. SPORT LABOUR MARKET STATISTICS

The following summarises and highlights some of the main findings of the Greek statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Greece in 2018 was 21,313. This represents a very high growth rate of 71.42% since 2011 and brings Greece closer the European average of the Sport and Physical Activity workforce as a proportion of the workforce as a whole.**

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

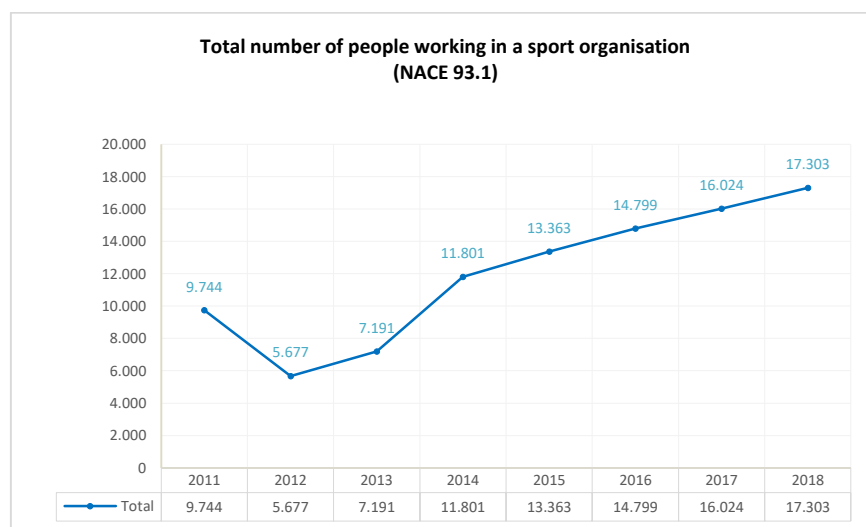
a) Total Number of People Working in Sports Organisations

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

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

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

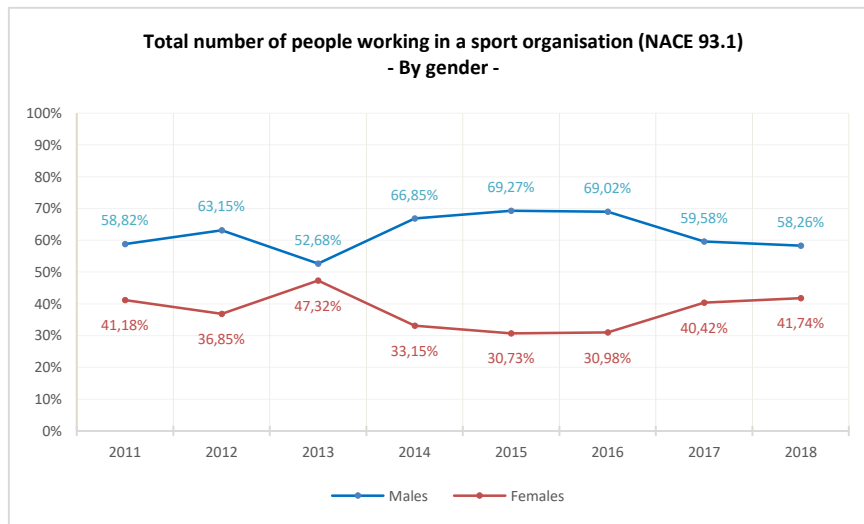
1) Total Number of People Working in All Occupations in Greek Sports Organisations and Growth Rate



The total Greek working population in sports organisations (all occupations) as of 2018 is 17,303. This compares with a figure of 9,733 in 2011. Thus, there is a growth during this period of 7,570 (77.7%). Given that this increase is very significant, further research should be done in order to find the reasons for this increase (new sport policies, investments, etc.).

2) All People Working in Greek Sports Organisations by Gender

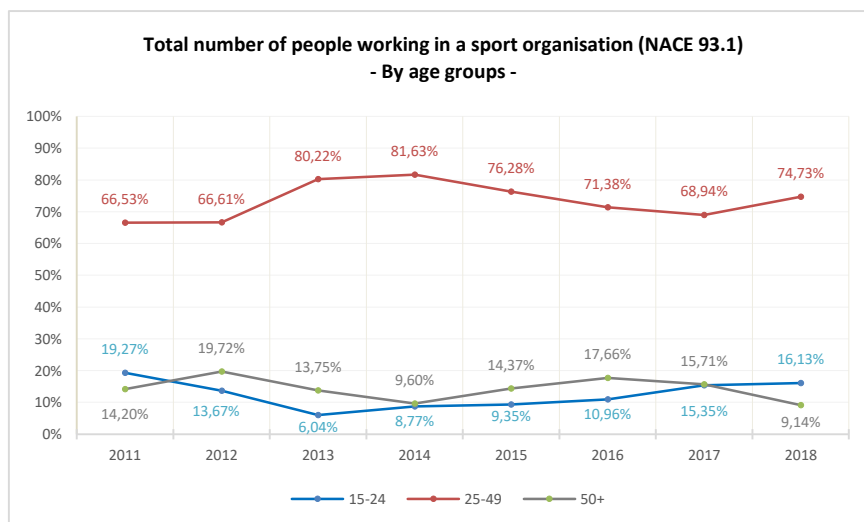
The number of male employees in 2018 exceeds the number of females by 2,858 (by 16.6% of the total workforce). The margin between males and females remains the same as it was in 2011 with a total of 58% males and 42% females in 2018. There is only a very slight change of 0.6% but very marginal over an eight-year period.



3) All People Working in Greek Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	2,792 (16.13%)
25-49 years old	12,931 (74.73%)
50+ years old	1,581 (9.14%)

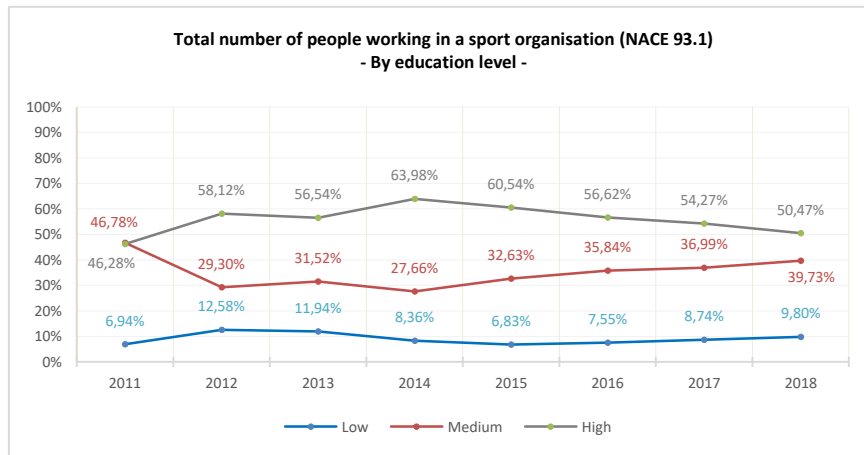


It is interesting to note a relative increase of the 25-49 age group (8%) and the decrease of the two other groups. The 15-24 age group decreased by 3% and the 50+ group age decreased by 5%. This might suggest that older workers are leaving the sector, but are not being replaced by younger recruits whose numbers are in decline.

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

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

Low (ISCED 0-2)	1,695 (9.8 %)
Medium (ISCED 3-4)	6,875 (39.73 %)
High (ISCED 5-8)	8,733 (50.47 %)



2011-2018 shows an increase in the proportion of the low education group (3%) and the high education group (4%). The medium education group decreased by 7%. The proportion of people having a low education is relatively small in Greek sports organisations.

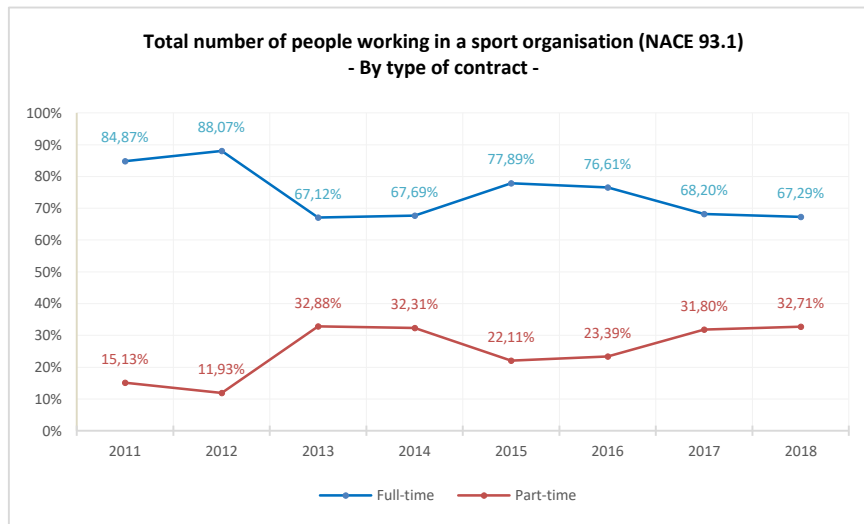
It is interesting to underline that the situation changed since 2011 when the medium education group was higher than the high education group. This may suggest an increasing requirement for higher level skills in Greek sport organisations or more graduates joining the labour market, possibly seeking posts for which they are overqualified.

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

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

Full-time 11,644 (67.29%)

Part-time 5,659 (32.71%)



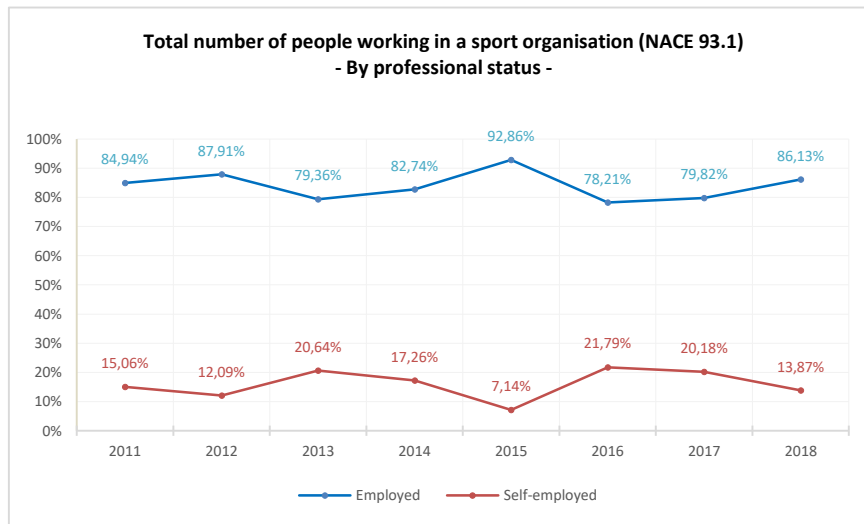
There is a high increase in the number of full-time jobs and part-time jobs on 2011-2018. However, as a proportion, full-time contracts have decreased by 17.5% and part-time contracts increased by the same percentage. Therefore, the gap between the two types of contract has decreased. The high increase in part-time employment may suggest the need for more flexible training provision to meet the working styles of these staff.

6) All People Working in Sports Organisations by Professional Status

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

Employed 14,724 (86.13%)




Self-employed 2,372 (13.87%)



2011-2018 shows that the number of employed staff slightly increased by about 1.2% with the same decline in self-employed. Overall, we can say that there appears to be a preference for employed staff in Greek sports organisations.

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

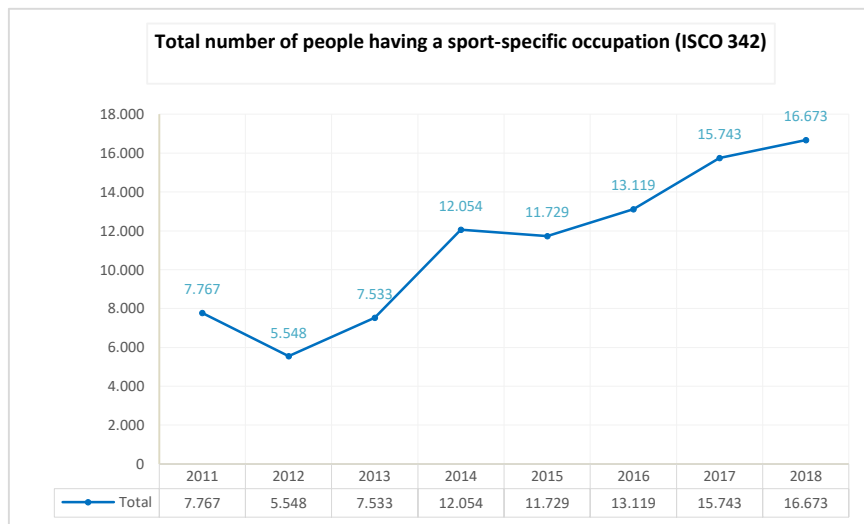
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

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

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

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

The total working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 16,673. This compares with a figure of 7,767 in 2011.



Thus, there is a growth during this period of 114.66%.

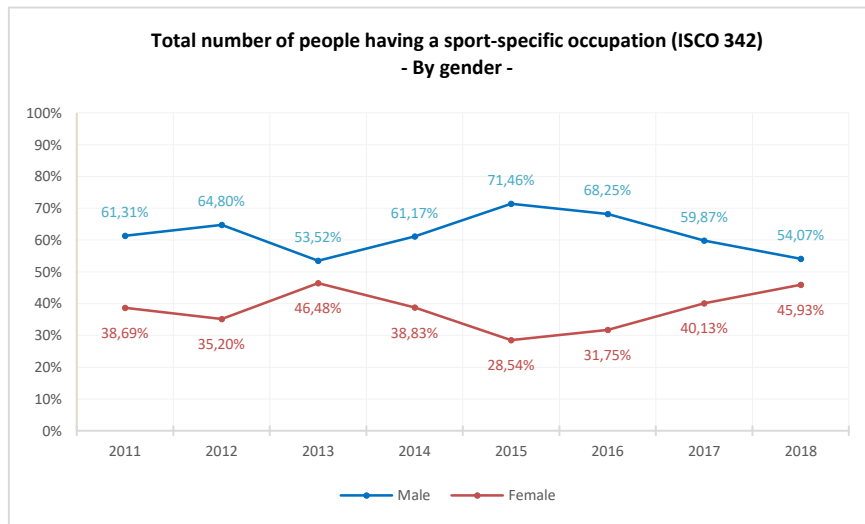
If the graph is analysed year after year, it shows that the number of people having a sport specific occupation decreased in 2012 before increasing until 2018 with a small plateau in 2015. Upcoming data for 2019 will determine if the number of people working with a sport specific occupation will keep growing or will stabilize.

2) People Working in Sport Specific Occupations by Gender

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

Male 9,015 (54.07%)

Female 7,658 (45.93%)

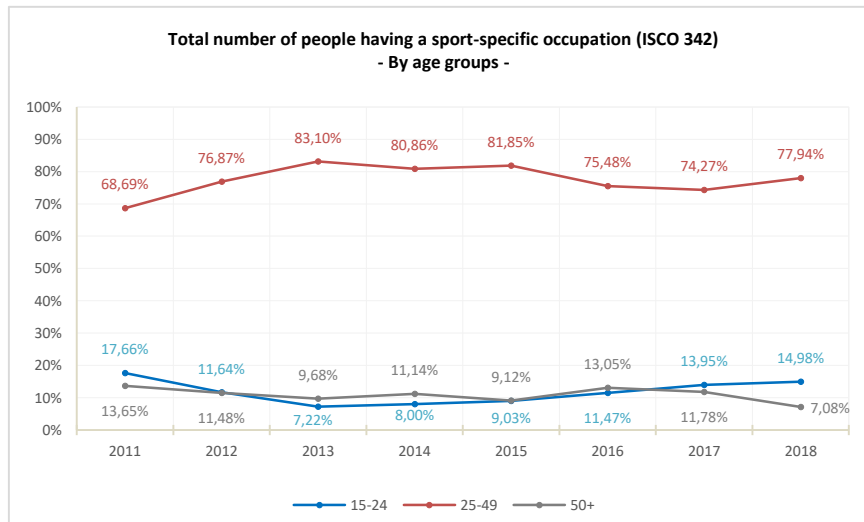


This shows a significant change from 2011 when the number of male employees exceeded the number of females by 1,757 (22.6% of the total workforce). The workforce is becoming more female with more gender equality in the overall workforce. Female recruitment has almost certainly contributed to the workforce growth. In 2018, proportion of female in sports organisations is 45.93% (+7%), the male representation is thus 54.07% (-7%).

3) People Working in Sport Specific Occupations by Age

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

15-24 years old	2,497 (14.98%)
25-49 years old	12,995 (77.94%)
50+ years old	1,181 (7.08%)

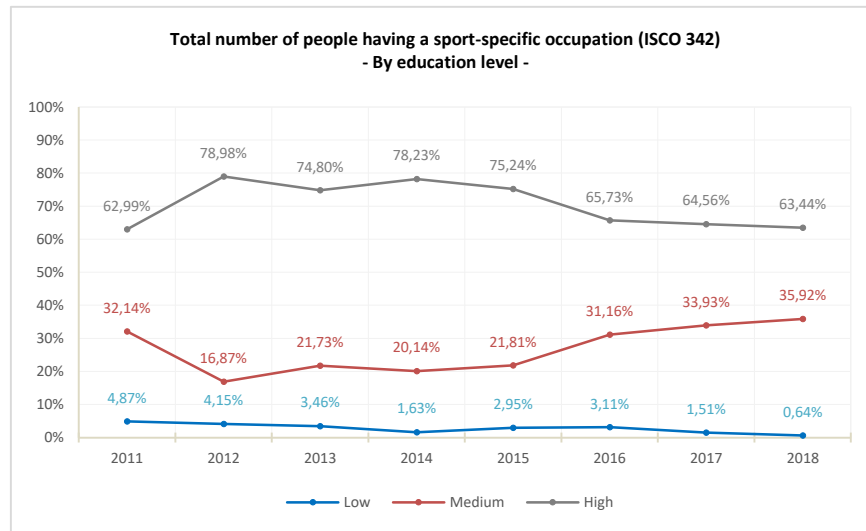


In proportion, 2011-2018 shows a decrease of 2.5% in the 15-24 and 6.5% in the 50+ age group to the benefit of the 25-49 age group which increased by 9% and represents the majority of people working in a sport specific occupations. Again, there is the suggestion that older workers are leaving the sector but not yet being replaced by younger recruits.

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)	106 (0.64%)
Medium (ISCED 3-4)	5,989 (35.92%)
High (ISCED 5-8)	10,578 (63.44%)



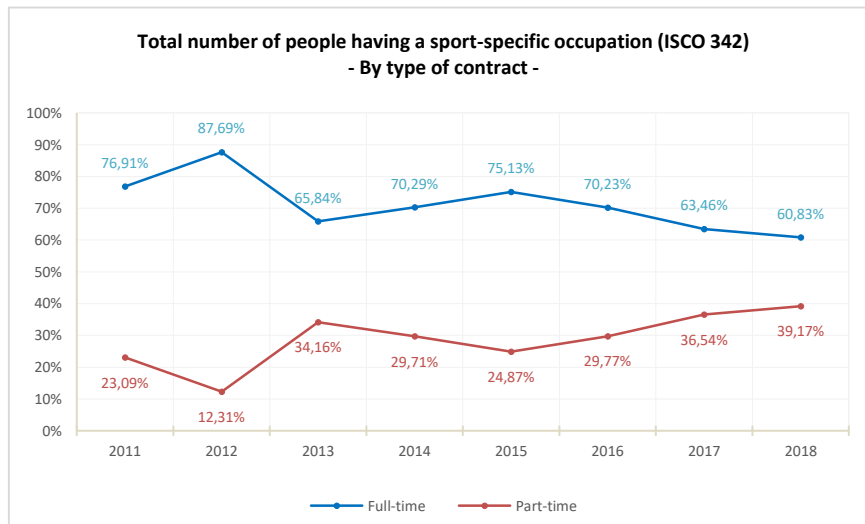
2011-2018 shows that Low Education has increased by 0.5% and Medium Education by 4% while the High Education level decreased by 4.5%. Recruitment is coming predominantly from the Middle and High Education groups. People having a sport specific occupation in Greece are clearly represented by high of middle level of education as the lowest group represents less than one percent of the market. Whether skills demand in the sector require such a high number of higher education graduates may be worth exploring in the future.

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

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

Full-time 10,143 (60.83%)

Part-time 6,530 (39.17%)



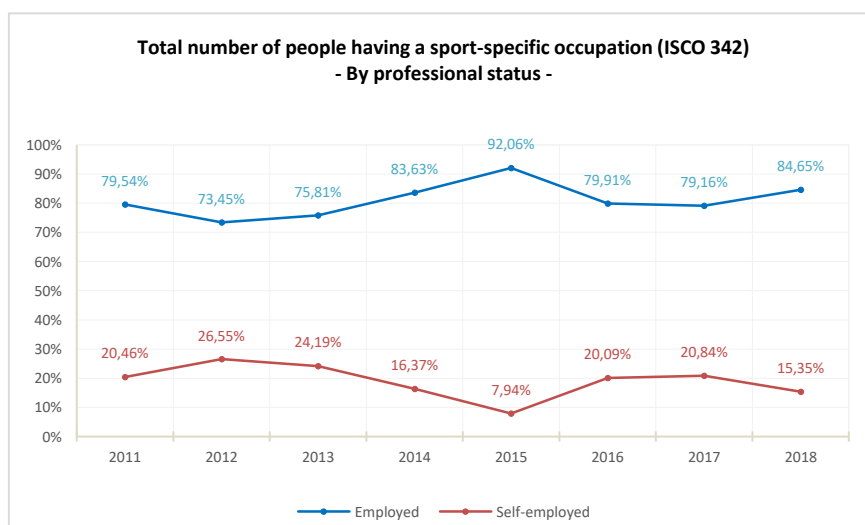
2011-2018 evolution shows that there is a need for both part-time and full-time contracts in sport specific occupations. However, the situation has significantly changed as the proportion of full-time contracts declined by 16% as the part-time contracts increased by the same percentage. This may suggest a high need for flexibility in training offers for the sport specific occupations to meet their needs.

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

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

Employed 1,938 (84.65%)

Self-employed 2,528 (15.35%)



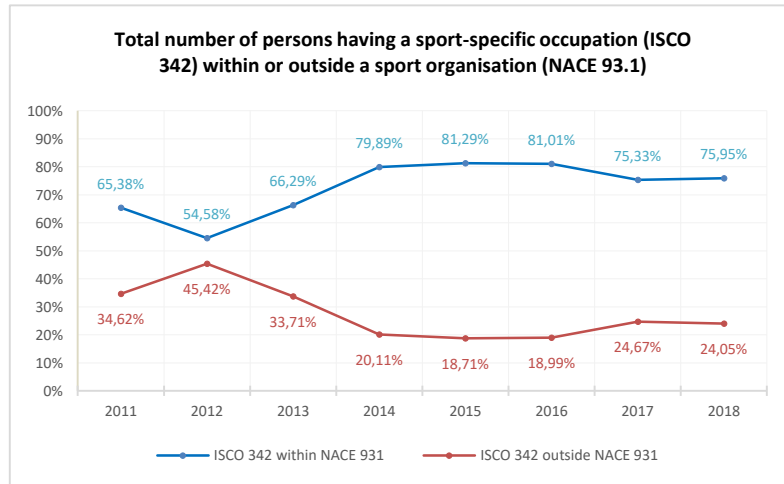
This shows changes over the years as the proportion of self-employed workers decreased by 5% since 2011 to the benefit of employed staff.

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

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

In sports organisations 12,663 (75.95%)

In other types of organisations 4,010 (24.05%)



This compares with 2011:

In sports organisations 5,078 (65.38%)

In other types of organisations 2,689 (34.62%)

This shows that the percentage of people working in with a sport specific occupation outside sports organisations decreased by about 10.5%. More and more sport specific occupations are being hired in sports organisations.

c) Total Employment in the Sports Sector

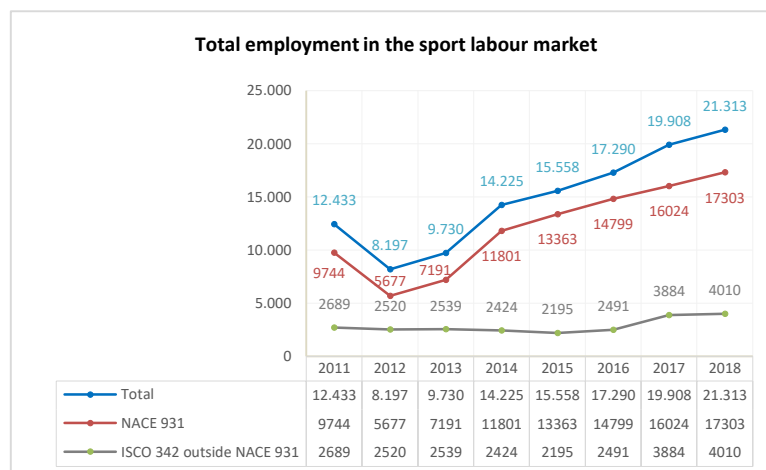
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

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

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

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

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



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

2011 21,313

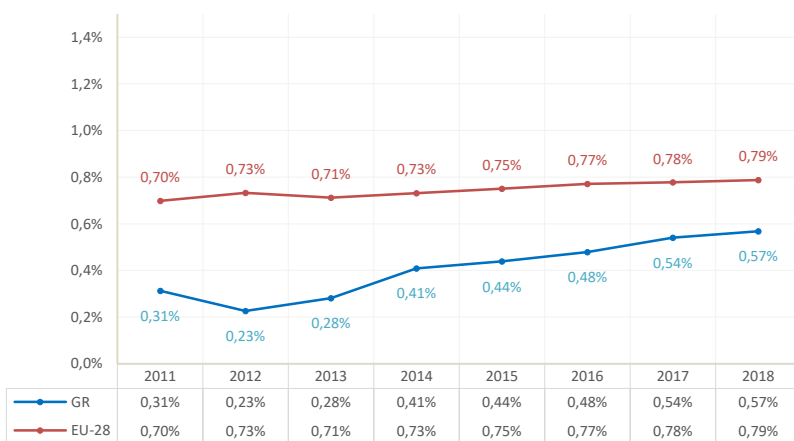
2018 12,433

This shows an overall increase rate of 71.42%.

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

The size of the Sport and Physical Activity workforce in Greece is lower (by 0.22%) than that in the EU 28 as a proportion of total employment. In Greece 0.57% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. This has, however, improved by 0.26% over the period which is a substantial gain.

Total employment in the sport labour market versus overall total employment (%)



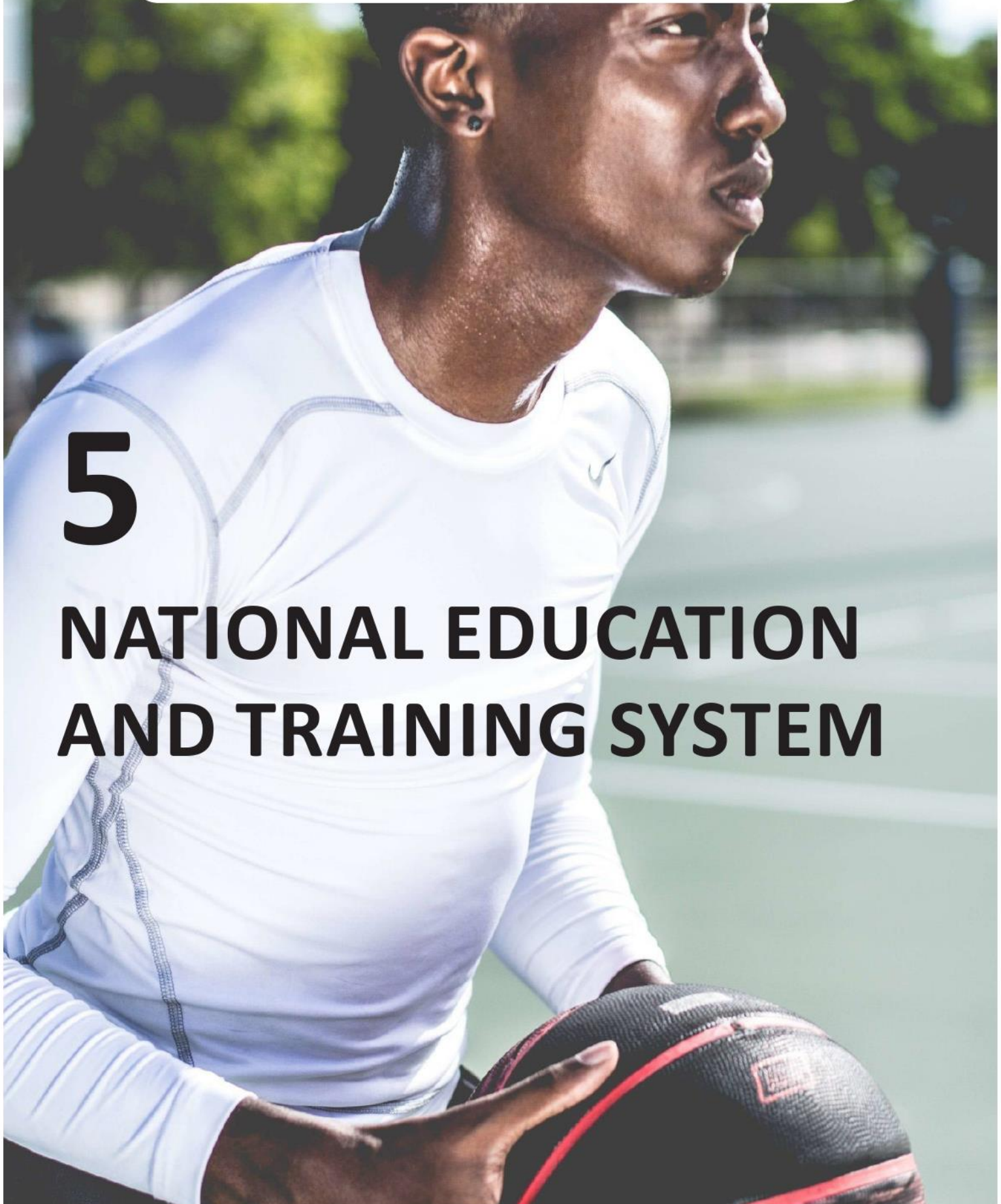


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

a) Responsible Ministry⁴

Education policy is designed by the government and constitutes part of the general policy selected and implemented in various sectors. Responsibility for the design of the education policy, the supervision and monitoring of its implementation, as well as administrative responsibility for the entire education system across all fields, agencies and levels lies with the Minister of Education, Research and Religious Affairs. Through the various services of the Ministry, the Minister drafts the bills and the presidential decrees regulating the functioning of education and publishes the relevant ministerial decisions.

b) Stages of the education system⁵

Compulsory education in Greece lasts 11 years and extends from the ages of 4 to 15. The stages of the Greek education are mainly three:

1) Primary Education

Primary Education includes Pre-primary and Primary schools. Pre-primary Education in Greece has become compulsory for all 4-year-old children, since school year 2018-2019. Over the span of 3 years, the two-year pre-school education will become compulsory in all municipalities of the country and children will enrol in Pre-primary Schools at the age of 4. Infant Centres, Infant/Child Centres and Child Centres represent early childhood care. They are run under the remit of the Municipal Authorities. They cater for children between the ages of 2 months and up to 4 years old.

2) Primary School

Primary Education is the next stage. Primary School spans 6 years. It concerns children in the age range of 6-12 years. Since school year 2016-2017, there is a Single Type of All-day Primary School with a new revised daily timetable.

3) Secondary Education

Secondary Education includes two cycles of study:

The first one is compulsory and corresponds to Lower Secondary School

The second one is the optional General or Vocational Upper Secondary School

4) Tertiary Education

Higher education is the last level of the formal education system. Most undergraduate degree programmes take 4 academic years of full-time study.





Postgraduate courses last from one to two years, while doctorates at least 3 years.

⁴ https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-33_en

⁵ https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en

5) Lifelong Learning

Lifelong Learning policy in Greece is part of a wider development plan. The General Secretariat for Lifelong Learning and the General Secretariat for Youth plans the public policy of LLL. Non-formal education can lead to certifications recognised at national level. Lifelong Learning is provided at:

-  Vocational Training Institutes
-  Lifelong Learning Centres
-  Vocational Training Schools
-  Colleges

c) Higher Education⁶

According to the Greek Constitution (article 16), Higher Education is public. It is provided only by Institutions which are legal entities of public law. HEIs enjoy full self-administration and academic freedom. They are subject to state supervision. The government finances them. No private HEIs exist in the country.

Admission of students has to do with their performance in the national Pan-Hellenic exams at the end of Grade C of Upper Secondary School.

In Greece, there are 23 University Sector Institutions. Among them, there are also the Hellenic Open University (HOU) and the International Hellenic University (IHU).

d) Vocational Education and Training (VET)⁷

Greece has one of the lowest percentages of students who leave education and training early in the EU (6.0% in 2017, compared to the 10.6% EU average). However, spending on education is not sufficient as it was severely affected by the crisis. There are disparities in student performance and in the early school leaving rate, linked to socioeconomic background and migrant status. Integration of refugee children in mainstream education has been challenging, especially on the islands where most refugee children still lack access to education, but significant efforts have been made by the Greek government in this respect.

The Greek population lacks basic digital skills (46% in 2017) and the country remains in 25th position within the EU. While the rate of tertiary attainment at 43.7% in 2017 exceeds the EU average of 39.9%, only 55.8% of recent tertiary graduates have a job, compared to 84.9 % across the EU, and the mismatches between qualifications and positions held in employment are frequent. There is also a strong outflow of highly skilled university graduates.

In order to strengthen the provision of vocational education and training, the apprenticeship system was expanded. Greece introduced an optional fourth apprenticeship year for upper secondary VET graduates, which gives access to EQF level 5 qualifications.

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-33_en

⁷ https://www.cedefop.europa.eu/files/greece_-_european_inventory_on_nqf_2018.pdf

e) National Qualifications Framework⁸

Greece has developed a comprehensive NQF for lifelong learning, the Hellenic qualifications framework (HQF), aiming at a coherent and comprehensive system of qualifications from all parts and levels of education and training. The QF for higher education (HE) is a part of the overarching NQF. The Greek authority responsible for the accreditation of higher education programmes (HQAAA), uses, as evaluation criteria, the learning outcomes approach and expected competences in accordance with the national qualifications framework for higher education. In the Greek legal framework, the main types of HE qualification are connected to NQF levels.

The NQF developments build on the Act on lifelong learning (3879/10), which introduced levels and the learning outcomes concept as essential elements of qualifications and awards. The act provided the basis for a more coherent and integrated approach to lifelong learning, as coordination of relevant issues is now under the ministry of education. The NQF also forms an integrated part of the overall national qualification system, including links to the relevant legislation in different policy areas, such as the National strategic plan for the improvement of vocational education and training and of apprenticeship.

f) Quality Assurance⁹

1) Higher education

Law 4009/2011 regulates quality assurance in higher education. The Hellenic Quality Assurance and Accreditation Agency (ADIP) is an independent administrative authority. Its mission is to ensure high quality in higher education.

Moreover, it supports the accreditation of internal quality assurance systems and curricula of HEIs and the formulation and implementation of the national strategy in higher education.

2) Lifelong learning

Lifelong learning actions at all levels (national, regional, local) are governed by the principle of monitoring and evaluation by the General Secretariat for Vocational Education, Training and Lifelong Learning. The aim is quality assurance and improvement in all services provided.

The National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) plays a key role. It developed the national framework of qualifications. It also implements the accreditation system for the teaching qualification of trainers for adults of non-formal education.

EOPPEP is the national reference point for quality assurance in vocational education and training (VET). It represents Greece in the European network for Quality Assurance in Vocational Education and Training (EQAVET).

⁸ https://www.cedefop.europa.eu/files/greece_-_european_inventory_on_nqf_2018.pdf

⁹ https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-27_en

g) Apprenticeships¹⁰

According to Article 1 of the Ministerial Decision 3.12195/ 3.688 /2013, apprenticeship is a system of vocational and technical education within the secondary education. Apprenticeship programmes are based on the dual education system. The theoretical part of the apprenticeship programmes is implemented in EPAS whereas the practical part takes place in organisations / businesses in the private or public sector[1].

The EPAS implement the dual learning system that combines ‘theoretical and laboratory education at school with practical training at the workplace’ (Provision II of Common Ministerial Decision no. 40041, 12.04.2007).

According to Article 7 of Law 4186/2013 ‘Restructuring Secondary Education and other provisions’, the EPAL Apprenticeship year implements the dual learning system of OAED (Greek Manpower Employment Organisation) and includes ‘apprenticeship with learning at the workplace, a specialisation course and preparatory courses for certification at school’

The apprenticeship system in Greece has developed in a piecemeal fashion. Each line ministry has established its own rules, disregarding the rules set by other ministries. In effect, the system is highly fragmented and there are no common rules as regards a series of features (e.g. content and duration of practical exercise, terms of remuneration, legal rights of graduates with respect to professions, etc). Currently, the only system that complies with Cedefop’s definition of apprenticeships is EPAS (operated by OAED). According to a recent ministerial decision, EPAS will stay intact and allowed to operate on the same terms and conditions for the next five years (during these five years there will be an external evaluation of the whole system of apprenticeships and traineeships). Until then, the Ministry of Education will establish pilot apprenticeship schemes (titled Apprenticeship years) which will be optional and offered to EPAL graduates. Experimental SEK (Vocational Training Schools) were set up in 2014.

There are other types of workplace-based learning arrangements that do not fit under the scheme-specific sections that should be taken into consideration:



Post-secondary vocational training institutes (public or private IEK) provide an option of six-month internships before certification examinations.

Secondary and post-secondary schools supervised by ministries of tourism and agriculture offer programmes with strong workplace training elements that are not formally regarded as apprenticeships.

Studies in technological higher education institutes include six-month internships.

h) Recognising and validating non-formal and informal learning and learning pathways¹¹

In Greece, there is currently no comprehensive national framework for the certification of non-formal education and informal learning. However, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) (JMD 119959/H/20.10.2011 and law 4115/2013) is the main administration body of the National Network for Lifelong Learning. Its purpose is:




-  to develop and implement a comprehensive national certification system of non-formal education (initial and continuous vocational training and general adult education) and
-  to provide scientific support to the Vocational Orientation and Counselling services in the country.

¹⁰ <https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/country-fiches/greece>

¹¹ https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-32_en




EOPPEP is a legal entity of Private Law, supervised by the Minister of Education, Research and Religious Affairs, and its headquarters are in Athens. More specifically, it is the institutional body for the development and implementation of the National Qualifications Framework (EPP) and the body responsible for the correspondence or EPP with the European Qualifications Framework. It is also the National Co-ordination Point of the European Qualifications Framework. It is the body that succeeded the Organisation for Vocational Education and Training (OEEK) following its termination and merger of the National Organisation for the Certification of Qualifications (EOPP), the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS) and the National Centre for Vocational Guidance (EKEP).

The certification of qualifications concerns the certification of output; that is, the results of non-formal education, as well as informal learning. In co-operation with the labour market as for the priorities which need to be set, and in connection with the certification of input, EOPPEP:

-  shapes the regulatory framework for the recognition and certification of qualifications acquired through non-formal education and informal learning
-  certifies specific qualifications and
-  authorises independent bodies which certify qualifications identified on the basis of the needs and priorities of the labour market.

Law 4115/2013 defines the responsibilities for the inspection and certification of qualifications which might be assigned to licenced bodies (like Lifelong Learning Centres I, Lifelong Learning Centres II, Private Schools, Foreign Languages Schools), which receive an authorisation by EOPPEP and which, following their authorisation, are placed under the supervision of the organisation.

Consequently, EOPPEP aims at:

-  providing non-formal education: authorised bodies and structures which implement programmes of non-formal education with certified specifications, based on certified professional outlines, and in which certified educators of adults teach with the support of certified executives of secondary services for individuals belonging in socially vulnerable groups,
-  learning results: certified knowledge, competencies and abilities which are acquired through non-formal and informal learning channels,
-  providing professional orientation and counselling services: services and tools of lifelong career development and school professional orientation, with the application of modern information and communication technologies, development of networking and counselling mechanisms, customised services for a wide range of the population.

In the future, the organisation will develop a mechanism that records, sets priorities and prioritises skills. It will implement the matching of skills acquired through formal and non-formal education as well as informal learning at the levels of EPP and will create sectoral descriptive indicators, in the form of knowledge, competencies and abilities. At the same time, it will develop a mechanism for the supervision of the implementation and the continuous specialisation of EPP.



ESSA-SPORT

Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING



6. NATIONAL SPORT EDUCATION AND TRAINING

a) Sport and physical education in schools

The Ministry of Education and Religions is responsible for the implementation of the policy for the Physical Education (PE) in all levels of Education.

The purpose of Physical Education in compulsory education is to make a primary contribution to the physical development of the students and to assist in their mental and spiritual development as well as their harmonious integration into social society. Priority is given to the development of students' motor skills and through them the development of their physical abilities and the enhancement of their health.

The guidelines given for both Primary and Secondary Education form a general framework for PE action, providing rigorous guidelines to help PE teachers set goals, design and select PE course content that are necessary for students and appropriate for their school conditions. Each school unit has the flexibility to adjust/tailor its PE curriculum based to the needs, logistics and characteristics of the students attending to the PE program.

The teaching of the Physical Education courses is covered approximate 2 hours of teaching per week and mainly covered by the following topics/activities:

- 1) For 1st - 2nd Elementary: Activities aimed to Psychomotor Education, Musical Motion / Dance, Introduction to Team, Individual and Traditional sports, Gymnastics Exercises, Event planning, Recreation sports.
- 2) For the 3rd - 4th Grade: Activities aimed to Psychomotor Education, Musical motion education /Dances, Introduction to Team, Individual and Traditional sports, Gymnastics Exercises, Initiation in various sports as Track and Field, Football, Volleyball, Basketball, Handball, Swimming etc, Introduction to non-popular sports and disabilities, Introduction to physical and recreational activities and sports, Physical and motor development;
- 3) For 5th and 6th Grade: Sport Activities and PE aimed to improve their skills in different sports as Basketball, Volleyball, Football, Handball, Gymnastic, Track and Field and Greek traditional dances

Regarding Secondary Education

In High School Gymnasium (3 years)

The teaching of the Physical Education courses is approximate 2 hours per week:

- 1) For 1st-3rd Grade Gymnasium, Sports Activities and PE aimed to improve student skills in different Individual and Team sports as Basketball, Volleyball, Football, Handball, Gymnastic, Track and Field and Greek traditional dances, Fitness and different competitive level of school events in various sports. In parallel there is an introduction process to non-popular sports, Paralympic games, etc.

In addition, school students participate in the Panhellenic/National School Games and the winners (that were ranking from 1st to 3rd position) in individual and team sports were allowed to participate at international meetings, as European and World School Games.

In Lyceum (3 years)

Regarding the teaching of the PE the course are approximately 2 hours Physical Education per week

The main purpose of the class is to “Lifelong Exercise for Health and Quality of Life.” The Physical Education Curriculum at the High School is structured according to the conceptual content of this purpose, providing students with appropriate opportunities. Emphasizes on promoting the healthy life as well as the well-being of others, to the promotion of a range of athletic, motor and, in general, physical activities, to systematic participation throughout their life

1. This objective defines the philosophy of the course, the individual goals, Examples of curriculum implementation and achievement indicators for student assessment.
2. The individual goals, which are in harmony with the main purpose of Physical Education and support it, are expressed in the expectation of what we expect that a person who has been taught Physical Education in his last three classes will have learned or achieved.

In addition, school students participate in the Panhellenic/National School Games and the winners (that were ranking from 1st to 3rd position) in individual and team sports were allowed to participate at international meetings, as European and World School Games.

b) Sports in University

The Committee on Higher Education Sport (EATE) is the coordinating body of the sport of the country's University Institutions (academic and technological sector) and is part of the structures of the Ministry of Education and Religions. The Committee cooperates with National Sports Federations and the General Secretariat of Sports for the implementation of different Sport Events and Championships

The Committee's actions are: 1) Planning, coordinating and conducting the annual Pan-Hellenic/National Student Championships and the Hellenic/National University Championship held every two years, 2) Promoting Sport in Higher Education by conducting training sessions, 3) Representation of our country, with representative missions, in the pan-European and world championships held under the aegis the European (E.U.S.A) and the World Federation of University Sports (F.I.S.U.),

The Committee on Higher Education Sport (EATE), coordinates Higher Education sports programming in collaboration with the University Gymnasiums of the 29 Higher Education Institutions. Athletes are more than 200,000 people active in gymnasiums.

The Committee on Higher Education Sport (EATE) is a member of the World Federation of University Sports (FISU), a founding member of the European Federation of University Athletic Athletics (EUSA) Higher Education representing Greece in the respective international sporting events.

The aim of the Committee on Higher Education Sport (EATE) is to increase the number of student that involve to different Sports and to attract more and more students and students to the Foundation's sports venues, by promoting the activeness and the sporty use of their free time.

The most important work of this period is the massive participation of students and students in programs that take place in the sports facilities in all Regions of the country. Also, is given the opportunity to students to get acquainted with sport and activities that they did not have the opportunity to attend in the past.

Within the framework of its annual racing schedule, the EATE Executive Secretariat is organised the Pan-Hellenic/National Student Championships and sets up the University teams participating in the World and

European Student Championships and Universities. Every year at the EATE Championships, 15,000 students (from 18 to 28 years old) are competing, from the preliminary to the final stages of all sports. The winning university teams of the championships represent our country abroad. It is worth noting that among the participants there are high level athletes and athletes with international distinction.

In Greece, Departments of Physical Education and Sport Science were established in three Universities, namely, in the University of Athens, the University of Thessaloniki, the University of Thrace, and the University of Thessaly. These Departments are independent and do not belong to any Faculty. They offer sport related Bachelor, Master's, and Doctorate programmes.



ESSA-SPORT

Improving the Supply of Skills to the Sector

7

**FINDINGS FROM THE
EMPLOYER SKILLS
SURVEY**

7. FINDINGS FROM THE EMPLOYER SURVEY

What follows is a summary of ESSA Employer Skills Survey Greece Report.

a) The Greek Sample

139 responses (3.6% of all respondents) were received from Greece: the sixth highest number of responses in the EU survey.

b) Greece's Respondent Profile

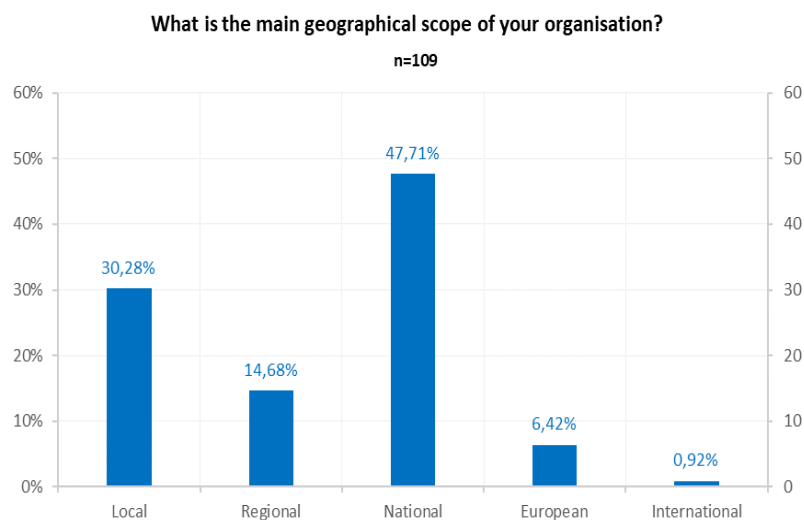
1) Types of Organisations in the Greek Sample

The Greek top six responses came from:

-  Sports Clubs (50.36%)
-  Sport Federations (18.71%)
-  Municipalities/Local Authorities (10.07%)
-  Universities/Colleges (5.76%)
-  Sport for All Organisations (2.16%)
-  Ministries responsible for sport (2.16%)

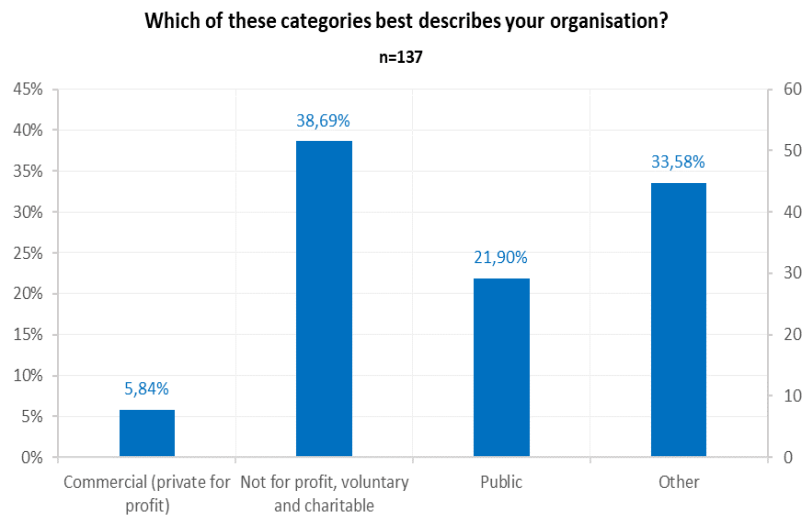
2) Scope of Respondent's Organisation

47.71% of Greece's respondents reported themselves as 'National'. 30.28% were 'Local', 14.68% 'Regional', 7.34% 'European', 0.92% as 'International'.



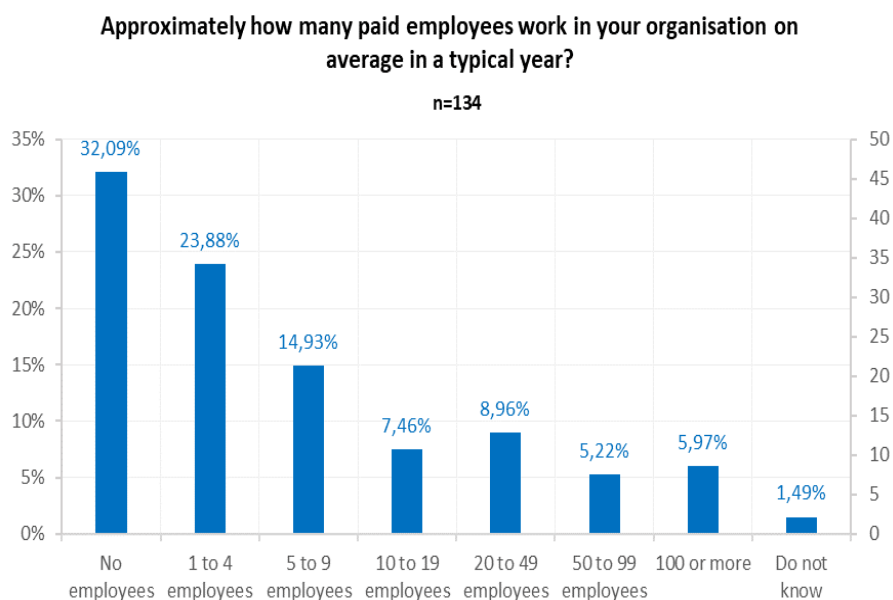
3) Respondents' Organisational Categories (Not for Profit, Public and Private Sectors)

- 38.69% of Greek respondents were from the Not for Profit, Voluntary and Charitable sector.
- 21.90% represented the Public Sector
- 5.84% the Private Sector.



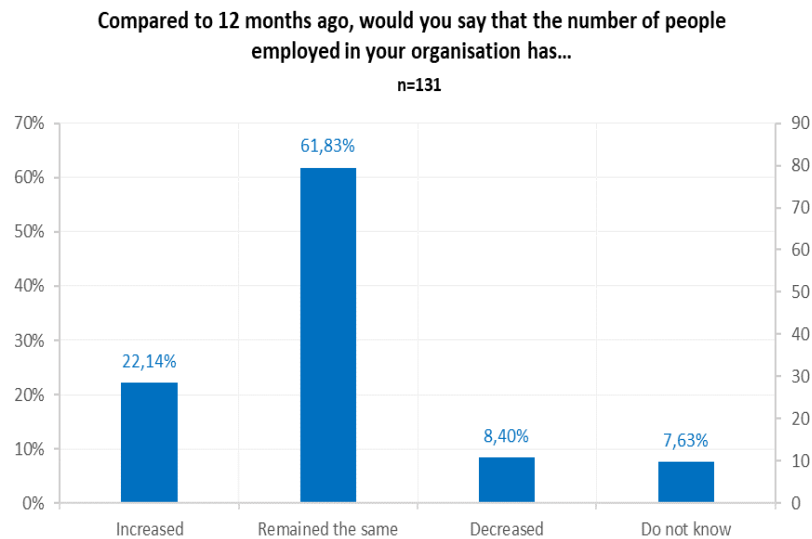
4) Size of Respondents' Organisations by Number of Paid Employees

The largest proportion of Greece's responding organisations had no paid employees (32.09%). The next highest (23.88%) employed 1-4 paid staff. 14.93% employed 5 to 9 employees. 5.97% employed 100+.

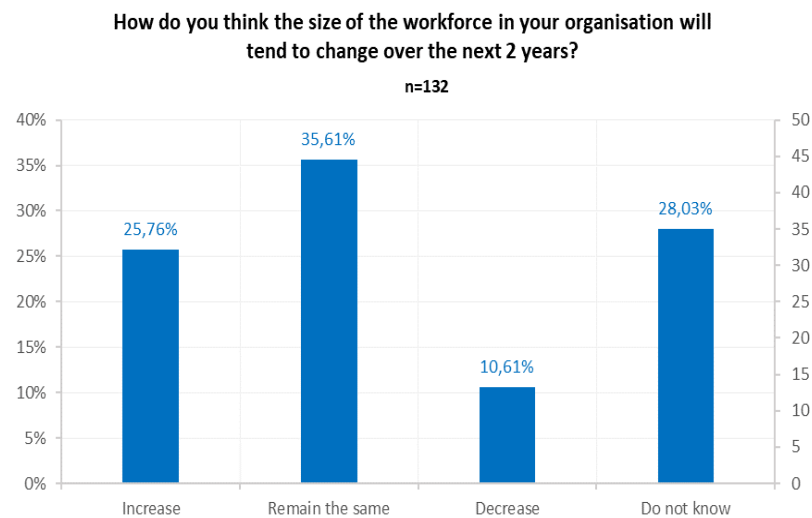


5) Organisational Growth/Shrinkage

In the Greece survey, 83.97% reported that their organisation had remained the same or grown in the last 12 months. 8.40% reported shrinkage.

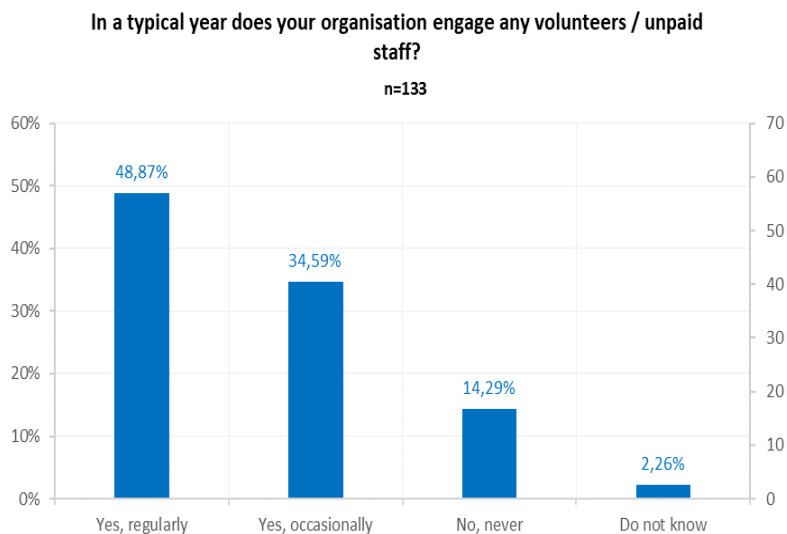


61.37% of Greek respondents expected their organisation to remain the same or grow in the next two years. 10.61% forecast a reduction in size.








6) Deployment of Volunteers

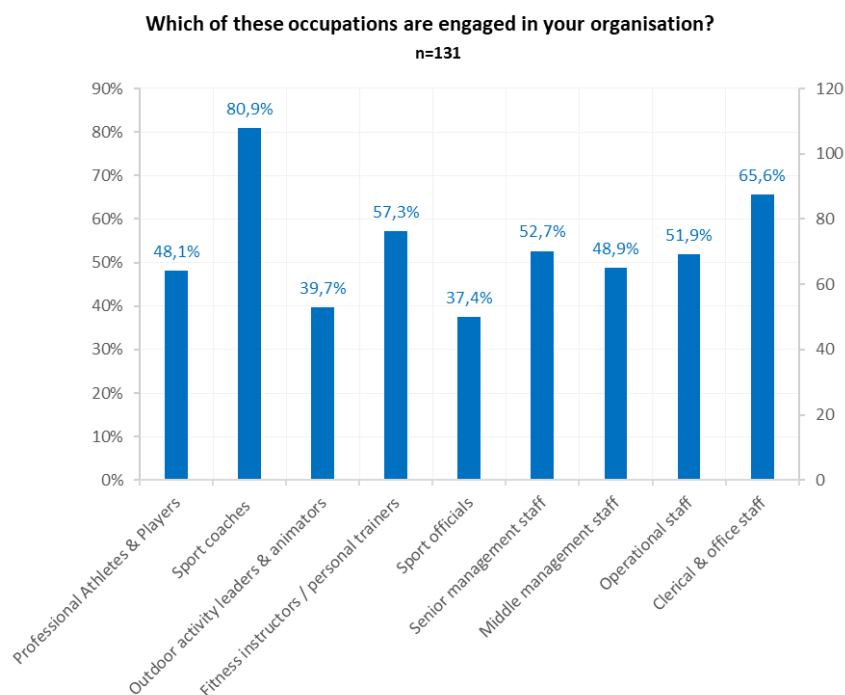
48.87% of Greek respondents reported that they engaged the services of volunteers on a regular basis. 35.59% said they did so occasionally. 14.29% reported that they never engaged volunteers. 2.26% reported that they did not know.



7) Top Five Types of Occupations Engaged

The top five occupations employed in Greece were:

-  Sports Coaches (80.9%)
-  Clerical and Office Staff (65.6%)
-  Fitness instructors / Personal trainers (57.3%)
-  Senior Management Staff (52.7%)
-  Operational staff (51.9%)



8) Types of Employment Contract

In most of the Greek occupations, the majority of the staff were volunteers (as opposed to paid staff or self-employed). The exceptions were Sport Coaches, Operational Staff and Clerical and Office Staff where the majority is composed by paid staff.

c) Skills Maps and Training Priorities

Introduction

The following section covers skills needs for eight occupations. In each section there are three graphs.

The first graph provides a list of skills/attributes relevant to the occupation and the level of importance which the respondents attached to each.

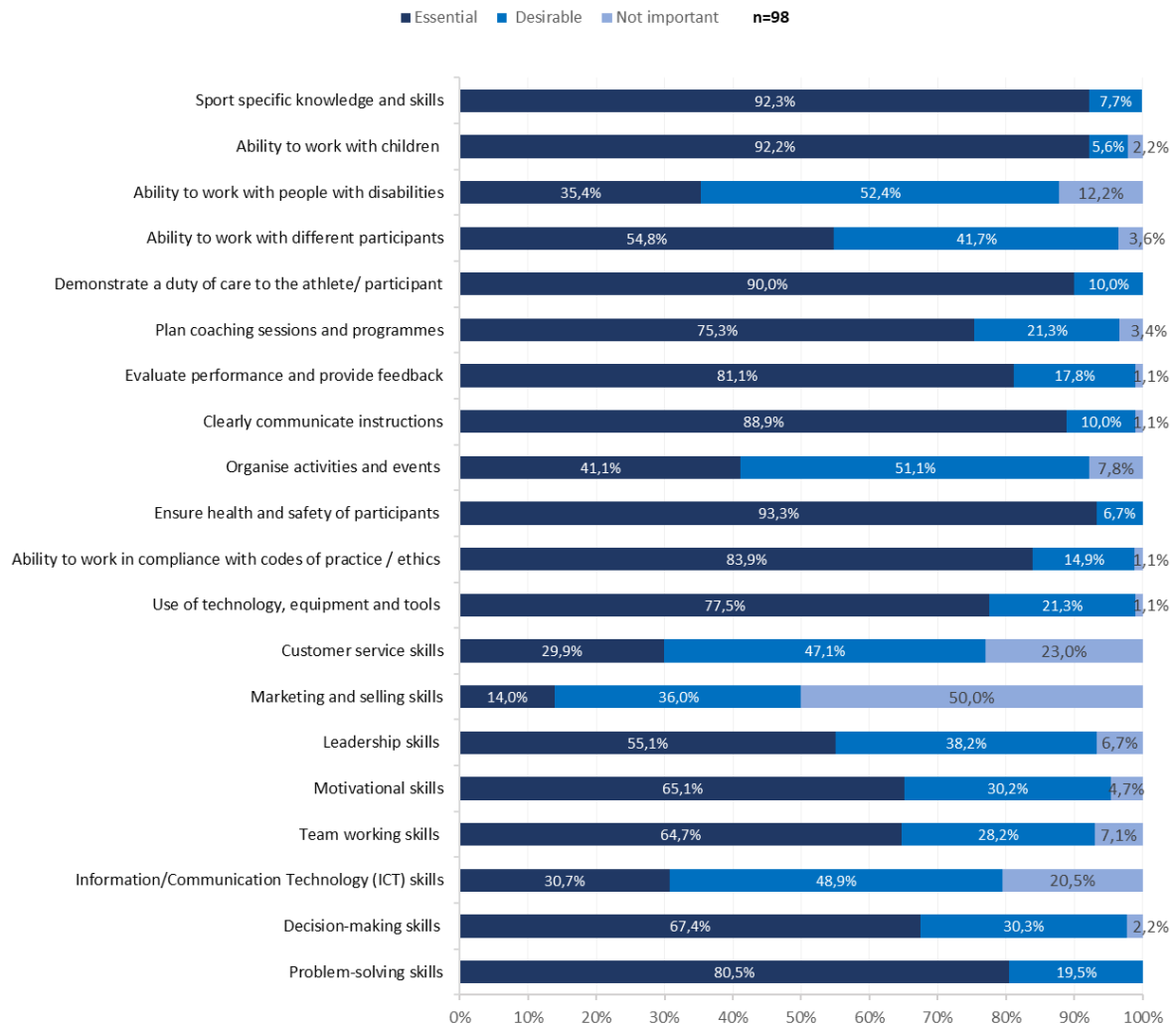
The second graph shows the same list of skills/attributes and percentage of respondents who felt these skills/attributes were Weak and in Need of Improvement.

The third graph attempts to balance the other two by showing those skills/attributes which were judged to be most important when multiplied by the percentage level of weakness/in need of improvement. The third graph is necessary to show where the real training priorities lie. Some skills/attributes are shown as very weak/in need of improvement, but they are judged by the respondents as not important. There would be little point in prioritising training activities for these. It is more effective to concentrate on those which have a high level of importance and judged to be weak/in need of improvement.

1) Occupation 1: Sports Coach

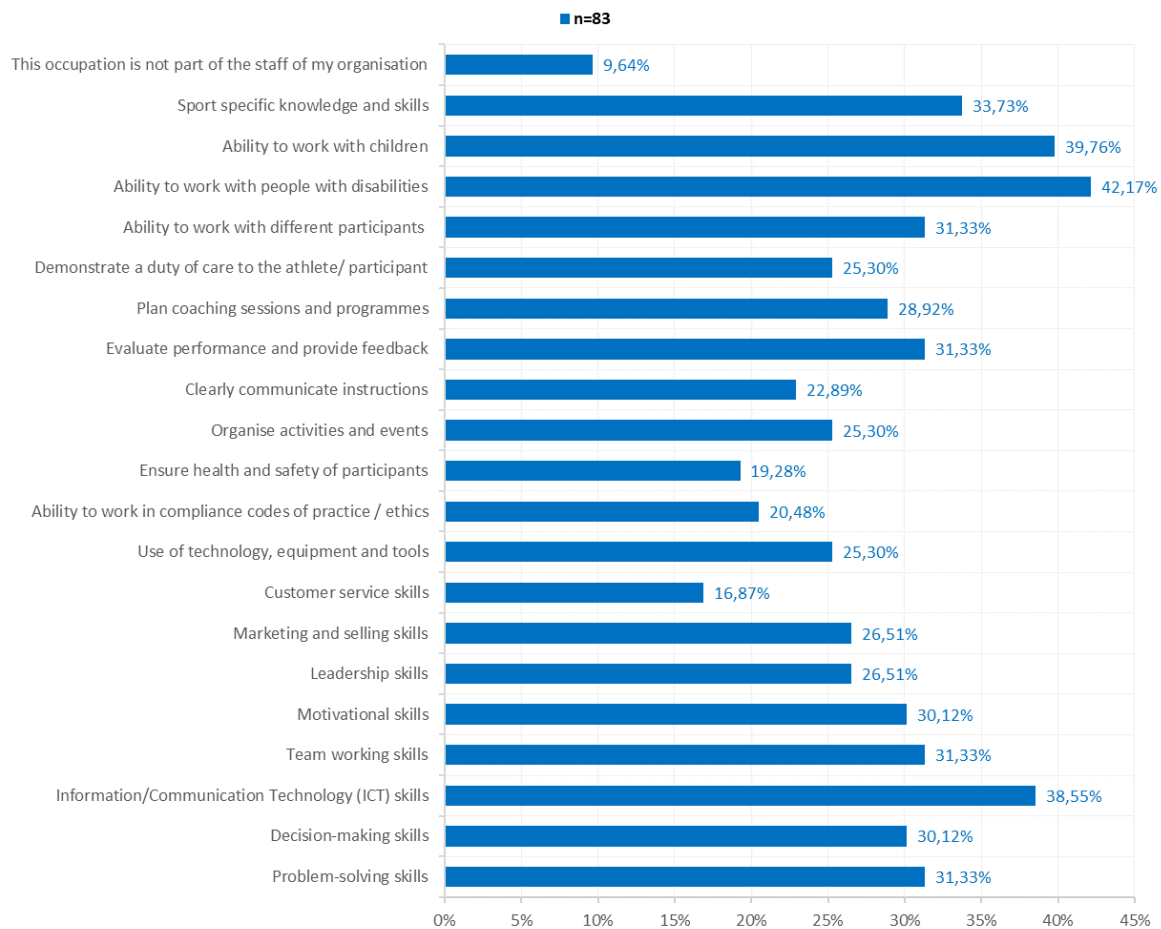
Sports Coach: Skills/Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for a SPORT COACH ?



Sports Coach: Skills and Attributes as Levels of Weakness/In Need of Improvement

SPORT COACH: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

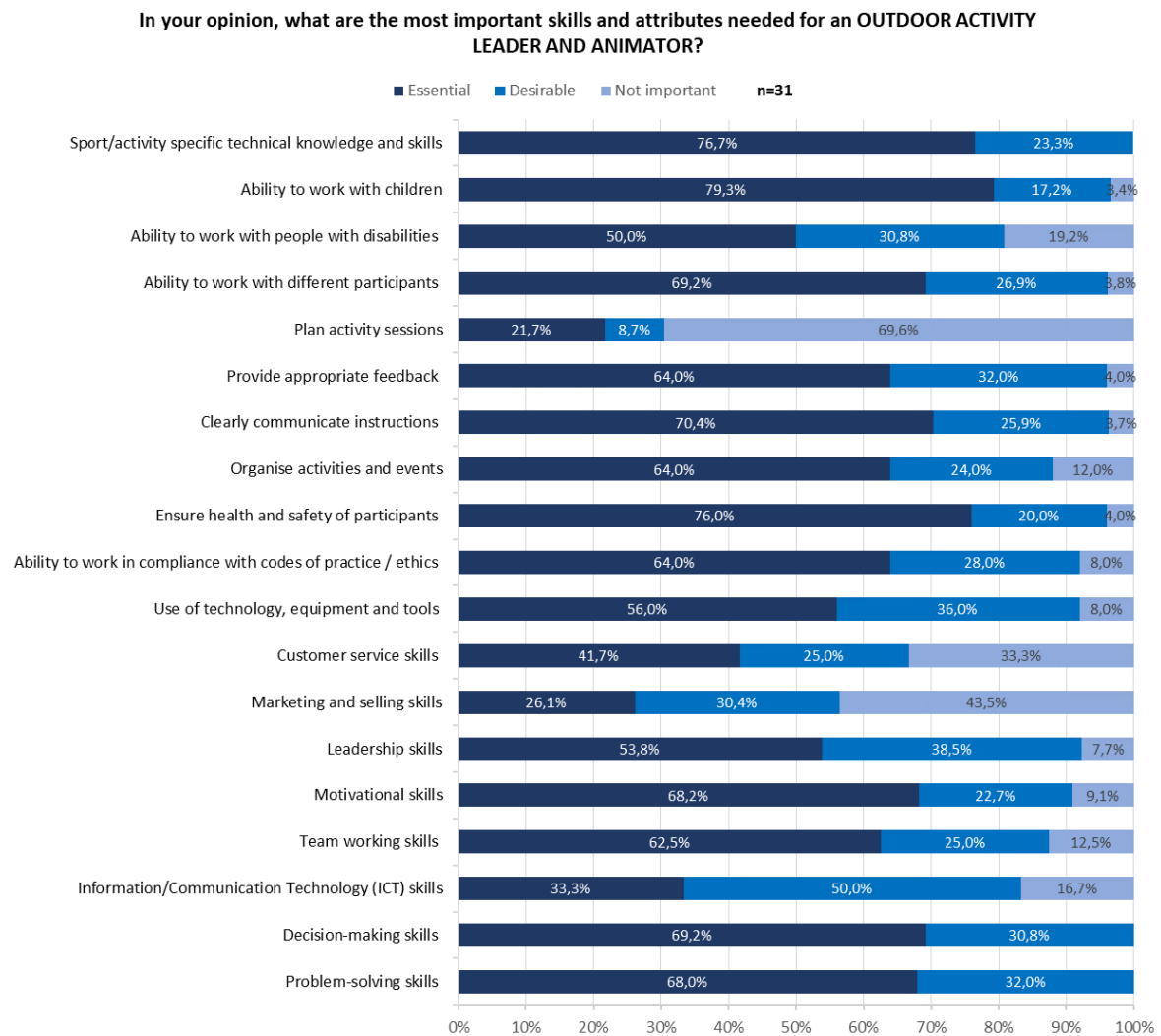


Sports Coach: Skills and Attributes as Training Priorities



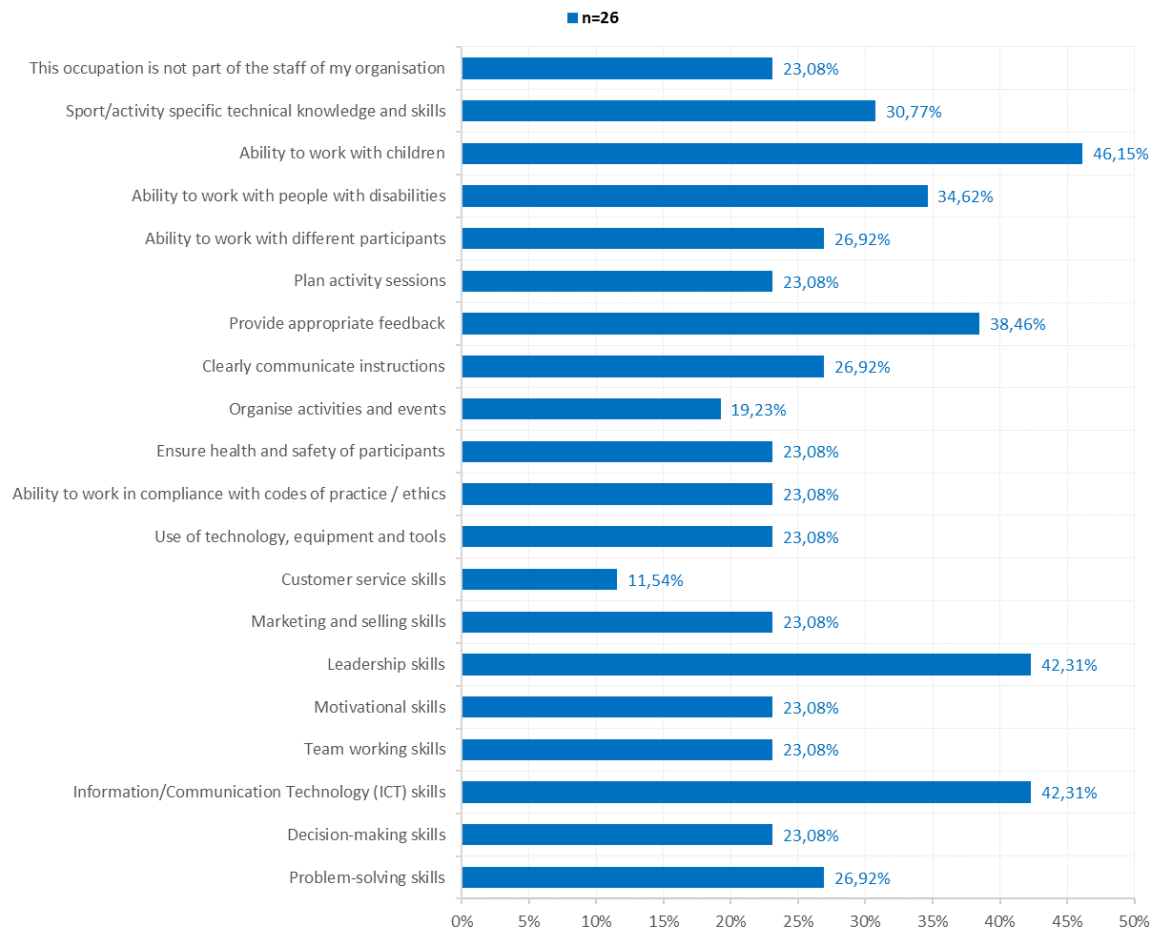
2) Occupation 2: Outdoor Activity Leaders/Animators

Outdoor Activity Leader/Animator: Skills/Attributes by Level of Importance



Outdoor Activity Leader: Skills and Attributes by Weakness/In Need of Improvement

OUTDOORACTIVITY LEADER AND ANIMATOR: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

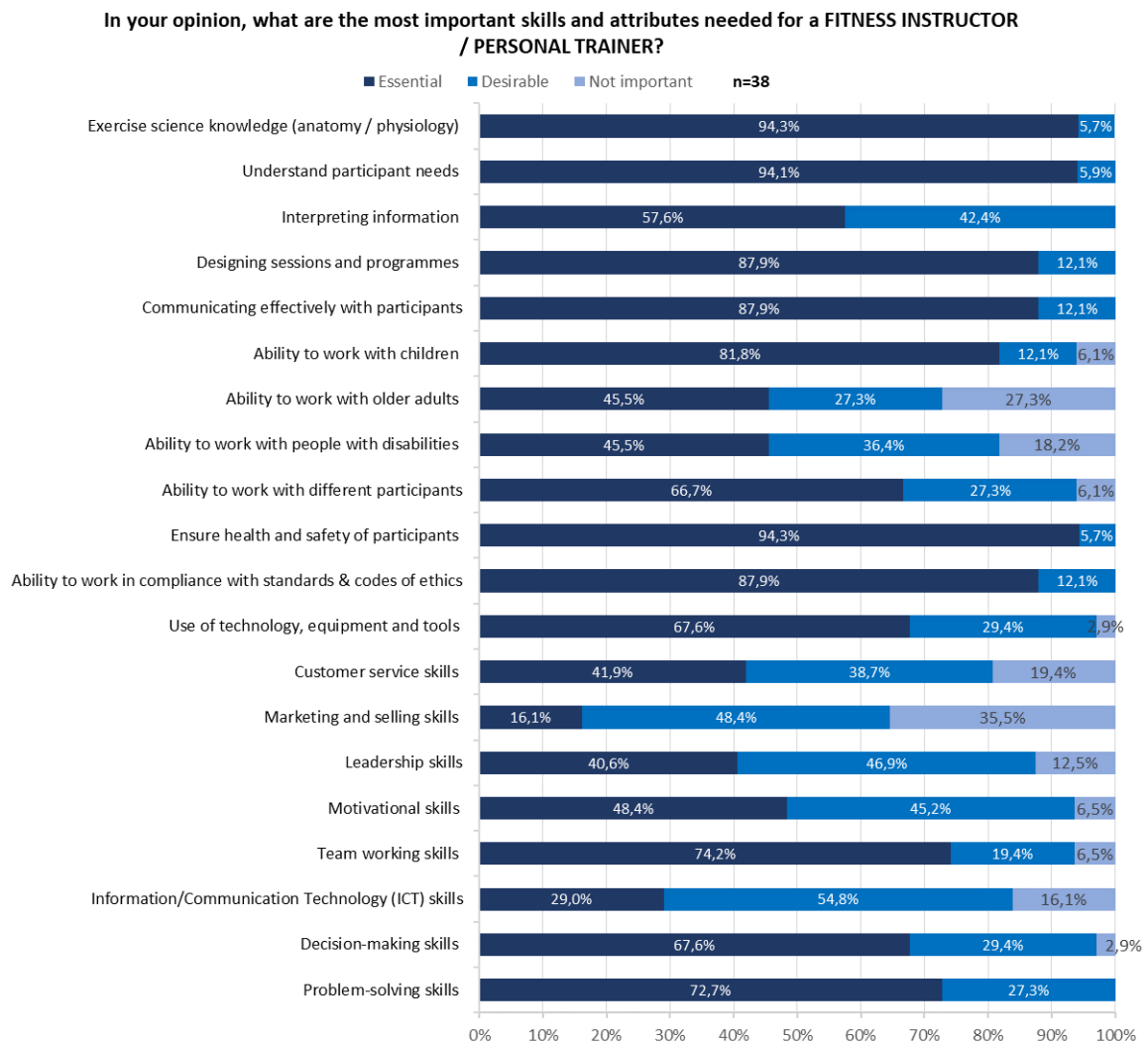


Outdoor Activity Leader: Skills and Attributes as Training Priorities



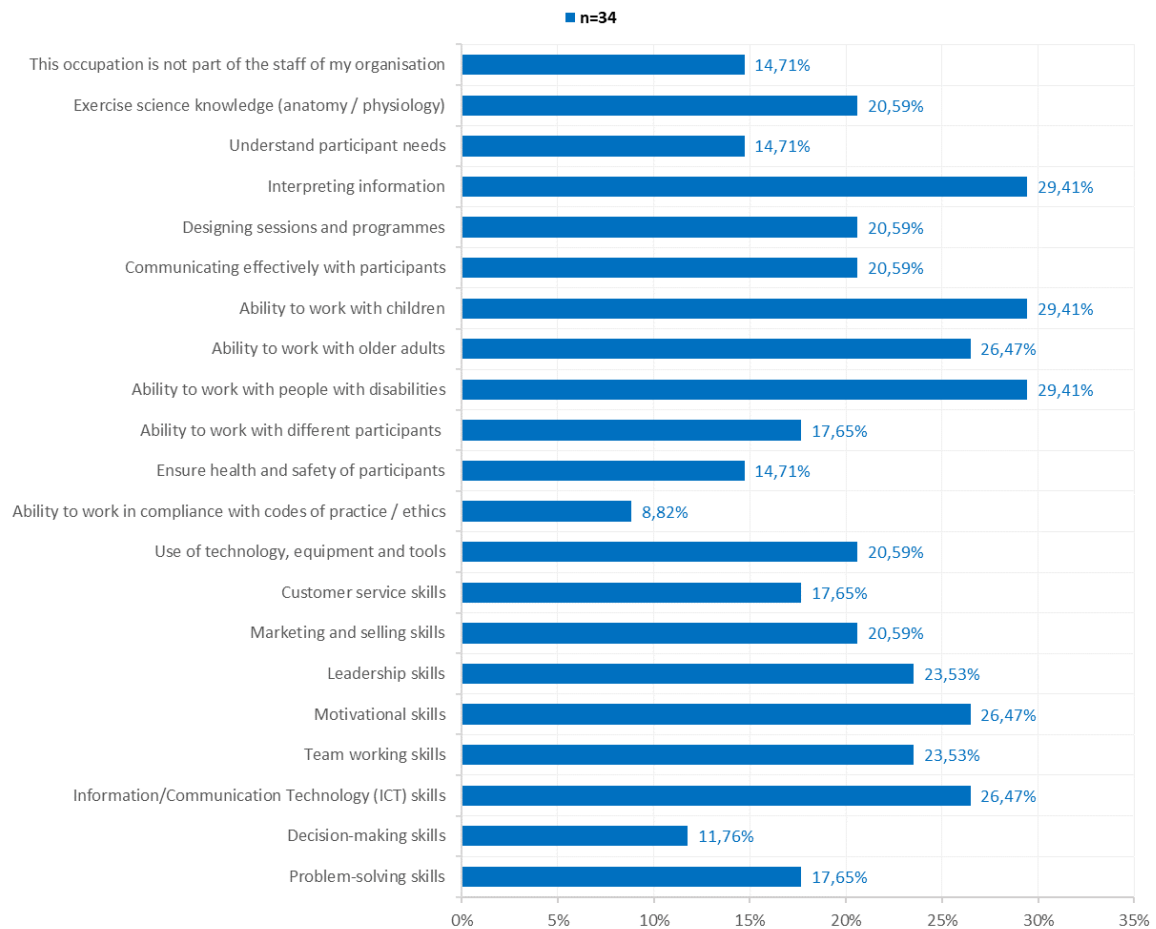
3) Occupation 3: Fitness Instructor/Personal Trainer

Fitness Instructor/Personal Trainer: Skills/Attributes by Level of Importance

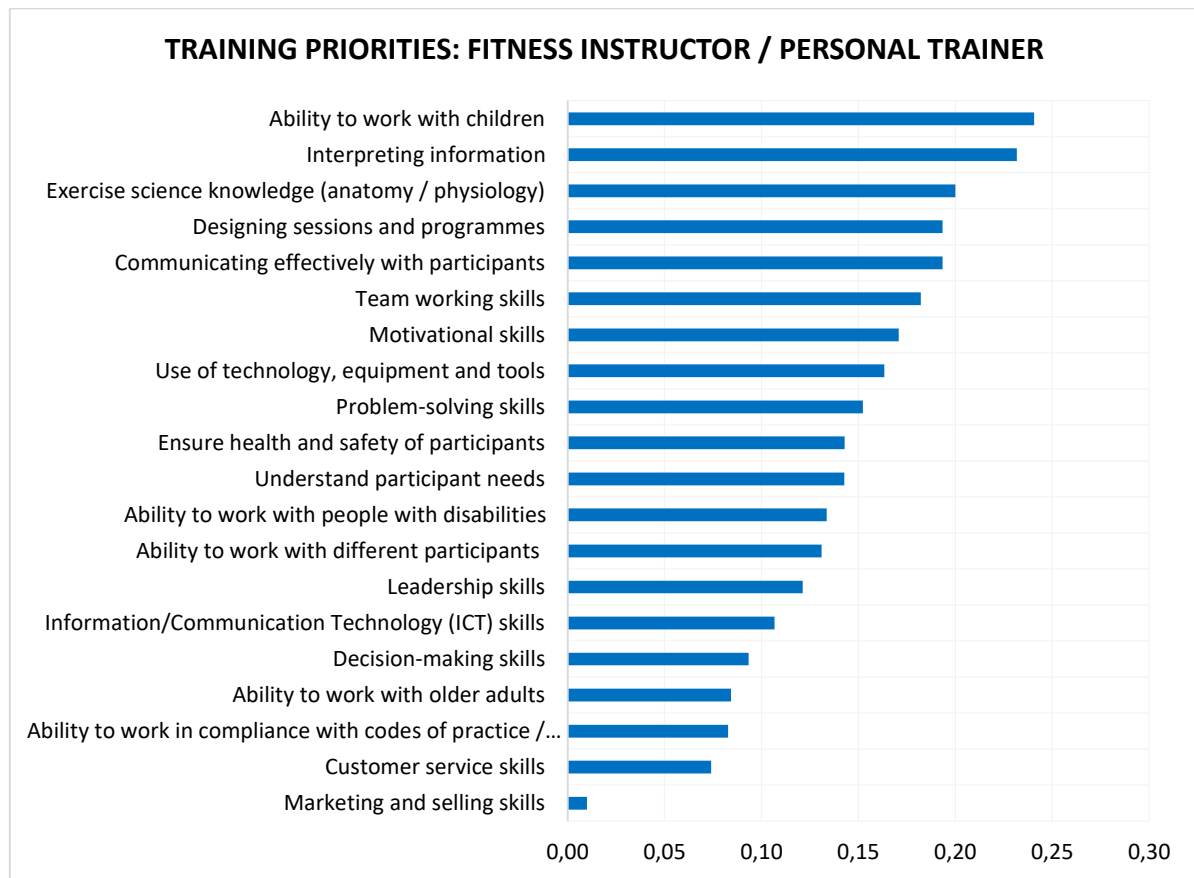


Fitness Instructor/Personal Trainer by Level of Weakness/In Need of Improvement

FITNESS INSTRUCTOR / PERSONAL TRAINER: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?



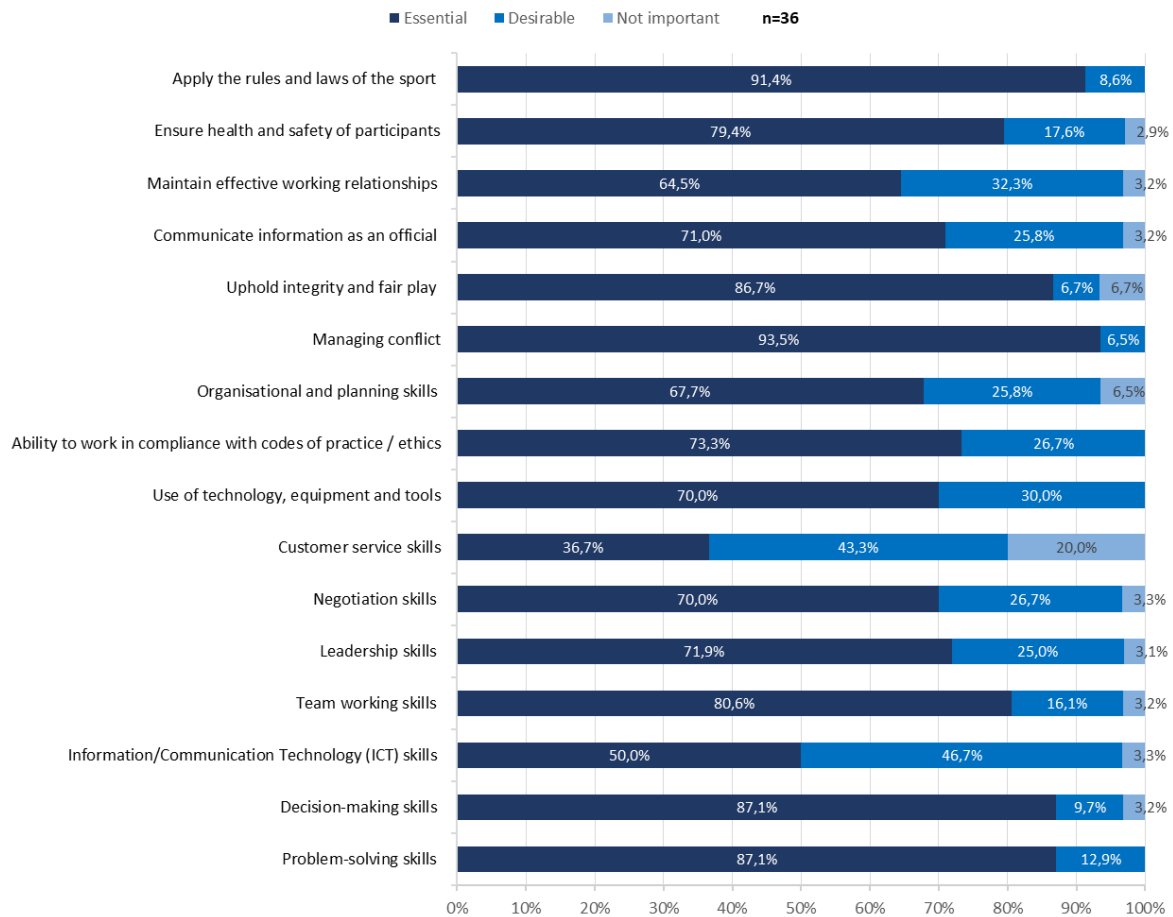
Fitness Instructor/Personal Trainer: Skills and Attributes as Training Priorities



4) Occupation 4: Sports Official

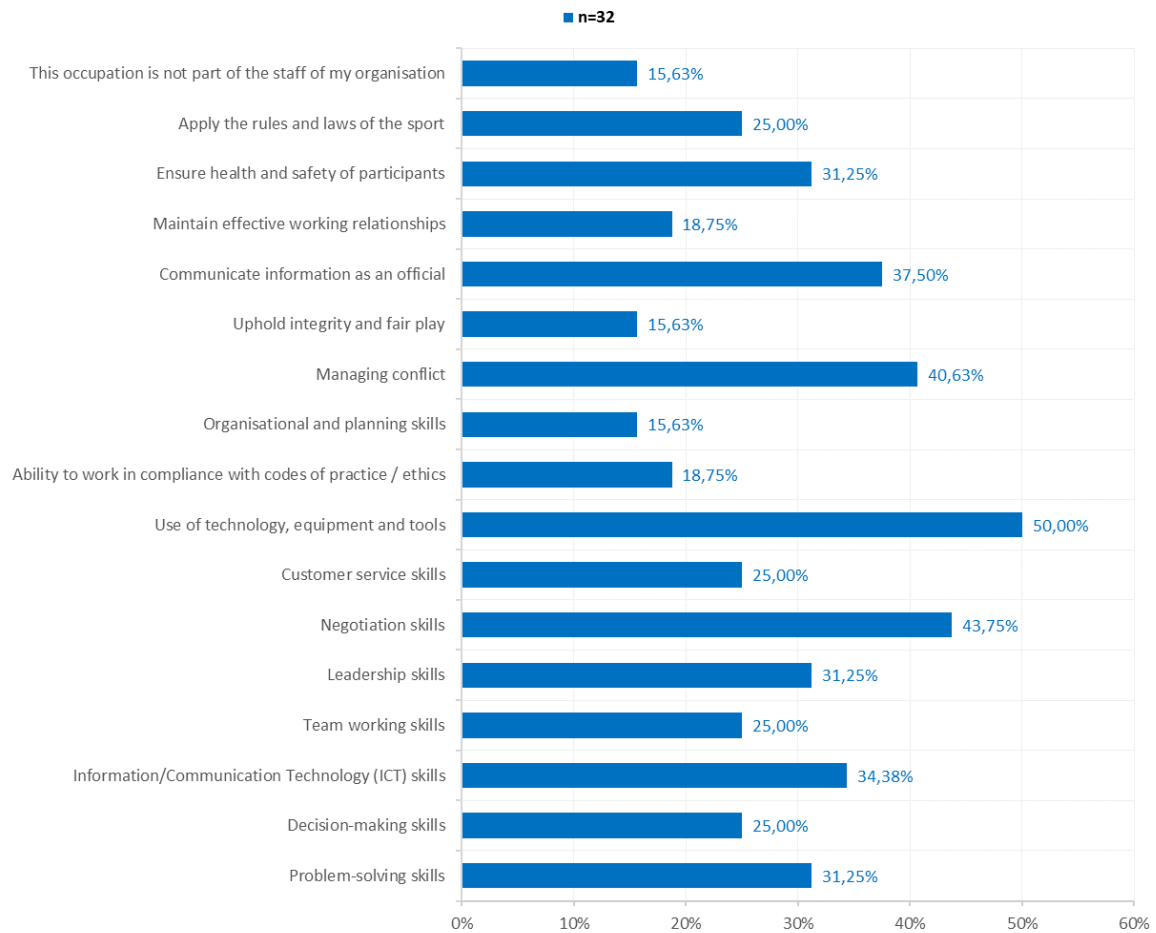
Sports Official: Skills and Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for a SPORT OFFICIAL?



Sports Official: Skills and Attributes by Level of Weakness/In Need of Improvement

SPORT OFFICIAL: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

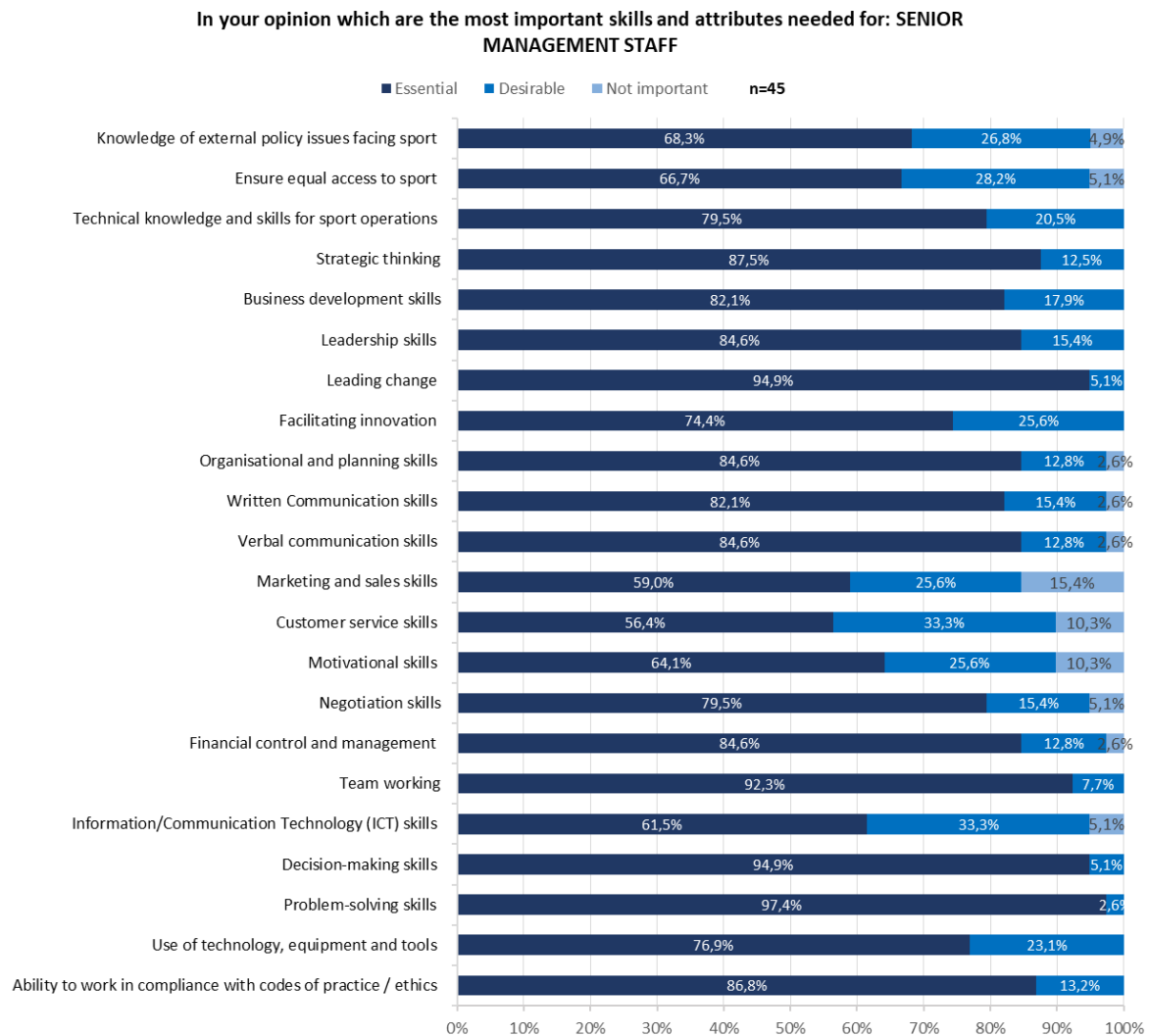


Sports Official: Skills and Attributes as Training Priorities



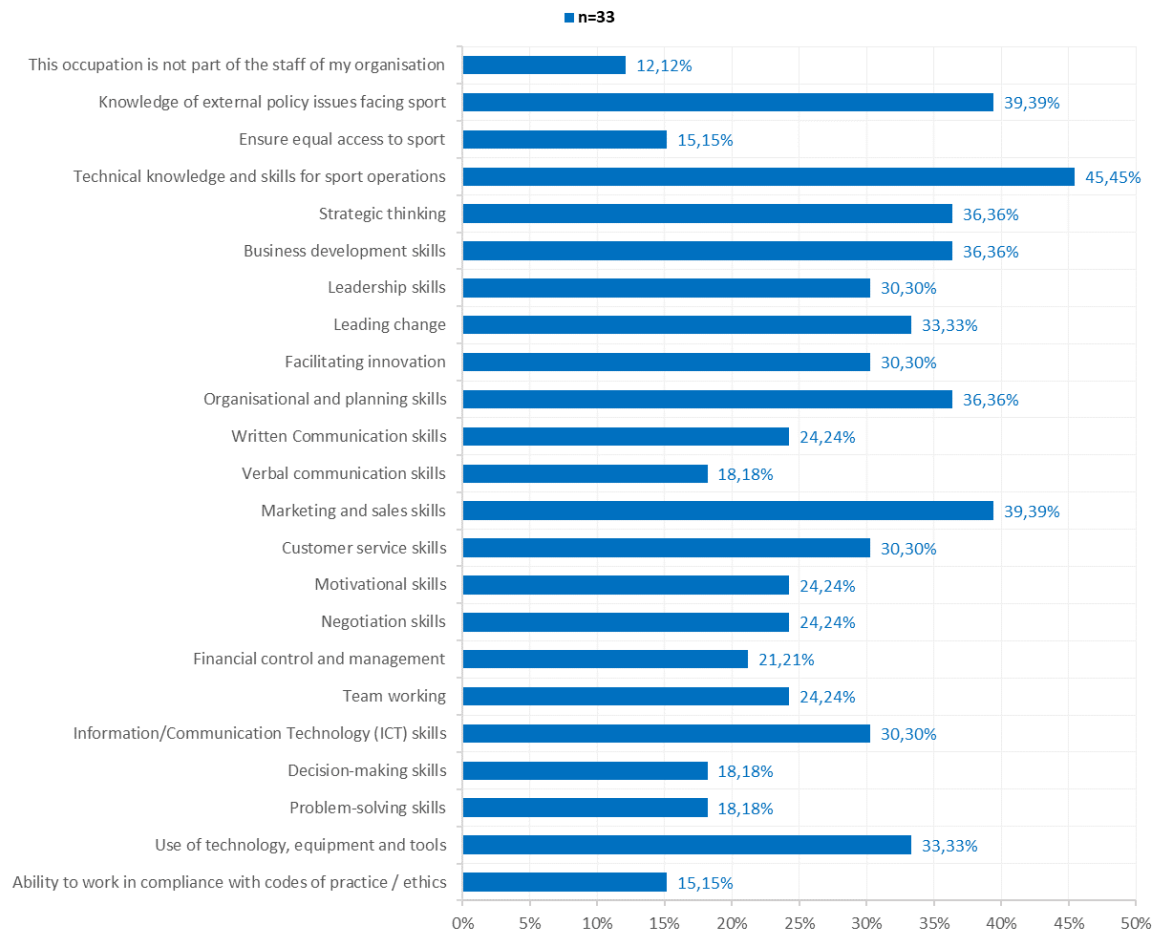
5) Occupation 5: Senior Management Staff

Senior Management Staff: Skills and Attributes by Level of Importance



Senior Management Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

SENIOR MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

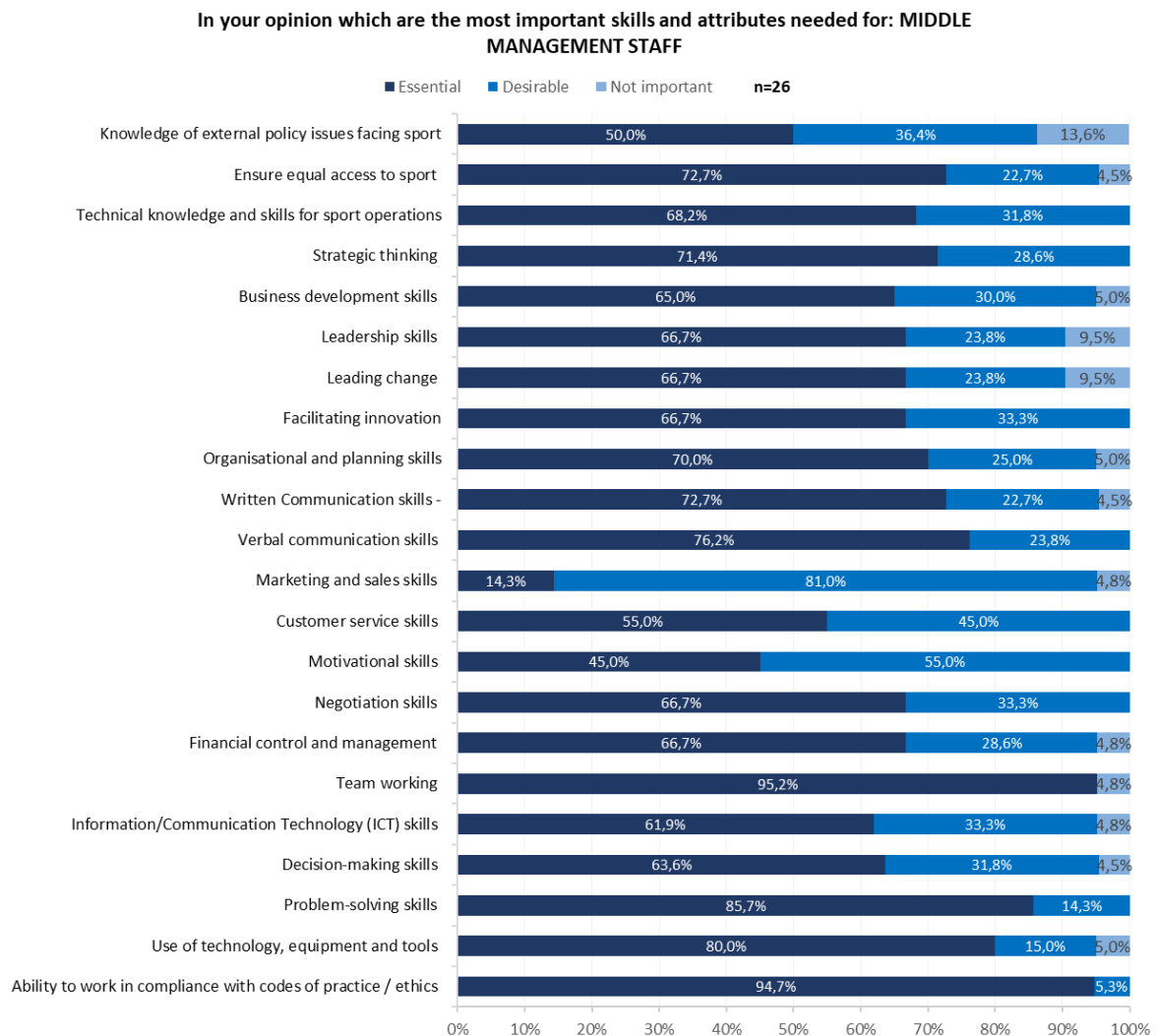


Senior Management Staff: Skills and Attributes as Training Priorities



6) Occupation 6: Middle Management Staff

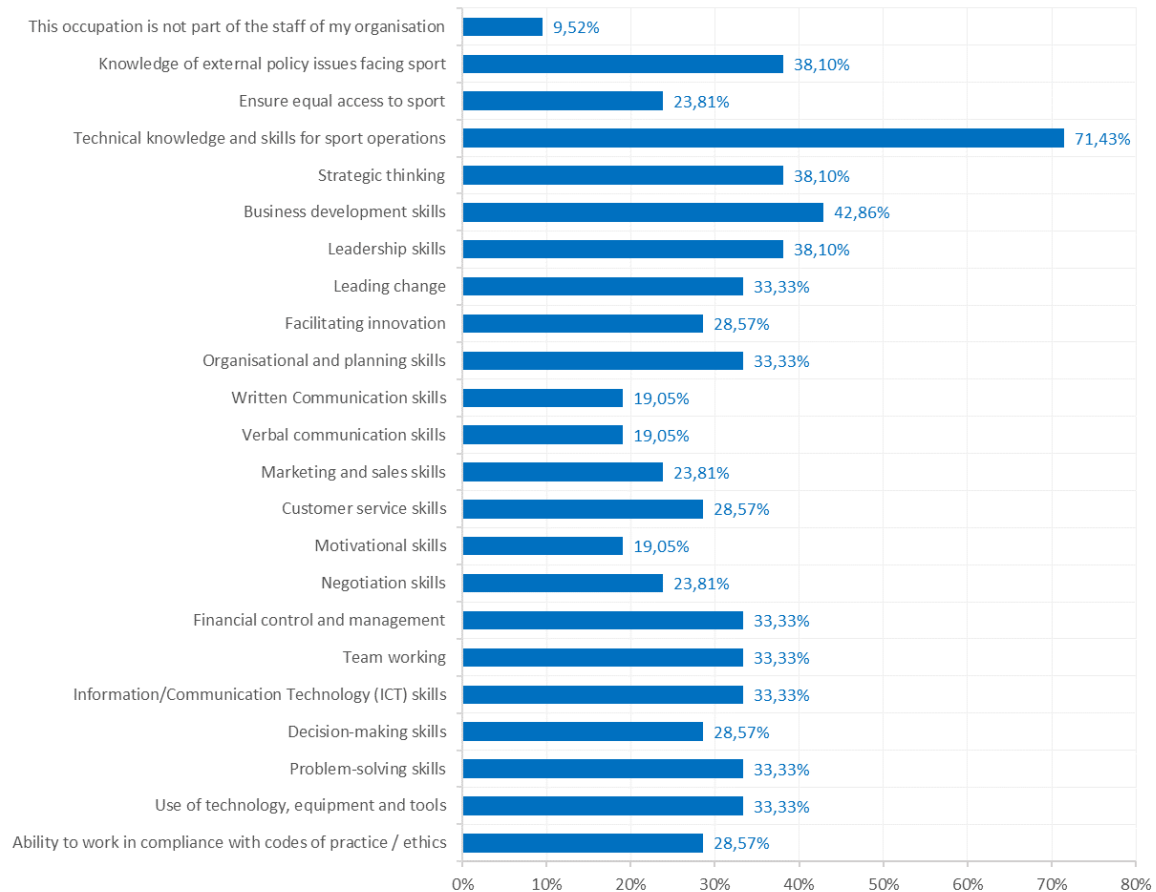
Middle Management Staff: Skills and Attributes by Level of Importance



Middle Management Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

MIDDLE MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=21

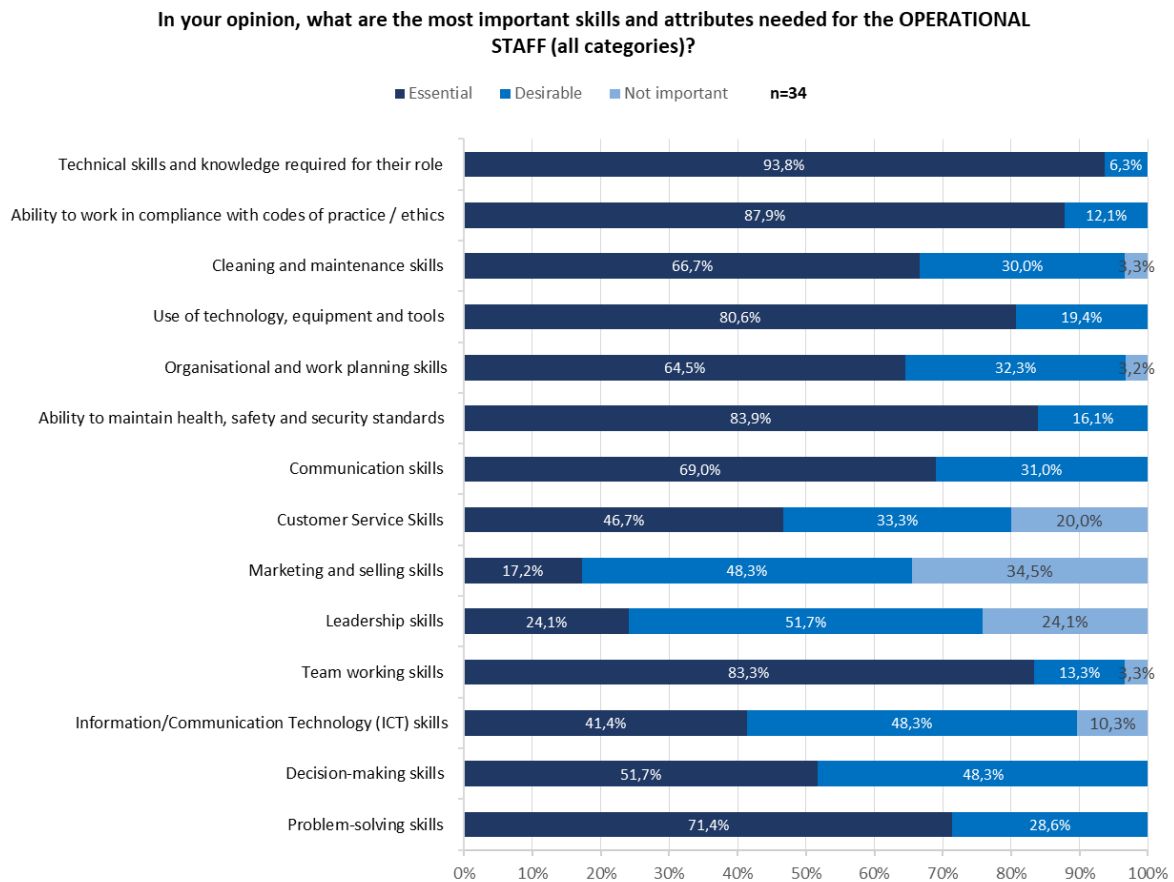


Middle Management Staff: Skills and Attributes as Training Priorities



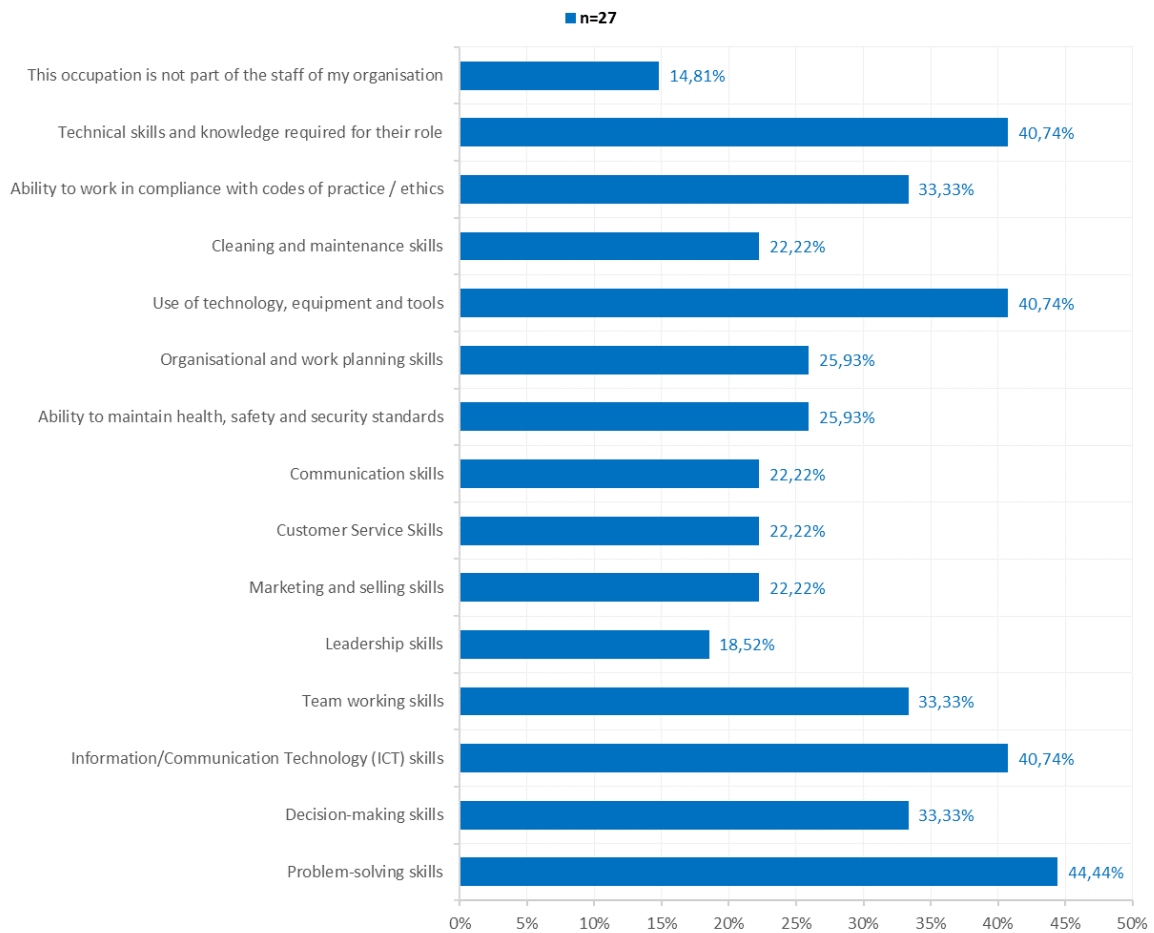
7) Occupation 7: Operational Staff

Operational Staff: Skills and Attributes by Level of Importance



Operational Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

OPERATIONAL STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

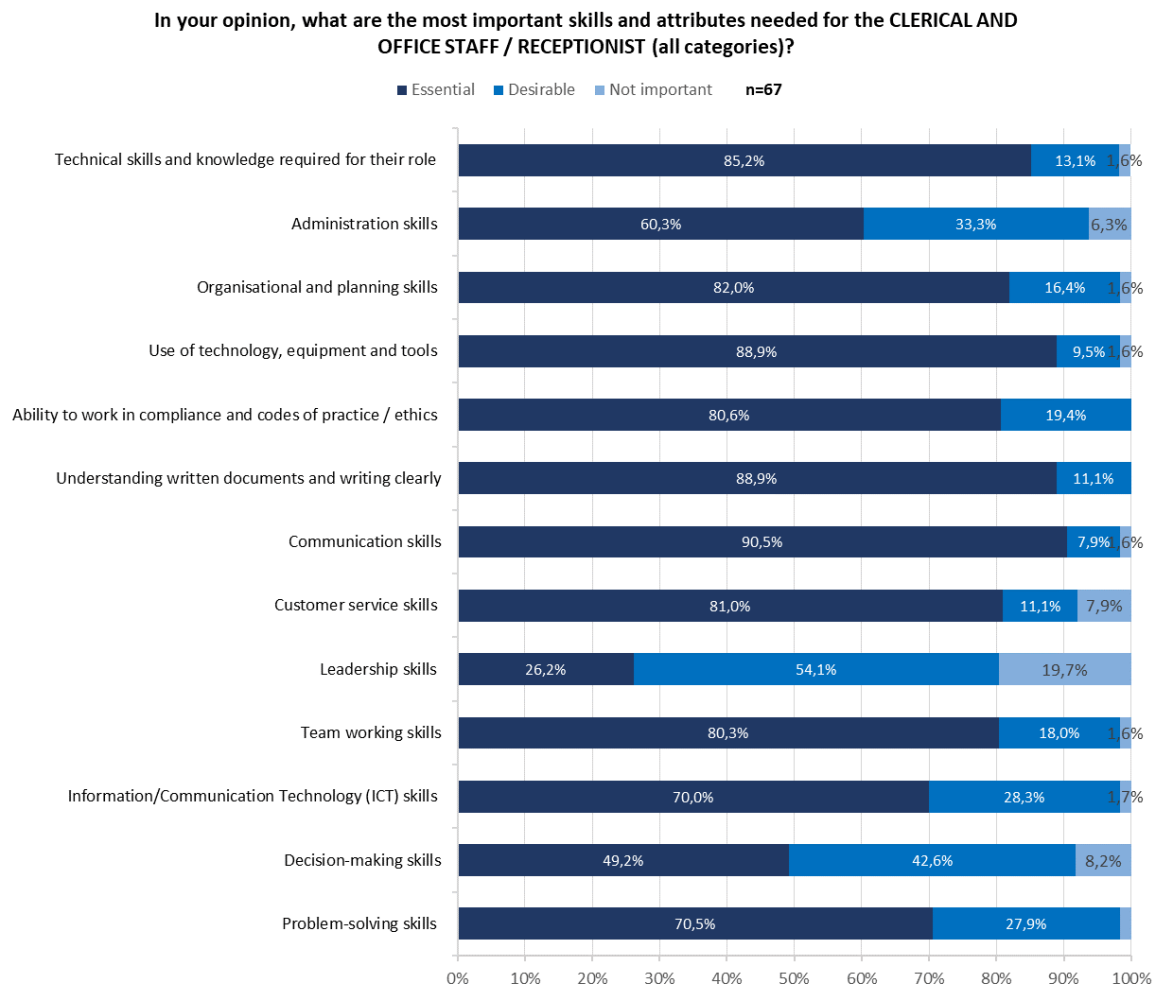


Operational Staff: Skills and Attributes as Training Priorities



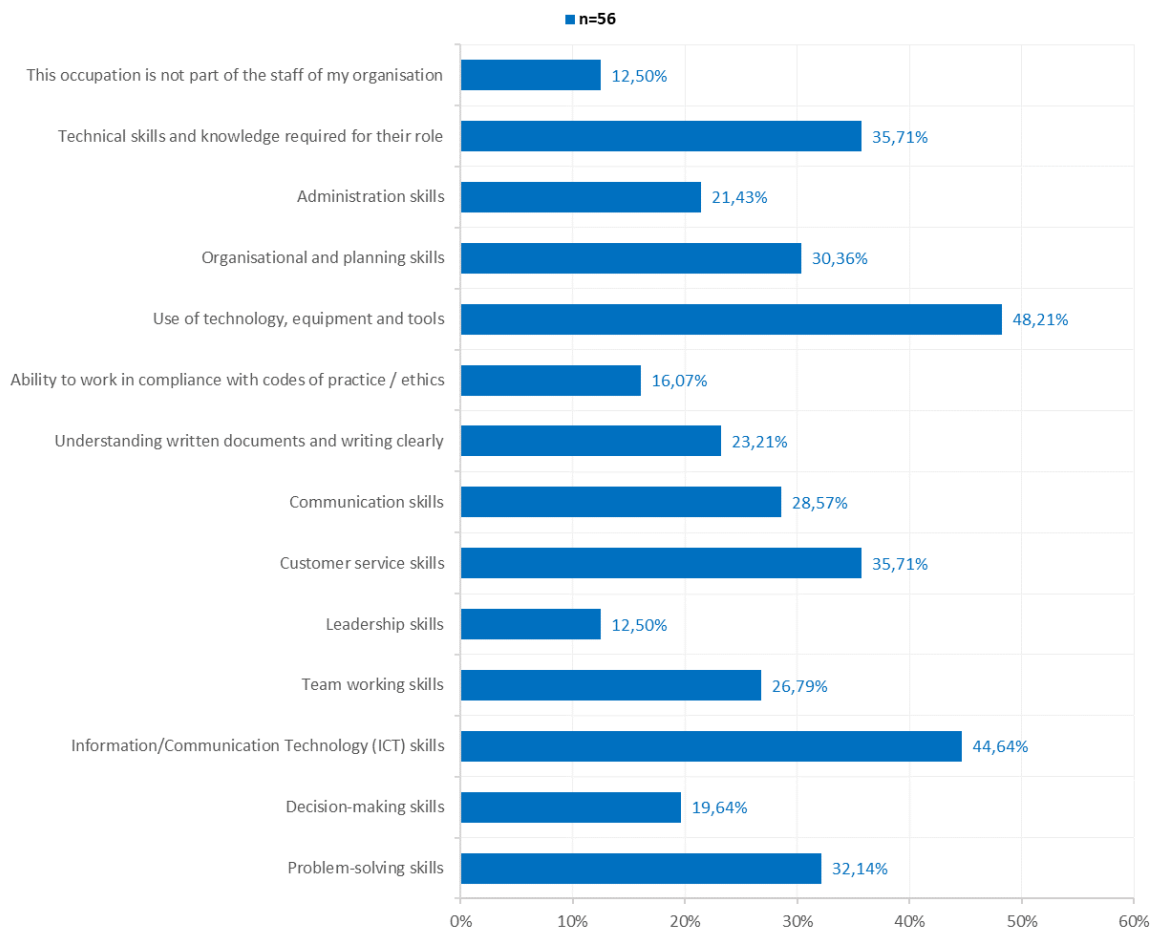
8) Occupation 8: Clerical and Office Staff

Clerical and Office Staff: Skills and Attributes by Level of Importance

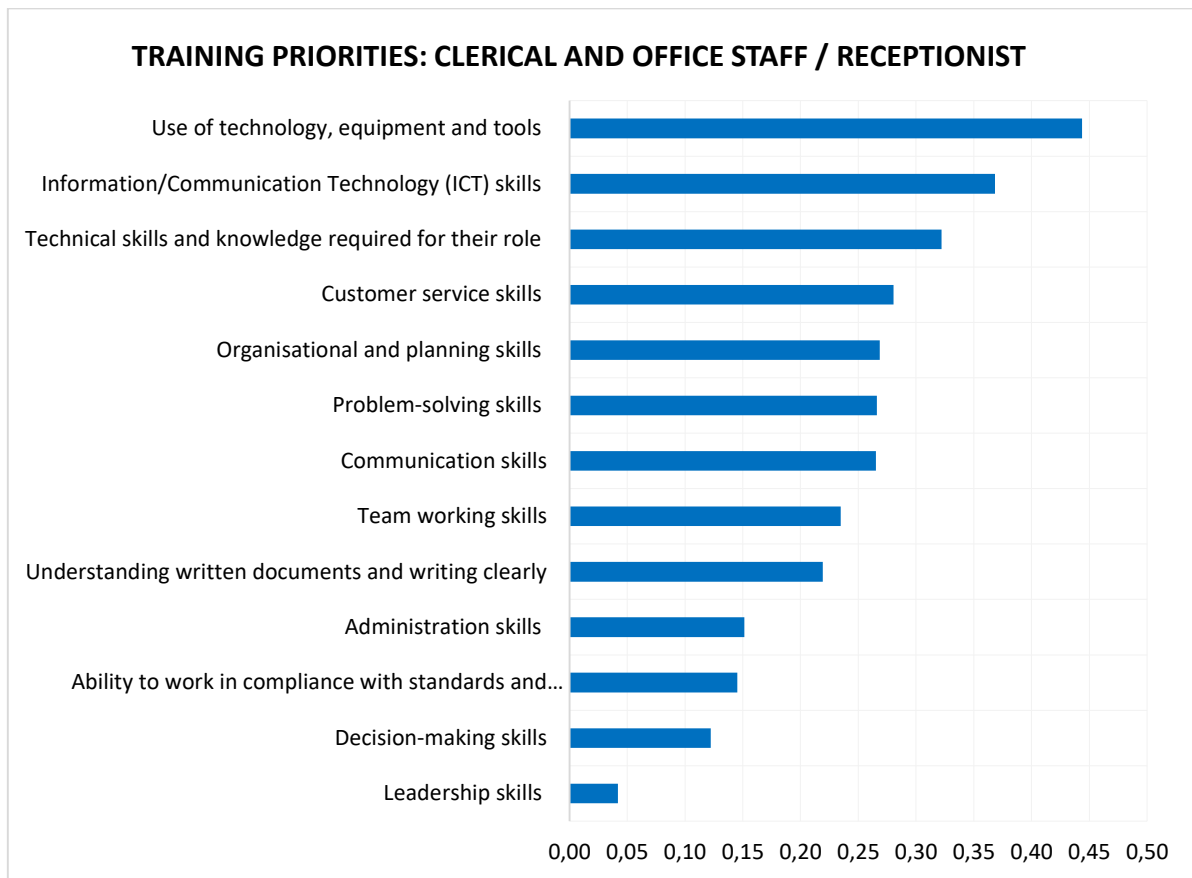


Clerical and Office Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

CLERICAL AND OFFICE STAFF / RECEPTIONIST: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?



Clerical and Office Staff: Skills and Attributes as Training Priorities



d) Volunteers






1) Expectations and Skills of Volunteers and Paid Staff

In the case of most occupations, respondents did not expect the same standard of performance from volunteers as they did from paid staff. The exceptions were Outdoor Leaders/Animators and Sports Officials.

2) Engaging Volunteers

Only 15% of respondents reported problems recruiting volunteers.






The five most difficult to fill volunteer vacancies were:

-  Operational Staff (67%)
-  Sports Officials (60%)
-  Sports Coaches (40%)
-  Outdoor Activity Leaders/Animators (40%)
-  Fitness Instructors/Personal Trainers (40%)

e) Recruitment and Retention






1) Recruitment

The top five Greek occupations being recruited are:






-  Sports Coaches (76%)
-  Operational staff (38%)
-  Clerical and Office Staff (36%)
-  Fitness instructors / Personal trainers (28%)
-  Sport Official (12%)

45.13% of Greek respondents reported problems hiring staff (as against 29.2% who said they had no problems hiring staff and 25.66% who did not know).

The top five Greek difficult-to-fill vacancies have some similarities with the occupations being recruited for. Thus, there were difficulties for:






-  Sports Coaches (69.4%)
-  Clerical and Office (55.1%)
-  Operational Staff (38.8%)
-  Fitness Instructors and Personal Trainers (38.8%)
-  Senior Managers (28.6%)

The top five reported Greek recruitment difficulties were:






-  Unattractive Terms and Conditions (including wages) Offered for the Post (44.26%),
-  Seasonal work (34.43),
-  Lack of the level of work experience expected by the organisation (29.51%),
-  Lack of Qualifications Expected by the Organisation (24.59%),
-  Low Number of Applicants with Required Skills (21.31%).

2) Retention of Paid Staff

When it comes to retention, the Greek pattern is similar for occupations being recruited for and difficult-to-fill vacancies. The occupations with the highest retention difficulties were:

-  Sports Coaches (75.8%)
-  Fitness Instructors and Personal Trainers (39.4%)
-  Operational Staff (30.3%)
-  Clerical and Office (27.3%)
-  Senior Management Staff (24.2%)

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

-  Lack of financial stability for the organisation (57.88%),
-  Better pay by other organizations (27.27%),
-  The work is only seasonal (24.24%),
-  Better pay offered in other job roles (18.18%),
-  Unattractive conditions of employment (15.15%)

f) Key Issues Working in Sport and Physical Activity

1) Method

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



2) Key Issues Ranking

	Statement	% Agree or Strongly Agree
1	It is important that your staff have access to on-going training to keep their skills up to date	95,3%
2	Our staff would benefit from learning experiences in other countries	94,4%
3	Improving governance should be a priority for all sport organisations	93,5%
4	Universities/ training providers should work more closely with organisations like yours	90,7%
5	More effort is needed to make Sport and Physical activity more inclusive in attracting participants	89,7%
6	Effective governance is important to your organisation	87,9%
7	New training courses are required to meet the training needs of organisations like yours	86,9%
8	The Sector is changing and evolving, as a result the skills needed by those working in the Sector will change too	80,4%
9	You find your staff are willing to train and develop themselves	79,4%
10	Sport organisations have become more professional in recent years	76,6%
11	The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive	68,2%
12	Past experience is more important than qualifications when recruiting volunteers	67,3%
13	It is difficult to find relevant continuing professional development (CPD) courses for your staff	66,4%
14	The skills required in our organisation are changing	65,4%
15	In the future there will be a demand for a better qualified workforce operating in sport organisations like yours	65,4%
16	Attitude and personality are more important than qualifications when recruiting paid staff	64,5%
17	Expectations and priorities from national Government on sport organisations are increasing	61,7%

18	It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer	59,8%
19	There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression	58,9%
20	Our expectations of volunteers are as high as paid staff when they perform the same role	57,0%
21	It is not easy to progress from a technical role (e.g. as a coach or instructor) to a management position	53,3%
22	Work experience is more important than qualifications when recruiting paid staff	52,3%
23	Expectations and priorities from national Government are causing our organisation to change	52,3%
24	Customer service is poor in sport and physical activity facilities and clubs	51,4%
25	Volunteers do NOT need the same level of qualifications to perform their roles as paid staff	49,5%
26	It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable	44,9%
27	It is easy to find and recruit people with the right skills to work in your organisation as paid staff	43,0%






g) Workforce Development and Planning

1) Performance Review

-  23.08% of Greek respondents said that they regularly reviewed the skills and training needs of their staff team.
-  41.35% reported that they did so 'partly'

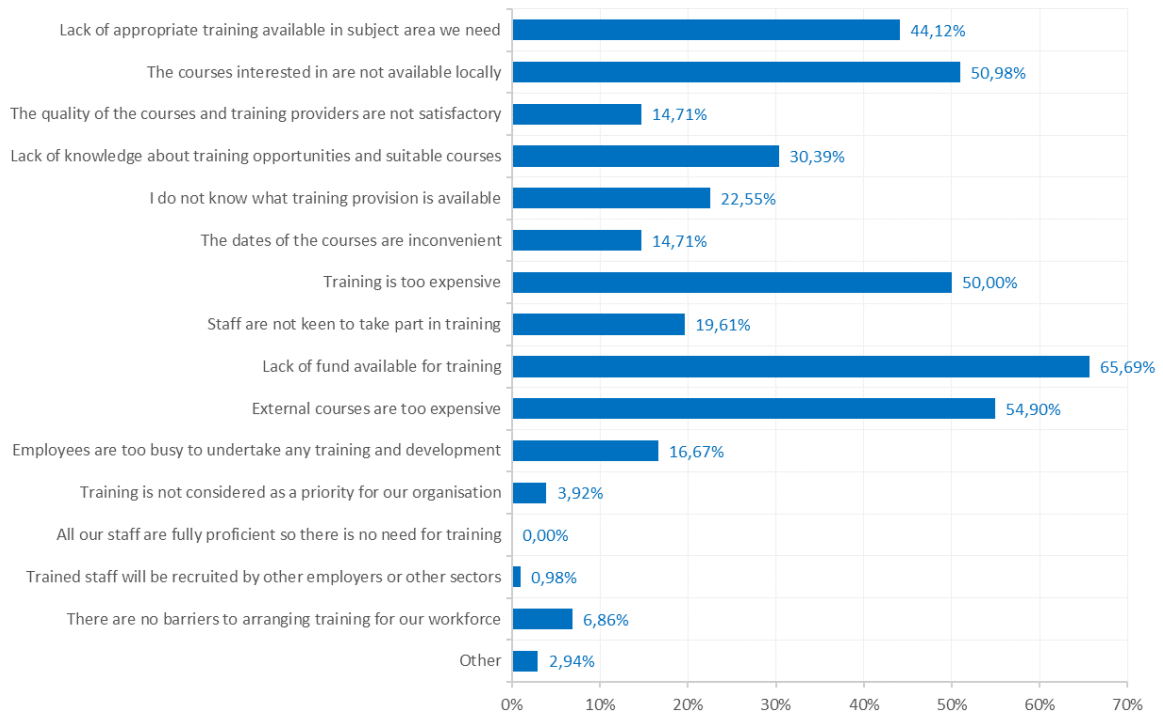
2) Barriers to Training and Development

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

-  Lack of funds available for training (65.69%)
-  External courses are too expensive (54.9%)
-  The courses interested in are not available locally (50.98%)
-  Training is too expensive (50%)
-  Lack of appropriate training available in the subject areas we need (44.12%)

What are the main barriers to arranging training for your workforce?

■ n=102



One strong message from these results could be that employers find training provision too expensive and not always relevant to the needs of Greek organisations.

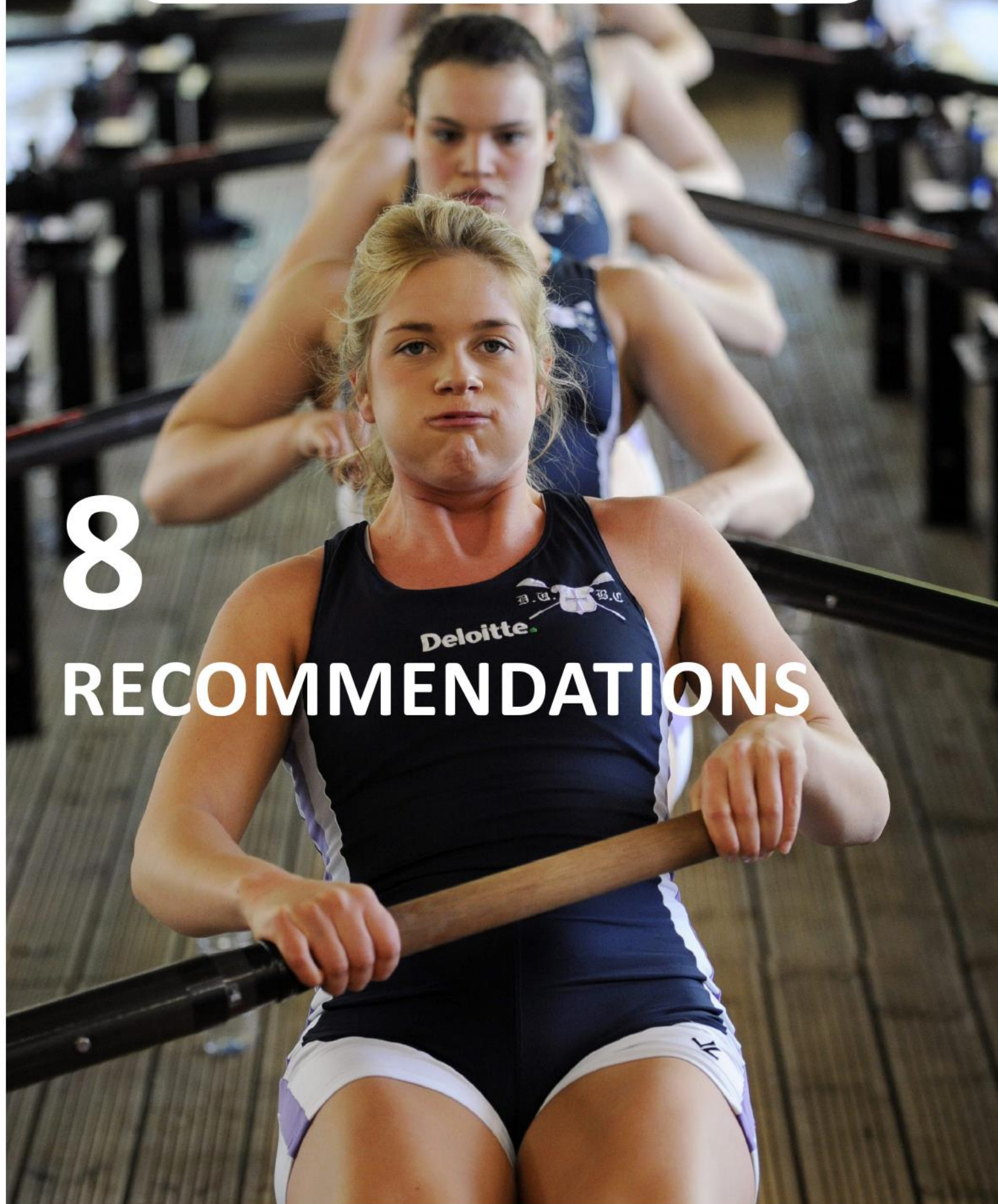


ESSA-SPORT

Improving the Supply of Skills to the Sector

8

RECOMMENDATIONS



8. RECOMMENDATIONS

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

For countries such as Greece where there was not the same extent of activity within the project, it is useful to outline four Recommendation Areas drawing from priorities identified at the European level, based on common challenges and priorities across Europe, and present them for discussion at the national level by national stakeholders. Potentially these could be developed in to an agreed Action Plan with target dates and key organisations involved at a later date after being discussed and agreed by national stakeholders.

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

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

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

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

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

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

Recommendation Area 3: Diversifying the workforce

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

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

Recommendation Area 4: Professionalising the workforce

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

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

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

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

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



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