



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



Lithuania

September 2019

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This national report has been produced by the *Mykolas Romeris University (MRU)* who are a full partner and national coordinator in the ESSA-Sport project, using the methodology and structure provided by the coordinator EOSE.





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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 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.

a) 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.

b) 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.

c) 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.

d) 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.

e) 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.



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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

Official country name:	Lithuania
Geographical size (square kilometers):	65286
Capital city:	Vilnius
Neighbouring countries:	Latvia, Poland, Russia, Belarus
Population:	2 888 558 (2016); 0.6 % of total EU (2016);
Population density:	45.14 (2017)
Economic situation:	GDP € 38.637 billion (2016)
Official EU language:	Lithuanian
Political system:	parliamentary republic
Date of independence:	11 March, 1990
EU member country since:	1 May, 2004
Seats in the European Parliament:	11
Currency:	euro
Schengen area member:	Yes, since 21 December, 2007

Most important sectors of economy: The most important sectors of Lithuania's economy in 2015 were wholesale and retail trade, transport, accommodation and food services (32.5 %), industry (22.6 %) and public administration, defence, education, human health and social work activities (14.3 %).

b) Characteristics of the overall labour market

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+
2016	2888558	1 558 951	1 329 607	432747	358005	1170181	388098	548527
2015	2921262	1575005	1346257	425462	377565	1191464	379656	547115
2014	2943472	1587477	1355995	430088	390255	1208010	372380	542739
2013	2971905	1603014	1368891	436576	402583	1227560	362988	542187
2012	3003641	1620130	1383511	444061	416603	1245512	354132	543333
2011	3052588	1645365	1407223	454418	434368	1270902	347575	545307
2010	3141976	1691777	1450199	470037	459156	1322739	345148	544896
Please indicate the source		http://osp-old.stat.gov.lt/en/web/guest/temines-lenteles19						

Table 2) Total active population and data on unemployment and employment

	TOTAL ACTIVE POPULATION ¹	TOTAL UNEMPLOYED PERSONS	NUMBER OF PERSONS IN EMPLOYMENT ²						
			TOTAL EMPLOYED PERSONS	BY GENDER (%)		BY AGE (%)			
				Female	Male	15-24	25-54	55-64	65+
2016	60,4	7,6/112,0	1470,4	745,4	725	121,4	1025,2	278,2	45,6
2015	59,4	8,8/129,5	1468,0	744,2	723,8	124,5	1047	260,6	33,9
2014	58,8	10,1/147,8	1470,2	737,4	732,8	130,7	1067,9	240,5	31,2
2013	58,2	11,4/167,2	1465,8	731,3	734,5	123,5	1083,9	229,4	28,9
2012	57,5	13,2/192,5	1462,0	736,5	725,5	124,7	1101,3	210,5	25,4
2011	57	13,9/202,8	1461,5	737,0	724,4	115,7	1116,4	205	24,3
2010	57,7	17,2/265,3	1541,5	779,6	762,0	140,8	1182	195,3	22,8

<https://osp.stat.gov.lt/en/statistiniu-rodikliu-analize?portletFormName=visualization&hash=221142ba-7731-49f1-9cdd-26de5be12afc#/>

Table 3) Total number of employed persons per economic sectors (NACE Rev.2 Codes³)

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
A - Agriculture, forestry and fishing	106.4	112.2	108.9	120.9	121.1	108.6
B - Mining and quarrying	2.7	2.4	3.7	4.0	2.3	2.9
C - Manufacturing	194.9	200.3	199.5	198.7	202.8	210.2
D - Electricity, gas, steam and air conditioning supply	13.1	12.8	11.1	10.3	10.6	11.6
E - Water supply; sewerage, waste management, remediation activities	12.0	15.0	16.4	13.8	14.0	14.0
F - Construction	85.1	89.5	99.3	99.3	105.0	103.5
G - Wholesale and retail trade; repair motor vehicles/motorcycles	222.5	223.3	227.5	232.8	224.6	233.5
H - Transportation and storage	91.5	93.5	94.3	101.2	100.1	97.4
I - Accommodation and food service activities	32.3	32.2	33.5	33.8	34.0	35.5
J - Information and communication	25.5	28.3	24.8	23.9	27.2	28.7
K - Financial and insurance activities	17.7	18.2	17.7	18.4	18.6	19.6
L - Real estate activities	12.7	13.3	15.8	15.4	14.5	14.5
M - Professional, scientific and technical activities	46.3	50.2	52.9	49.8	52.4	55.6
N - Administrative and support service activities	40.9	38.6	41.0	45.6	48.4	53.5
O - Public administration and defence; compulsory social security	75.6	73.1	79.7	79.5	81.6	83.2
P - Education	136.5	134.6	125.8	128.4	132.2	136.9
Q - Human health and social work activities	87.4	85.5	84.8	84.7	89.8	92.2
R - Arts, entertainment and recreation	20.0	22.8	25.5	29.5	28.4	29.7
S - Other service activities	28.2	27.1	28.3	27.3	25.8	29.2
T - Activities of households as employers	1.9	2.6	2.2	1.6	1.2	1.4
U - Activities of extraterritorial organisations and bodies	n/a	n/a	n/a	n/a	n/a	n/a



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THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) The configuration of the national sector and role of main stakeholders:

The Law of Sports of Lithuanian Republic (2018) defines competencies of Government and municipal institutions in sports sector. Policy formation at the national level is performed by Parliament, Government, National Sports Council and, ministries (Education and science, Health, etc.), and other state institutions (Department of Statistics, etc.). According to the latest edition of the Law of Sports, the Ministry of Education and Science was reformed into the Ministry of Education, Science and Sports and was solely responsible for the sports policy formation, coordination and implementation at the state level.

National Sport Development Strategy 2011 – 2020. The strategic goal is “by creating the conditions for all social groups in Lithuania to participate in sports meet the important objectives of social cohesion, quality of life, public health and health promotion, better performance, leisure and employment as well as to develop the social background for high performance athletes training system”. The Strategy has four objectives. Each objective has a certain number of goals where outcome criteria are specified. The strategic objectives are as follows:

1. Systematically build public awareness that physical activity and exercising is a prerequisite for sustainable personality and the universal value.
2. Develop and improve the horizontal structure of public administration of sport involving many areas of national and local governance, which will enable the collaboration with non-governmental sports organizations and the private sector in sports activities.
3. Develop human resources in the field of sport so that they are sufficient for the implementation of inter-institutional social programs (to ensure the growing role of sport in society).
4. Create and/or upgrade sports facilities that are evenly developed in all regions of Lithuania, accessible to every citizen in his/her neighbourhood and create exercising conditions for all age groups, people with disabilities, amateurs and elite athletes.

The main stakeholders representing the full breadth of the sector are governmental, non-governmental and intermediate actors.

1) Governmental sport actors

At the national level the Ministry of Education, Science and Sports (MESS) and was solely responsible for the sports policy formation, coordination and implementation at the state level.

The Physical Education and Sport Promotion Fund (hereinafter the Fund; originally founded as the Culture and Sports Fund in 1998), receives one per cent of the annual income from alcohol and tobacco excise and ten per cent from lotteries and gambling tax (Republic of Lithuania, 2007). The Fund supports physical education and sports projects according to five priorities: (i) development of sport for all, (ii) development of high performance sport; maintenance and construction of sports facilities, (iii) procurement of sports equipment, (iv) development of sports science and education, and (v) training of sports specialist.

At the local level all 60 municipalities (12 cities and 48 districts) are responsible for sports. These divisions in municipalities play an important role in the organisation of sport at the local level: they are

responsible for the sport policy, for the operation and maintenance of sports facilities, for the funding sport activities, for awarding grants and bonus payments to high performance athletes, etc.

At the local level, there are 84 public sports education centres (sports schools) across the country, where 43 303 children and youth do sport (according to the data of the end of 2017). The Centres are under the responsibility of local authorities and a large part of the local budget goes to the funding of these schools. In 2014, two national sport high-schools were established under the agreement made by the main stakeholders of the sector: MESS, national sport federations, local governments, etc. Most of the sport facilities are funded by the local authorities.

2) Non-governmental sport actors

At the national level, the three main non-profit organisations are the Lithuanian National Olympic Committee (LNOC), the Lithuanian Union of Sport Federations (LUSF) and the Lithuanian Sport for All Association.

Lithuanian National Olympic Committee (LNOC) includes 39 Olympic sports federations. The LNOC develops and promotes the Olympic movement in Lithuania under the exclusive jurisdiction and the duty to represent the Republic of Lithuania in the Olympic movement.

In 1992 the Lithuanian Union of Sport Federations (LUSF) was founded. In 2019 the LUSF has 73 members, both Olympic and non-Olympic national sport federations. The LUSF has no recognition criteria, the federations can decide for themselves to be member or not. The main objectives of the LUSF are to take care of the promotion, dissemination and development of sport in Lithuania in partnership with other sport organisations, to coordinate the activities of sport federations, to provide services to sport federations, to initiate new programs and to debate and represent the interests of its members. In addition to the 73-member sport federations of the LUSF there are more than 20 federations that do not belong to the LUSF as well as 5 federations of disability sport. All national sport federations run around 1 290 sport clubs in the country. More than 66 000 people of all ages attend sport clubs on a regular basis (LSIC, 2017).

The Sport for All association founded in 1991 is an independent non-governmental organization uniting 19 voluntary Sport for All organizations, 458 clubs and more than 1805 volunteers (LSIC, 2017). The association's main objectives are to enhance people's health and social well-being through physical education and sport, to promote healthy lifestyles and to organize physical education, grassroots sport and recreation activities for all ages (Sport for All Association, 2017). The association provides clubs with organisational and methodological assistance in preparing competitions, championships, promotion and the organization of joint festivals and workshops.

3) Intermediate sport actors

The National Physical Education and Sport Council (hereinafter the Council) was established with the aim to encourage the interest of all public administration institutions and non-governmental organizations in physical education and sport as well as their cooperation. The Council consists of representatives of governmental institutions (Ministries, Commissions and the Department) and representatives of non-governmental sport organisations. The Council mainly has an advisory function and is responsible for "the promotion of PE and sport and seek that the development of PE and sport would be in compliance with the international regulations on PE and sport".

The Association of the Heads of Lithuanian Municipal Sports Divisions (further – AHLMSD) is the main actor on the regional level. The association consists of representatives from local councils and from regional/local sport organisations. AHLMSD members can influence or give their opinion in the strategic decision making process. The president of the Association is also member of the board of the Fund and of the Council.

The Association of the Heads of the Lithuanian Sports Education Centres (hereinafter AHLSEC) is the main actor on the local level. The members of the association are the Directors of sports education centres. They supervise the organisation of sports activities, discuss on various issues related to the development of sports education centres, etc.

Sport is funded from national budget and local budget. Different ministries have some budgeted spending designated for sporting activities. Since the function of the development of physical education and sports is attributed to the autonomous decisions of the municipality, each municipality – by the decision of its council – allocates funding for the development of sport within particular region. Funding priorities and expenditures depend on the traditions of sport, the popularity of sports, the development of infrastructure, the extent, frequency and, what is important, political will of participation in sport, i.e. the attitude of the municipal council members or leaders towards particular sport or sports in general.

For example, in 2014 the expenditures on programs run by the state were estimated at over 20 M EUR, while municipality run programs amounted for 52.9 M EUR. The contribution of the municipalities of two largest cities Vilnius and Kaunas accounted for more than one third (31.3%) of all the sport development expenditures by all municipalities (60).

Also, sport is funded from the Sport Promotion Fund (originally founded as the Culture and Sports Fund in 1998), which generates one percentage of the annual income from alcohol and tobacco excise and ten percent from lotteries and gambling tax (Republic of Lithuania, 2018). The Fund supports physical education and sports projects related to four priorities: development of physical activity; organization of sports events; purchase of sports equipment; continues professional development of sports specialist.

The main Lithuanian national Olympic Committee financing source is lottery funds. According to the Law on Lotteries (2003) eight percent of their winning fully goes to the from LNOC which generates main income.

In 2015 a public opinion and market research company *Sprinter Research* conducted a survey called *The Spending of Lithuanian Residents on Sports* contracted by the Government of the Republic of Lithuania. The survey revealed that a typical Lithuanian sport consumer is a woman, aged 26-30 years (active participation) or aged 18-20 years (passive participation), an urban dweller, having a university education, employed as a specialist or a public officer, with monthly family income of 300-500 euros per person. The survey revealed also that 1.45 million euros by active sport participants and over 0.29 million euros by spectator sport participants was spent on sport goods and services in 2014 (Čingienė, 2015).

In 2012, by the initiative of the Department of Physical Education and Sports in collaboration with the National Statistics Office (NSO) the decision was taken to collect sport economic indicators and measures the economic importance of sport. Therefore, NSO every year is presenting the statistic indicators of the economy of sport based on the agreed Sport Satellite Account methodology using Vilnius Definition of Sport (2007). Therefore there is an attempt to indicate the total number of people

employed in Sport sector using statistical, narrow and broad definition of sport (Panagouleas, Kokolakis, 2012; Čingienė, Laskienė, 2013).

According to the Statistics Lithuania based on non-final data, in 2017, against 2016, the value added created in the sports sector increased by 15 per cent and amounted to EUR 304 million, or 0.8 per cent of the country's gross value added. The largest positive influence on the change was made by an increase in the value added generated by the enterprises engaged in manufacture of transport equipment, sports and sports organizations activities.

In 2017, against 2016, the output of the sports sector increased by 14.2 per cent and amounted to EUR 514.9 million at current prices.

The major share of the value added in the sports sector was created in education (36.9 per cent), wholesale and retail trade (16.7 per cent), manufacture of transport equipment (9.9 per cent), and sports and sports organisations (11.6 per cent) activities.

In 2017, the sports sector employed 20.2 thousand persons, or 1.5 per cent of the country's employed population; against 2016, the number of persons employed in the sports sector increased by 1.9 per cent. The largest shares of persons employed in the sports sector were recorded in education (45.5 per cent) and sports and sports organisations (26.2 per cent) activities (Statistics Lithuania, 2018).

b) Impact or link of sport to other agendas such as health strategy or social policy

Following the recommendations of the Council of the European Union on the promotion of health promotion in various sectors (2013) The Seimas of the Republic of Lithuania November decided to adopt Guidelines for Health Sustainability and Strengthening Policies (2019). The aim of the Guidelines is to initiate a new policy of public health and strengthening of Lithuanian society, to establish the essential policies of the Lithuanian public health preservation and strengthening and to set the necessary tasks for its implementation.

c) The role and contribution of the voluntary sector and non-profit sport sector

Volunteering in Lithuania still is not widespread or widely accepted in society. The civil society in general is weak and not well organised, following long years of Soviet rule and economic hardship. After the restoration of independence in 1990, therefore, volunteering developed against this background of mistrust and negative perceptions (Study on Volunteering in the European Union, 2010). Only in 2011 the Law on Voluntary Activity was approved by Seimas. European Men's Basketball Championship (2011) was a great example of volunteering where more than 1700 volunteers have been attracted to the event (Čingienė, Špokas, 2011). According to the Statistics of Sport (2017) more than 9700 volunteers are serving in various sport organizations, mainly in sport clubs and sport federations.

d) Levels of participation

Participation level in sport was investigated for the first time at the national level in 2002. Hereafter longitudinal surveys on the attitude of Lithuanian residents aged 7 – 80 towards exercising and doing sport were conducted in 2007 and 2011.

Table 1. Participation rate in sport in Lithuania (%)

Type of participation /Year	2002	2007	2011	Number of respondents
Organized sport	16,6	15,9	20,6	7512
Non-organized sport	31,04	32	46,8	3974
Do not take part	52,4	51,6	36,8	4007

Source: Lithuanian sports information centre (2011-15)

The findings of the last study are quite similar to the most recent Eurobarometer survey on sport and physical activity (European Commission, 2014). In 2014, 37 per cent of Lithuanians exercise or do sport regularly (36 per cent in 2009). The survey results show that 22 per cent of Lithuanians exercise or do sport at least once a week, 15 per cent exercise more than five times a week. 8 per cent are members of a sport club, only 1 per cent are members of a health / fitness clubs and 6 per cent of another type of club (e.g. employees' club, youth club, school- and university related club or other). According to the number of citizens exercising regularly Lithuania ranks 15th among 28 EU member states.

As compared to the data of Eurobarometer in 2018, 51 per cent of the Lithuanian population was not engaged in physical sports activities; however, 75 per cent was engaged in other physical activities, which in principle reveals a similar trend noticed in the national research (European Commission, 2018).

The most popular sports are: basketball, football, track-and-field athletics, swimming.

The total amount of sport clubs is 1 290 with more than 66 600 participants (2017).

Fitness chain IMPULS group, which grew more than three times since it was acquired by private equity fund Baltcap in 2011. The group of companies increased it's member base from 18 000 in 2012 to 40 000 in 2016, entered Latvian and Estonian markets and plans to achieve 15,7 mil euros turnover in 2016.

In 2017 the number of employees in IMPULS group was 344 (Čingienė, Kalašinskaitė, 2017).

e) Professional sports

There no official statistics as for professional athletes/players in Lithuania. It is evident that it concerns mainly basketball, football, athletic, etc. and possibly other sports. Some data might be obtain via State Tax Inspectorate.

f) Venues/facilities

The main categories of sport facilities (30), their distribution in the country and the form of ownership is possible to obtain. There more than 5700 different types of the facilities, namely: stadiums (596), halls (1619), basketball halls (1285), volleyball hall (753), football pitches (658), etc.

Sports facilities are own by general education schools (3694), local municipalities (321), VET providers (223), private companies (134), etc.

g) Trends and tendencies

The future challenges of the Lithuanian sport sector will depend on the closer public and private partnerships that are based on mutual understanding, trust and agreed values. The consistent dialog with the government and efforts to find the most appropriate forms of co-operation remain an important aspect for many sport organizations, especially at the local level. The municipalities try to explore sport events to improve their image and at the same time to discover better operational links between sport event organizers and sponsors. The supply of the non-traditional, thematic events and the multi-sports competitions is growing. The key issue of more participation for disable people remains important. In order to foster disability sport a financial measure was introduce. At least 10 per cent of the funds of the Sports Promotion Fund will be allocated for the implementation of the projects promoting the development of sports for the disabled (Government of the Republic of Lithuania, 2019).

Some important changes in Lithuanian sport were implemented during the last years: the recognition criteria of national sport federations were adjusted, recommendations for the activities of public sport schools were introduced, and the criteria for the allocation of public expenditure to sport federations were approved.

There are 14 strategic sports approved by the Government of Lithuania. These sports are prioritized and promoted that create essential conditions for the institutionalization and professionalization. However, the majority of sports organizations are lacking of the institutional and personal competence, necessary skills and innovative managerial tools.



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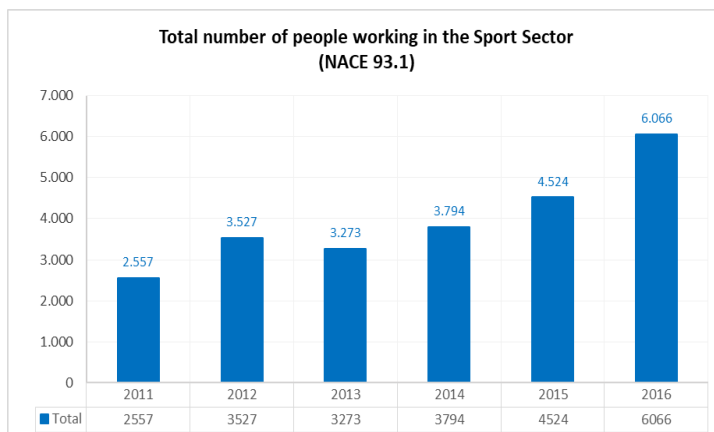
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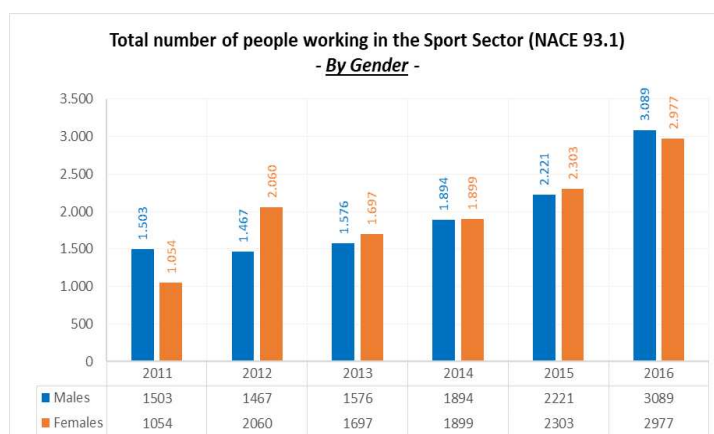
SPORT LABOUR MARKET STATISTICS

4. SPORT LABOUR MARKET STATISTICS

In 2016 the total number of people working in the Sport sector (93.1) was 6066. It is relatively small part of the total employment in sport sector in Europe. But the growth compared to 2015 and 2016 is estimated at 25 per cent.



Employment by gender is distributed quite equally between males and females. The growth is more evident for males than for females.

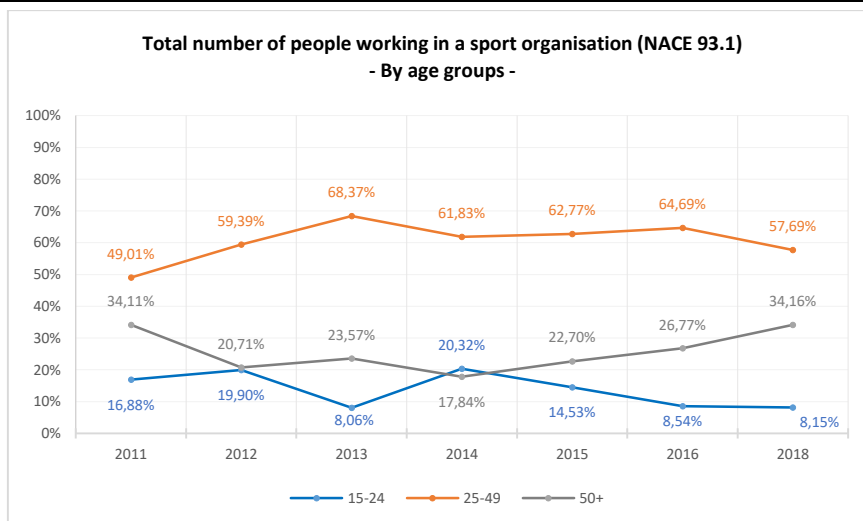


In 2018 the workforce was broken down by age as:

15-24 years old 8.15%

25-49 years old 57.69%

50+ years old 34.16%



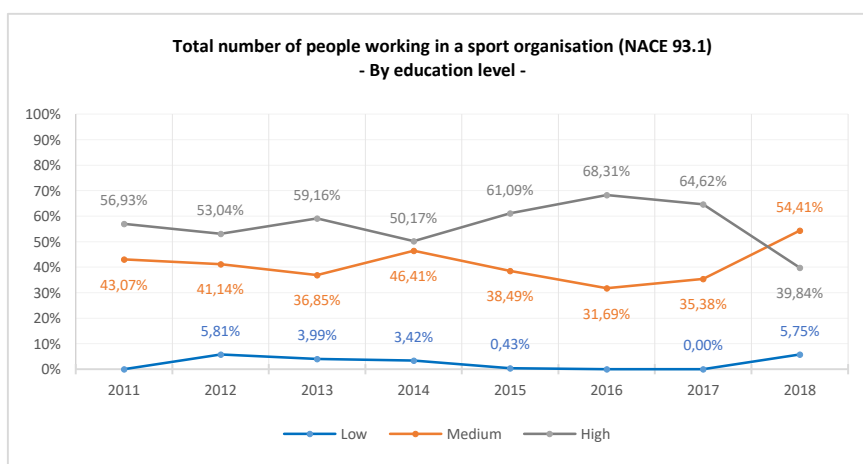
2013-2018 shows decrease in the age 25-49 group (by 10 %). The age 50+ group is increasing and in 2018 reached the level of 2011. The significant decrease is in the age 15-24 group.

In 2018 the workforce was broken down by education as:

Low (ISCED 0-2) 5.75%

Medium (ISCED 3-4) 54.41%

High (ISCED 5-8) 39.84%

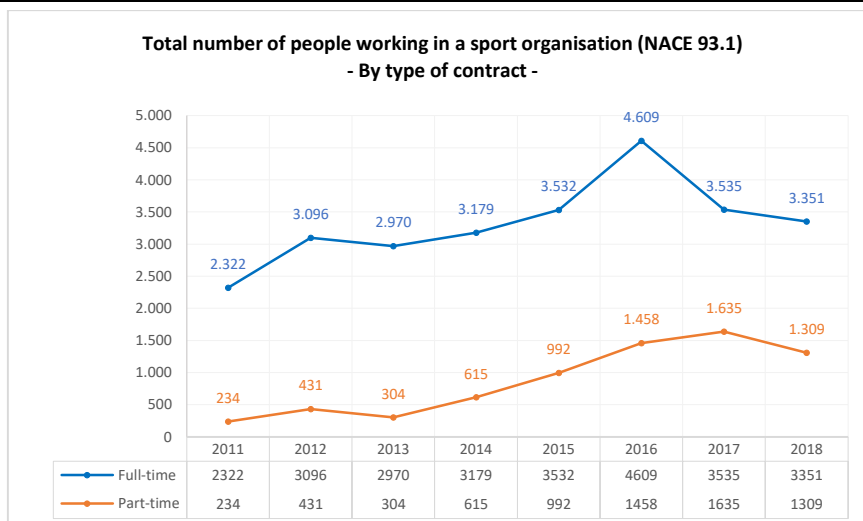


Sport sector workforce always was recognized as high educational level. Surprisingly, there is a decrease by 10 %. On the other hand, medium educational level raised up almost 10 %.

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

Full-time 71.91%

Part-time 28.09%

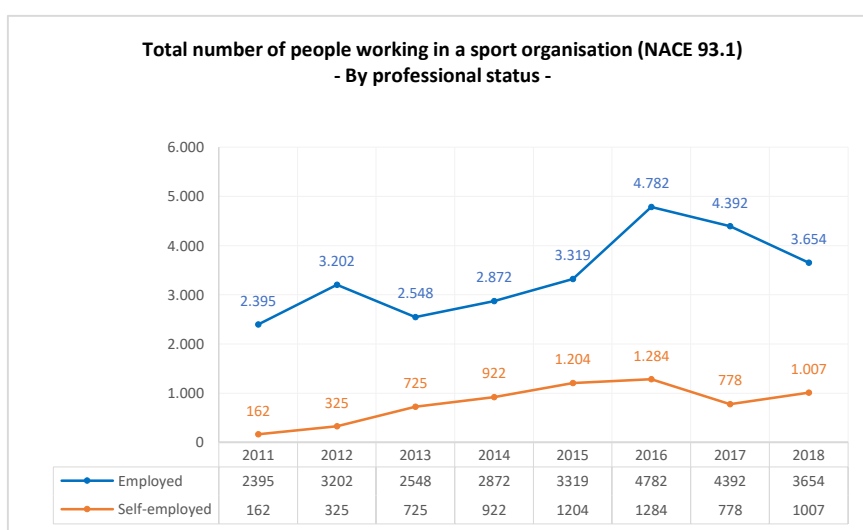


The biggest number of full-time employees is seen in 2016 but it is decreasing during the last 2 years. Part-time jobs were increasing during the period of 2011-2017.

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

Employed 78.40%

Self-employed 21.60%



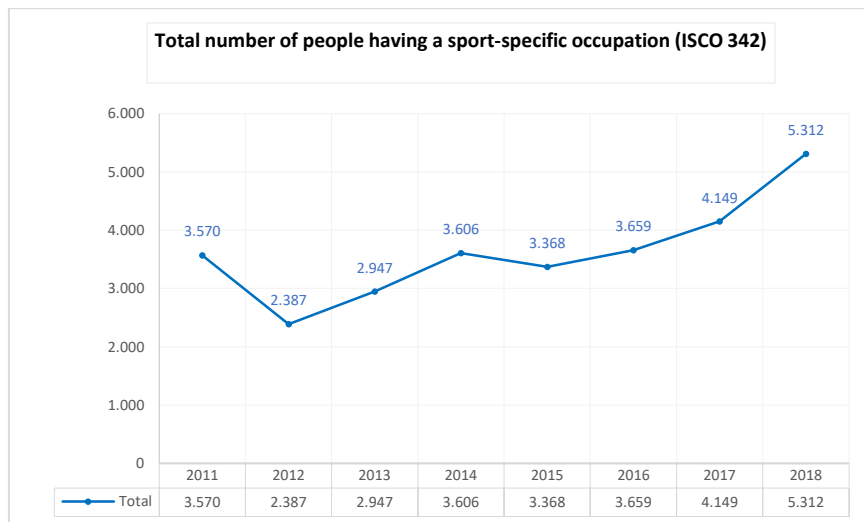
Employed workforce started to reduce from 2016. The number of self-employed workforces was growing in 2011-2016.

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.

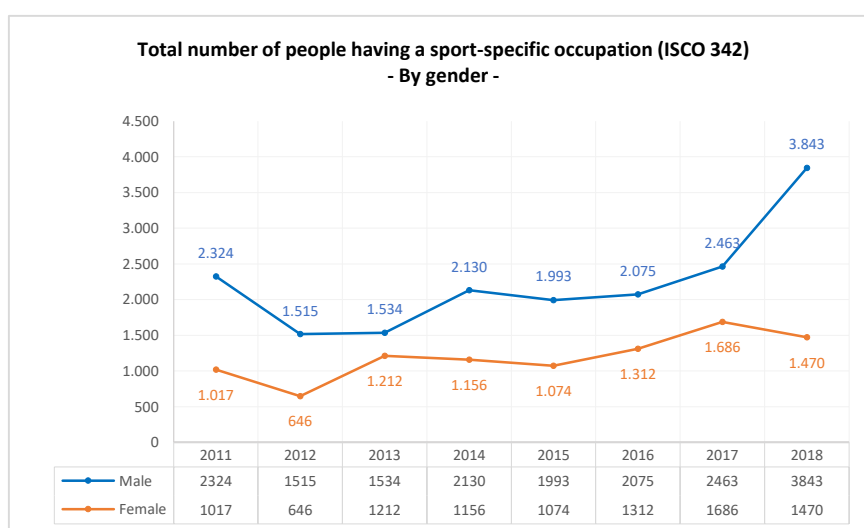


The total working population in sports specific occupations growth of 32% during the period of 2011-2018.

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

Male 72.33%

Female 27.67%



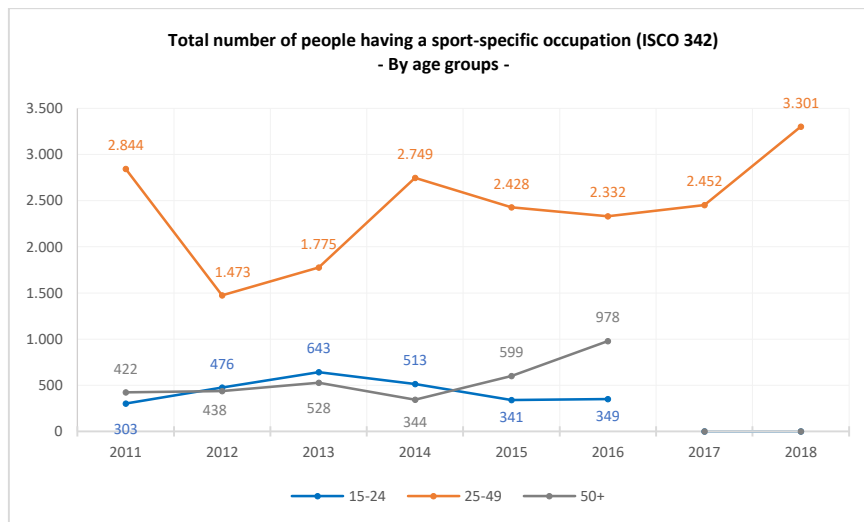
Significant increase is the male for one year 2017-2018. Female number slightly decreases.

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

15-24 years old 9.54%

25-49 years old 63.73%

50+ years old 26.73%



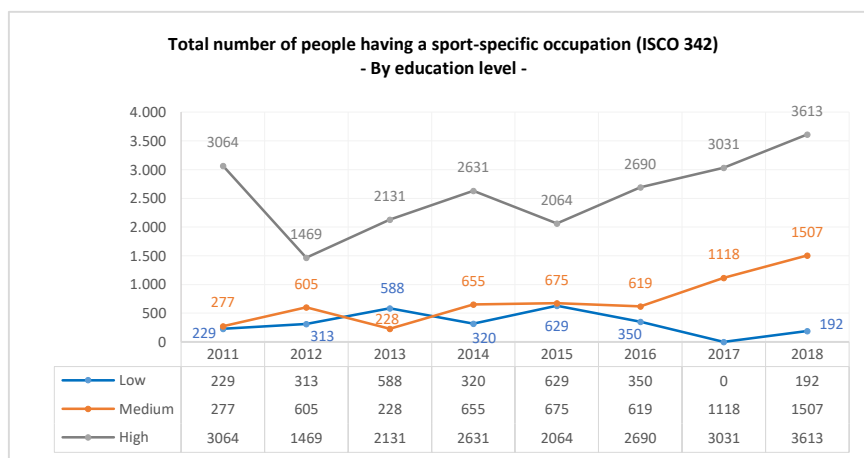
The group of 25-49 years old is increasing in the period of 2015-2018. Also, we see the increase the group of 50+.

In 2018 the workforce was broken down by education as:

Low (ISCED 0-2) 3.61%

Medium (ISCED 3-4) 28.37%

High (ISCED 5-8) 68.02%

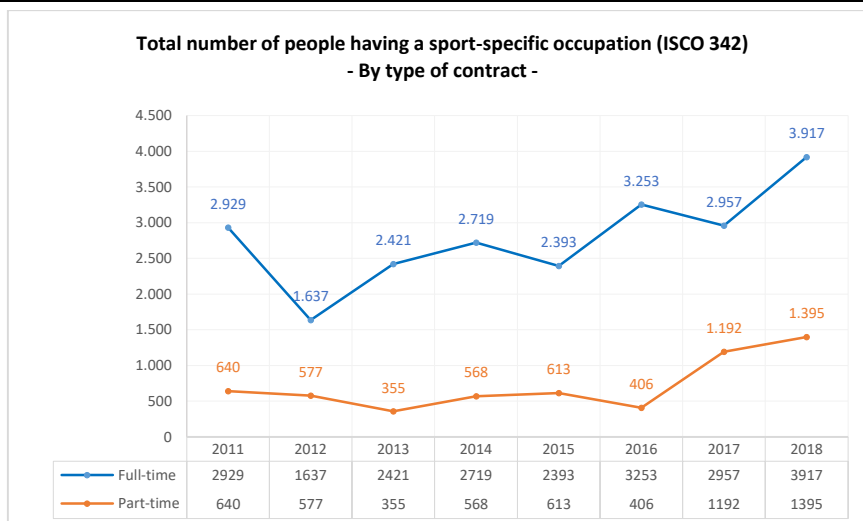


Especially high education is growing in 2015-2018. On a contrary low education is reducing.

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

Full-time 73.74%

Part-time 26.26%

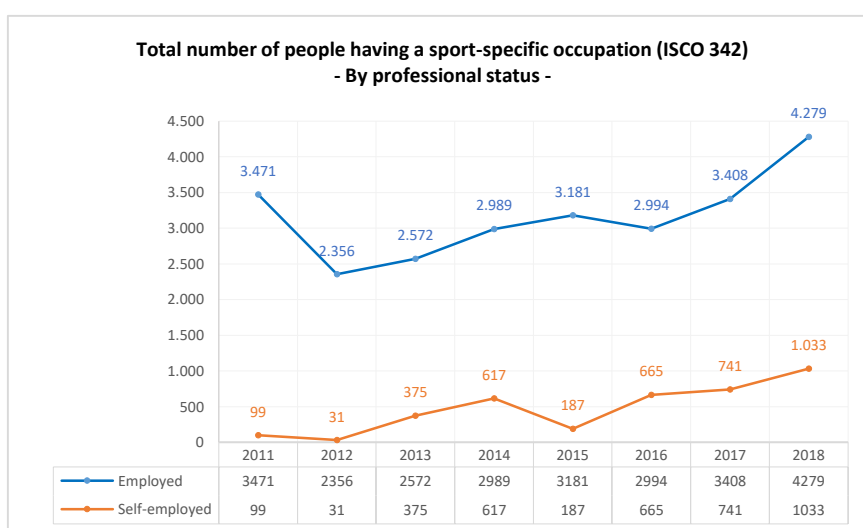


Both full-time and part type contracts are growing in 2011-2018. Especially part-time contracts doubled.

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

Employed 80.55%

Self-employed 19.45%



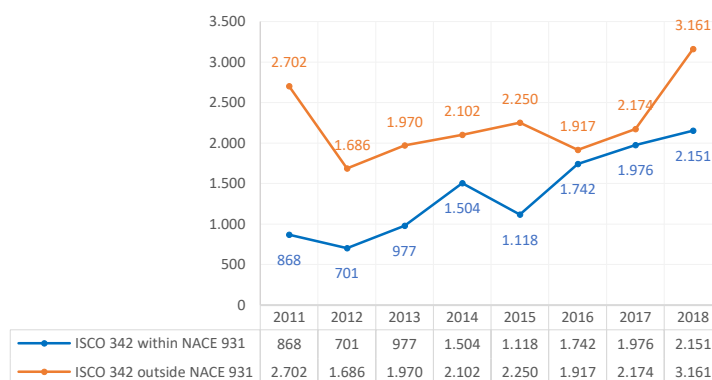
The number of self-employed people increased more than 10 times in the period 2011-2018.

The total Lithuanian working population in sports specific occupations for the year 2011-2018 breaks down as follows:

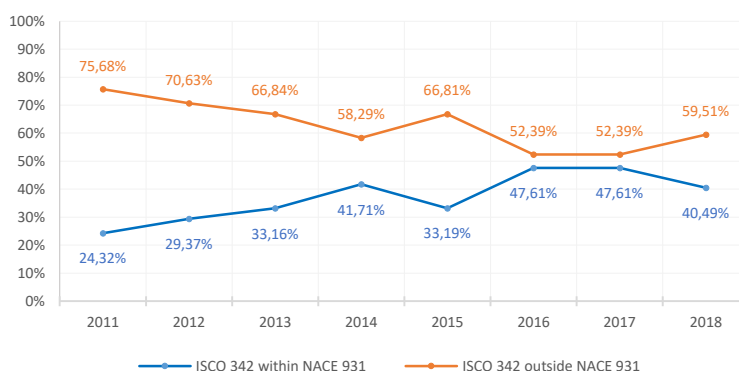
In sports organisations 75.68%-59.51%. The decrease is evident by 16%.

In other types of organisations 24.32%-40.49%. The increase is by 16%. Important to notice that sports specific occupations in other types of organisations has increased about 2.5 times.

Total number of persons having a sport-specific occupation (ISCO 342) within or outside a sport organisation (NACE 93.1)



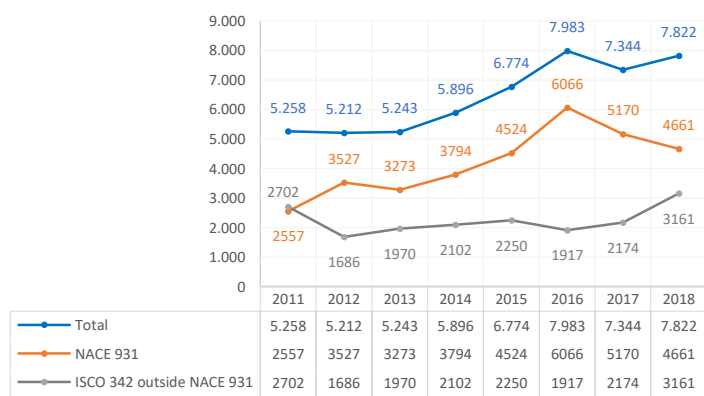
Total number of persons having a sport-specific occupation (ISCO 342) within or outside a sport organisation (NACE 93.1)



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 Lithuania:

Total employment in the sport labour market



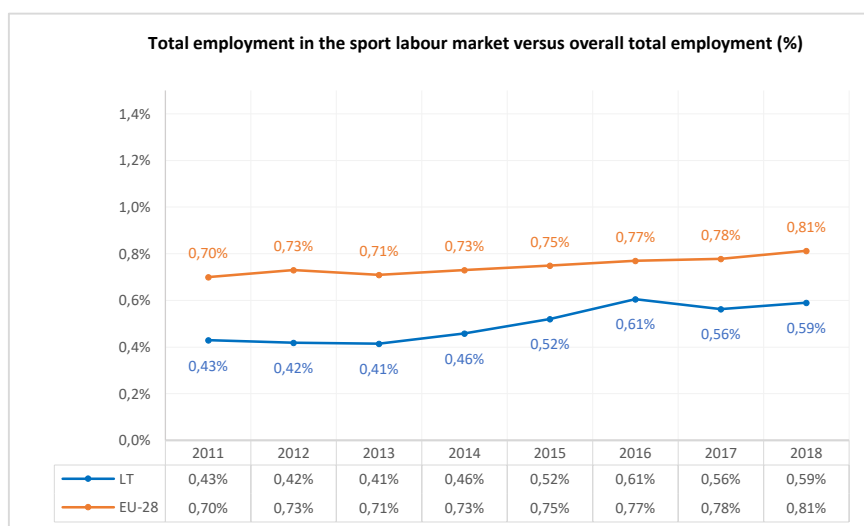
The number of employees in sports organisations (all occupations) combined with those in sport specific occupations in other types of organisations:

2011 5.258

2018 7.822

This shows an overall growth rate of 33%.

The size of the Sport and Physical Activity workforce in Lithuania is lower (by 0.22%) than that in the EU 28 as a proportion of total employment. In Lithuania 0.59% of the working population is employed in Sport and Physical Activity by comparison with 0.81% across the EU.



Collected data on labour statistics for NACE 93.1 give us opportunity to compare different indicators in three variables: general EU situation, situation in EU sport sector and in sport sector of Lithuania. The male is the most representative in Lithuanian sport sector. Part-time contacts are widely spread in EU sport sector comparing with the general situation in EU about market and the situation in Lithuania. Full-time contact is a common practice in Lithuania. The number of self-employed persons is bigger in Lithuania than in general EU or EU sport sector. The age group of 25-49 is the biggest in Lithuania sport market

Table 2. Labour statistics for NACE 93.1- Sport organizations, 2016 (%)

Indicators	EU	EU Sport	Lithuania
<u>Gender:</u>			
Male	54	56	60
Female	46	44	40
<u>Type of contract:</u>			
Part-time	18.8	45	24
Full-time	81.2	55	76
Employed	85	85	79
Self-employed	15	15	21
<u>Age:</u>			
15-24	8.5	25	8.5
25-49	60	53	64.7
50+	31.5	22	26.8
<u>Education:</u>			
Low	n/a	16.5	n/a
Medium	n/a	51	n/a
High	n/a	32.5	n/a

Labour statistics for ISCO 342-Sport occupations show that in Lithuanian sport sector only 11 % employees are occupied as part-time contract which is in fact close to the general EU situation but rather small if to compare with EU sport sector. On a contrary 89 % of employees are working on full-time contracts. The age group of 25-49 is the biggest in Lithuanian sport sector. The same high result is demonstrated in education more than 78 %

Table 3. Labour statistics for ISCO 342-Sport occupations, 2016 (%)

Indicators	EU	EU Sport	Lithuania
<u>Gender:</u>			
Male	54	57	60
Female	46	43	40
<u>Type of contract:</u>			
Part-time	18.9	48	11
Full-time	81.1	52	89
Employed	85	68	82
Self-employed	15	32	18
<u>Age:</u>			
15-24	8.5	23	9.5
25-49	60	61	63.7
50+	31.5	16	26.7
<u>Education:</u>			
Low	n/a	12	0
Medium	n/a	46	21.5
High	n/a	42	78.4

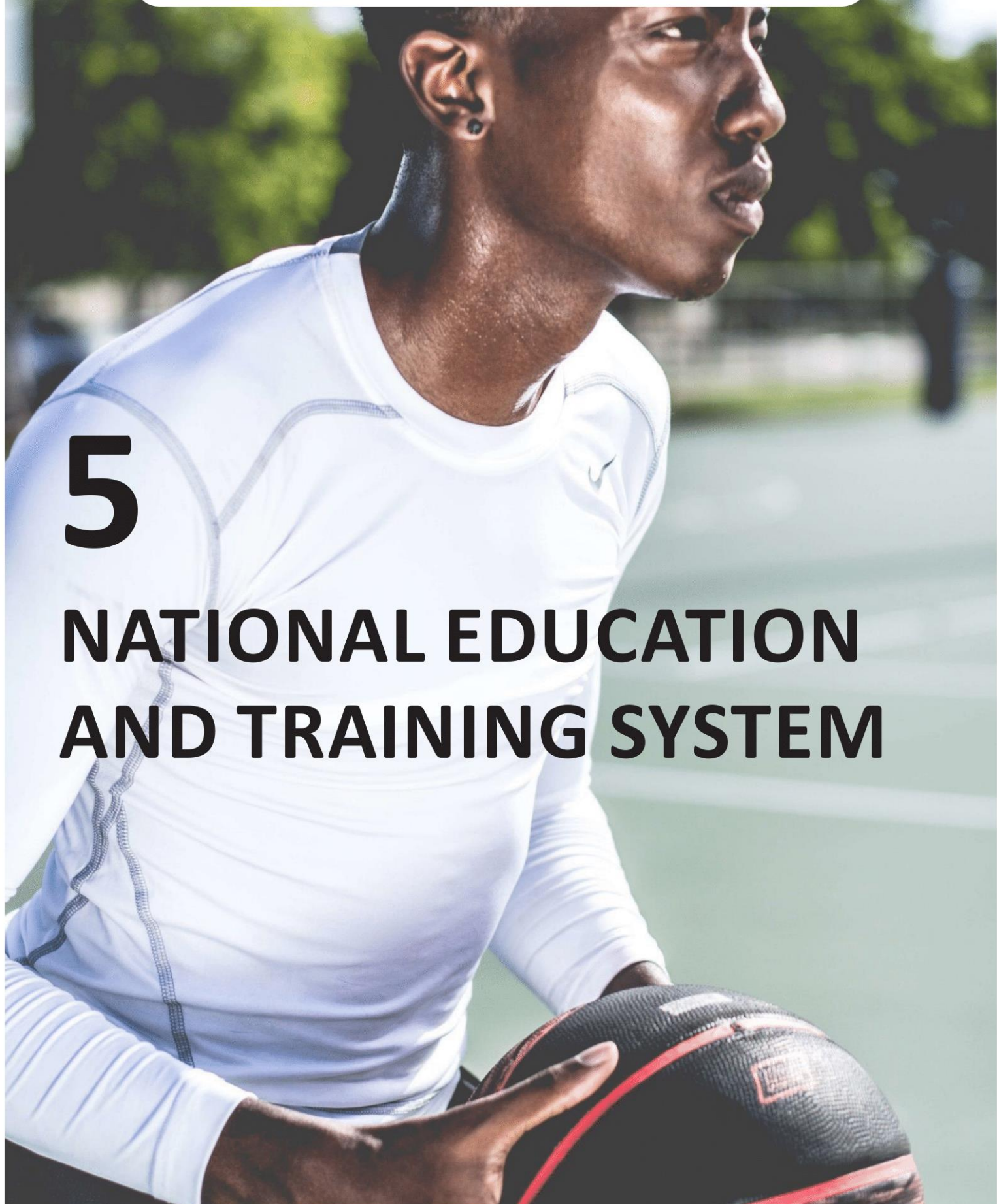


ESSA-SPORT

Improving the Supply of Skills to the Sector

5




NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

a) The role of the ministry(ies) responsible for education and training in Lithuania.

The goals and objectives of the Ministry of Science and Education are:

-  to implement the national system of formal and non-formal education which secures social attitudes in favour of education and creates conditions for lifelong learning in a changing democratic society;
-  to implement the state policy of science and studies in accordance with the Law on Science and Studies and other legal acts;
-  to coordinate the activity of Lithuanian institutions of science and studies, etc.

There are three main sectors in the Lithuanian national education system: general education, VET and higher education. Education starts at 7 years of age. General education is provided in public schools (free of charge) and in private educational establishments. Compulsory education lasts for ten years. Thereafter, pupils can either continue their studies for a further two years at a secondary school or go to a VET school. Students do not receive a qualification after secondary school. However, secondary school attendance is a precondition for access to further study at a VET school, a college/university of applied sciences or a university. VET schools award vocational qualifications without general secondary education or vocational qualifications with general secondary education.





Law on Science and Education was adopted in 2016. There are 35 HE institutions providing vocational HE (college/university of applied sciences) and university education.

1) Vocational higher education

Higher education in Lithuania consists of non-university and university studies. Non-university higher education developed from the further vocational education schools (which enrolled secondary school leavers and provided them with high-level vocational qualifications). In 1998, the further vocational education institutions initiated a self-assessment process (through the PHARE project, with participation from foreign experts). Rankings were used to set up a colleges' network and to identify those schools with the capacity to deliver higher education. Existing institutions were restructured and merged to form colleges oriented to regional and local labour market requirements. These colleges were the forerunners of the non-university higher education sector. A further self-assessment process was undertaken in 2000 and the new sector was formally established, offering broad high-quality higher education and vocational programmes, offered over three or four years. The sector is increasingly referred to as vocational higher education.

2) Levels of higher education

Legislation established three main levels of higher education in Lithuania:

-  General studies (level one)
-  Post-graduate, specialised professional studies (level two)
-  Integrated studies (mix of levels one and two)
-  Residential medical, art, and graduate school studies (level three).

Students can acquire bachelor, master and doctoral degrees. The duration of bachelor degree studies cannot exceed four years. Graduates from universities are awarded professional qualification and/or the bachelor degree: graduates from vocational higher education programmes receive a vocational bachelor degree and professional qualification. Masters programmes are offered at research-oriented universities. Specialised professional studies incorporate practical skills. Residential studies in medicine are intended for those following state syllabi leading to internships. Postgraduate study in art has its own mode of organisation. Doctoral studies involve a dissertation which is defended at university collegial councils.

3) Initial vocational training

Initial vocational training in Lithuania is provided by vocational schools. As mentioned, pupils in these schools can acquire both secondary education and vocational qualification. Training programmes cater for students of different ages and with varying levels of education:

Type 1 vocational training is aimed at pupils of at least 14 years of age who have not finished basic general education school and who wish to acquire vocational qualifications. Normally this training lasts for two to three years with the option to also acquire basic general education. Successful completion of this type of training leads to the acquisition of a qualification corresponding to the second level of the NQF and to the same level of the European Qualification Framework (EQF).

Type 2 vocational training is aimed at pupils who have completed their ten years of compulsory education and who wish to obtain a vocational qualification. Length of study is two years. The curriculum leads to the acquisition of a qualification corresponding to the third level of the NQF (qualified worker diploma) and to the same level of the EQF.

Type 3 vocational training is aimed at those pupils who have completed compulsory education and who wish to acquire both a vocational qualification and a secondary school certificate. The course of study lasts for three years, leading to the acquisition of a qualification corresponding to the fourth level of the NQF and the EQF. Successful completion leads to a qualified worker diploma and a secondary school-leaving (maturity) certificate. The latter provides an opportunity to continue studies at a college or university.

Type 4 vocational training is aimed at pupils who have finished secondary school or gymnasium (have obtained a maturity certificate) and who wish to acquire a vocational qualification. Depending on the complexity of the chosen occupation, studies last from one to two years, leading to a qualification at the fourth level of both qualifications' frameworks.

The vocational schools are public training institutions funded by the state. Since 2003, learning outcomes are assessed and qualifications have been awarded by the Chamber of Industry, Commerce and Trades, which is responsible for the organisation of qualifying examinations. Vocational schools are accountable to county-level governments. The involvement of other stakeholders in the governance and work of vocational schools is weak. Although regional VET councils (with representation from VET schools, employers, trade unions and county-level government) do exist, their activities are limited to discussions of regional VET problems and they do not have any decision-making power.

The main stakeholders are: Ministry of Labour and Social Affairs, Ministry of Science and Education, Vocational Education and Training Development Centre, Lithuanian Employers Confederation, etc.

VET education and training quality assurance and accreditation body is a Qualifications and Vocational Education and Training Development Centre <http://www.kpmc.lt/kpmc/en/>

HE quality assurance and accreditation body is a Centre for Quality assessment in Higher Education http://www.skvc.lt/default/en/about/strategy_policy/external-review-of-skvc

Lithuanian qualifications framework (LTQF) was adopted by the Government on May 2010. LTQF is based on eight learning outcomes levels. LTQF addresses five main objectives: 1) better adapting qualifications to the needs of labour market and society; 2) help to improve clarity of qualifications design to improve assessment and recognition; 3) increase transparency of qualifications and assist individuals in using them; 4) support national and international mobility; 5) encourage lifelong learning and allow individuals to build on outcomes of non-formal and informal learning.

The reference to EQF was completed in 2011. Lithuania was one of the first countries (in 2013) to start indicating NQF and EQF levels in VET certificates and diplomas.

The first EU funded project of apprenticeships has been completed in 2015. It is a new issue and VET training format in Lithuania.

The recognition of informal and non-formal learning is based on “Law on the approval of general principles for the evaluation and recognition of non-formal and self-membership competences related to higher education in higher education schools” (2017). MRU is a leader university in formalization the recognition of informal and non-formal learning in Lithuania.



ESSA-SPORT

Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING SYSTEM



6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

Total number of hours allocated to Physical Education per school year is 170 hours in grades 1-2 and 204 hours in grades 3-4 (2-3 lessons per week), 170* hours in national minorities schools. Thus, total yearly number of PE hours in grades 1-4 is 374, while in national minorities schools - 340*. In case of 2 weekly hours, the school must provide conditions for pupils to attend active practices at school or other settings for no less than 1 weekly hour. Schools are also recommended to organize active breaks or any activities during the learning process which are targeted at enhancing pupils' physical activeness.

*in the schools of national minorities, more hours are allocated to Lithuanian language lessons, thus decreasing the total number of hours for other school subjects. In primary school, Physical Education is delivered by generalist teacher.

Basing on the Plans of General Education, in lower secondary education (grades 5-10, pupils aged 11-16) a school is in charge of allocating 2-3 weekly Physical Education hours (total number of hours - 456). In case of 2 weekly hours, the school must provide conditions for pupils to attend active practices at school or other settings. In national minority schools, this number is about 422 hours. In upper secondary school (grades 11-12, pupils aged 17-18), number of PE classes depends on a student's chosen course - either General or Extended. General course establishes 2-3 weekly hours, while in Extended course 4 weekly hours are foreseen. The Programme of Upper Secondary Education allows a student choosing "general physical education" and (or) desired sports, available at a certain school (basketball, football, volleyball, etc.). The student can also choose such modules as "National Defense", "Healthy Life-style", "Non-Olympic Sports", "Organization of competitions", etc., offered by a school with regard to the students' needs and schools' possibilities. The total number of PE hours is 140 or 210 (in case of general PE course) and 280 (in case of Extended course). In secondary school, Physical Education is delivered by a teacher with special education.

It is up to a certain school or municipality administration to decide on the number of weekly Physical Education lessons (within the established mandatory number of lessons) according to the needs of the pupils. When compiling a School Education Plan, the school community should decide about the details of its conception and structure, which might shift from the structure of the National Plan for General Education. The School Education Plan establishes conception of secondary education implementation, reflecting specificity of secondary education organization in a certain school - according to the pupils' needs, school priorities and problems to be solved, thus school community agreements upon the allocation of hours to implement the Programmes of General Education are legally being established in a School Plan. The General Plan of Secondary Education establishes the required minimum number of hours, which can be increased if the municipality is financially capable to increase the number of PE hours in all schools within its area.

However, the legal basis concerning PE number is contradictory over years: requirement for 3 compulsory weekly PE hours is established in the Law of Physical Education and Sports; nevertheless, the Plans of General Education still allow to diminish this number to 2, which is used by the majority of Lithuanian schools.

There are nine universities offering sport related studies:

Six universities are offering sport degrees: 1) Lithuanian Sports University, bachelor "Sports management" and master "Tourism and Sport Management"; PE; Coaching; Adapted PE; Physiotherapy, etc. 2) Mykolas Romeris University, master "Sports Industry Management"; 3) Vytautas

Magnus University, international master “Sport Business Management”; 4) Siauliai university, bachelor in special education in sport; 5) Klaipėda University, bachelor in pre-school PE; 6) Vilnius University of Educology, bachelor and master in PE and coaching.

Also three universities of applied sciences provide sport management education: Kauno kolegija / University of Applied Sciences, programme “Sport Management”; Marijampole College programme “Culture and Sport Management” and Klaipėda State University of Applied Sciences programme “Sport and Entertainment Management”.

Some national federations applied to DPES and received a right to deliver sport education courses. Tennis, aerobics, sambo, martial arts (shidokan, kungfu), weightlifting, equestrian, swimming.

As for the implementation of NQF in sport it is only discussions so far. Political will and competence is needed to start the process. Moreover by the initiative of the Ministry of Science and Education from January 2018 an expert group is formed in order to create a professional standard for Tourism, sport, leisure and entertainment industry.

There are several private training providers in sport and PA education offering different courses:

1. “Sportininkų mokymo centras” (2011) offers courses in various issues of sport and PA <http://sportininkumokymai.lt/>
2. “Lietuvos sporto akademija” (2015) offers CPD courses <https://www.sportoakademija.lt/>
3. “Active training” (2015) offers certified fitness courses <http://www.activetraining.eu/lt>

Continuous Professional Development (CPD) in sport and physical activity is one of the crucial issues in the sector. Different training institution who have a right (according to the Law on Education and Science, 2017) to organize education and training are offering the courses. The main issue is the quality assurance based on learning outcomes. The main responsibility is dedicated to the Ministry of Science and Education, but the process itself is quite weak. The good practice example could be given as for non-for-profit organization “Lietuvos sporto akademija” (2015) which offers two types of CPD courses. Firstly, different subject based courses are offered publicly on the webpage. Potential customer select course, pays a fee and gets all necessary material as well as possibility of the direct contact with the teacher in a learning process. Secondly, there are four types of courses leading to the qualification: 1) Courses for group exercise coaching; 2) Courses for coach license; 3) Courses for retraining coacher's license through a labor exchange; 4) Courses for healthcare professionals and public health professionals.

Most HE institutions have a right to organize the recognition of informal and non-formal education in sport. But in practice is not very much developed and used.

Sport federations do not organize special courses for volunteers. There is an organization “Sporto savanorių sąjunga” (<http://www.sportosavanoriai.lt/>) which serves various sport events. Also at municipal levels there are local initiatives of sport volunteering, like in city Jonava (<http://www.savanoriai.jkksc.lt/>). They not only help in sport events, but organize meetings, seminars, exchange of good practice, etc.

The system of HE in Lithuanian is under the change now. Ministry of Science and Education initiated a process of the reducing of the study programmes and institutions across country. It used to be that sport specialists were prepared in nine HE institutions. From the fall of 2018 situation is going to be changed.

The employability of the sport qualification graduates after six month and one of the graduation is provided by official website (www.karjera.lt) and managed by the Consortium of Lithuanian Universities created in 2014. In fact, situation is very diverse both at Bachelor and at Master levels. Supply is diverse in terms of qualifications and demand exist for high quality specialists.

Taking into consideration a national reform of a higher education system sport programmes in general are in certain danger. On the one hand, the competence of the teaching staff is reasonable therefore the attractiveness of the potential students to the graduate programmes is reducing or their motivation is quite weak. On the other hand, a demand of skilful sport professionals ready and able to serve in different sport organizations is limited due to a various reason. At the same time there are different CPD courses in the market but there is no systematic approach, the validation and recognition processes are missing. Sectoral skills alliance could be one of the possible solutions to start open discussions about the future professionals of sport specialists, to strengthen study programmes and keep analyzing European and global trends of future sport specialist's education.

Trends and challenges

Due to a fact that only a small number of sport and PE programs exist in Lithuania, appropriate competition should be achieved through cooperation and sharing of experience. As a result, positive effect will be achieved in solving relevant questions and problems regarding competences and skills of sport different occupations. It could be stated that the results of ESSA-Sport project will serve for practical changes and improvements of bachelor and master study programs at the national level.

It is important to note that continuous development steps of study program must be evident in order to ensure a required quality of the study program and a successful accreditation of the program. Usually the head of study program submits a well-reasoned plan for program improvement, which also outlines imperative changes, to the Committee of study program. With the approval of Committee, proposed changes are forwarded to the Faculty Council, which decides on final corrections of the program.

At the same time there are different CPD courses in the market but there is no systematic approach, validation and recognition processes are missing. Sector skills alliance could be one of the possible solutions to start continuous open discussions about the future skills in sport sector, to strengthen study programmes and keep analysing European and global trends of future sport labour market.



ESSA-SPORT

Improving the Supply of Skills to the Sector

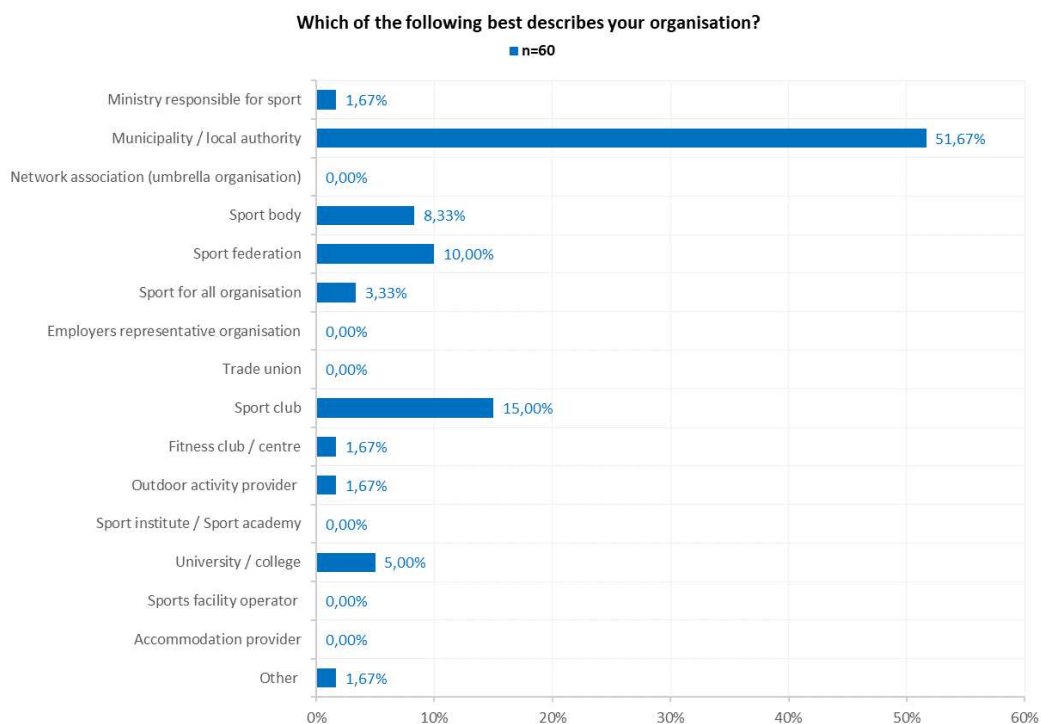
7 FINDINGS FROM THE EMPLOYER SKILLS SURVEY

7. FINDINGS FROM THE EMPLOYER SURVEY

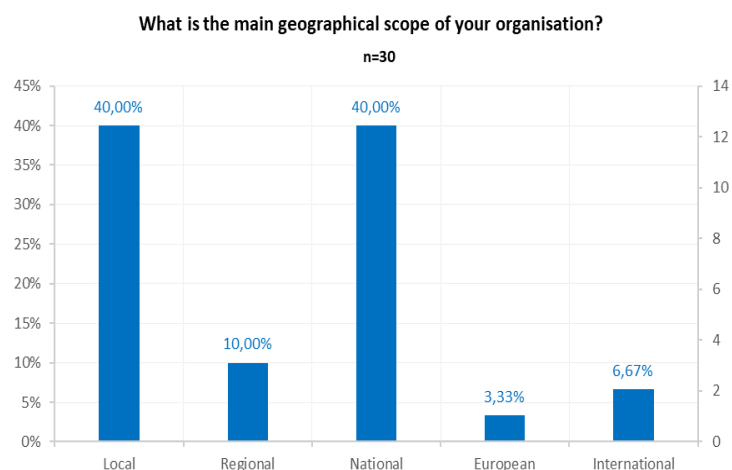
a) Types of Organisations in the Lithuanian Sample

The Lithuanian top five responses came from:

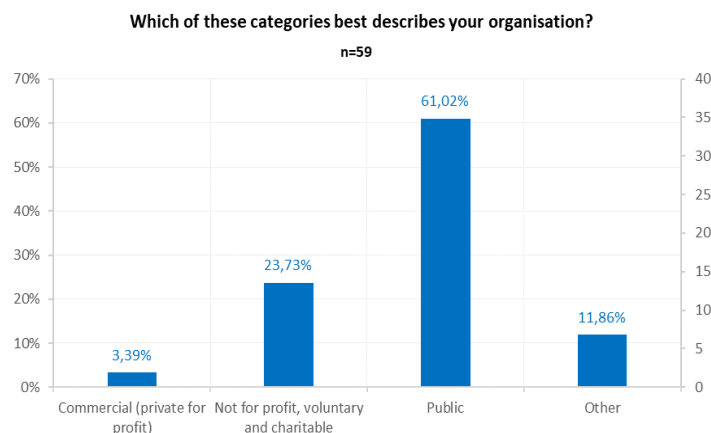
- Municipality/local authority (51,68%)
- Sports Clubs (15.0%)
- Sport federations (10.0%)
- Sport Body (8.33%)
- Universities/Colleges (5.0%)



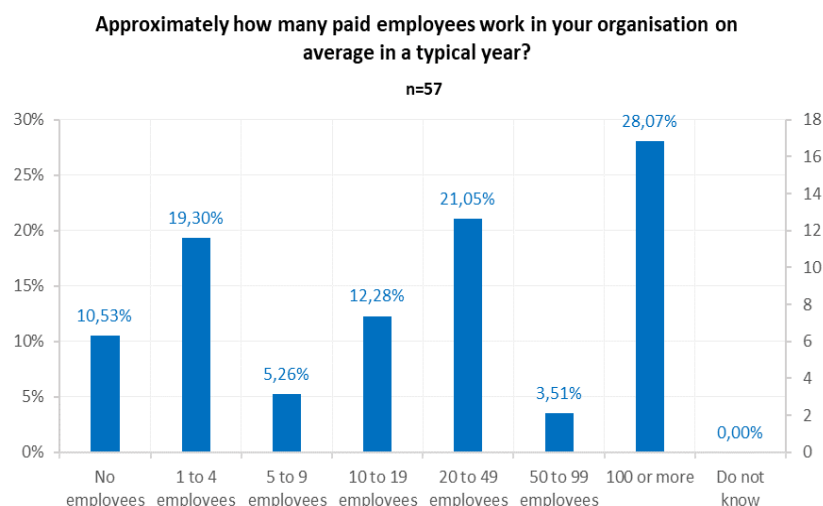
40.0% of Lithuanian respondents reported themselves as 'National' and 'Local'. 10.0% as 'Regional'. 14.8% as 6.67% as 'International'.



- 📊 61.02% of Lithuanian respondents were from represented the Public Sector
- 📊 23.73% the Not for Profit, Voluntary and Charitable sector.
- 📊 3.39% the Private Sector.



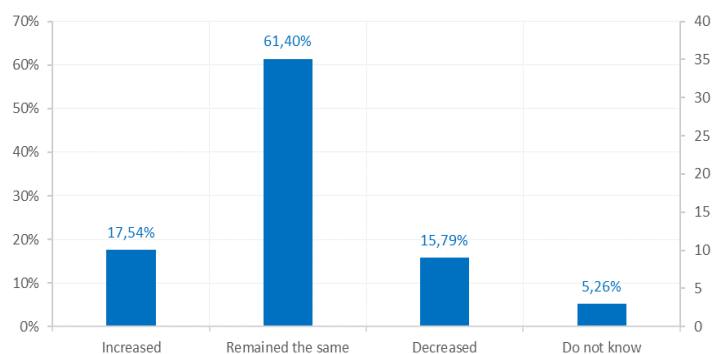
The largest proportion of Lithuanian responding organisations employed 100+ paid employees (28.07%). The next highest (21.05%) employed 20-49 paid employees. 19.3% employed 1-4. 12.28% employed 10-19. 5.26% employed 5-9. Only 10.53% employed no paid workers at all.



78.94% of Lithuanian respondents reported their organisation had remained the same or grown in the last 12 months. 15.79% reported shrinkage.

Compared to 12 months ago, would you say that the number of people employed in your organisation has...

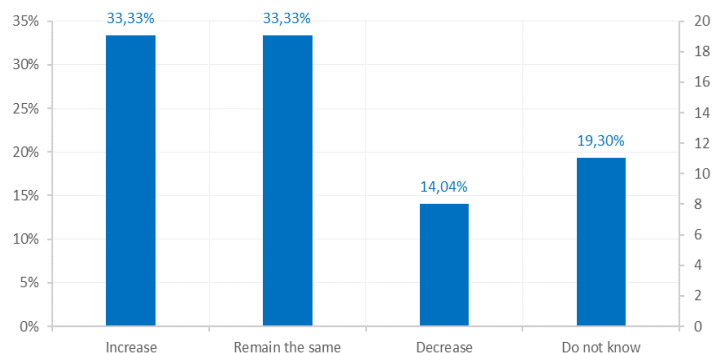
n=57



66.66% expected their organisation to remain the same or grow in the next two years. 14.04% forecast a reduction in size.

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

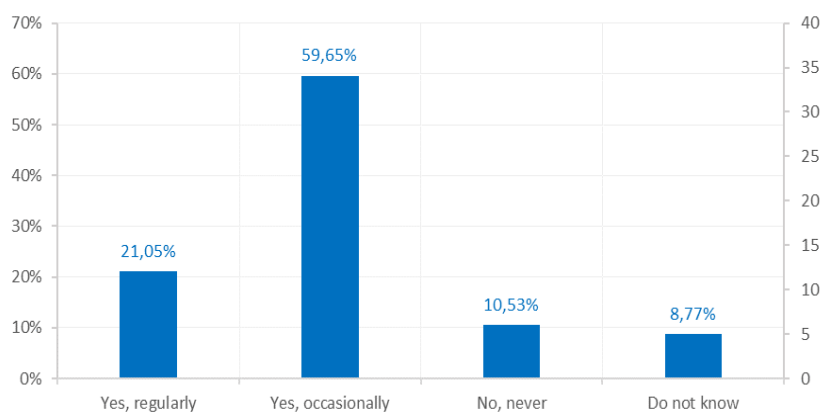
n=57



21.05% of Lithuanian respondents reported that they engaged the services of volunteers on a regular basis. 59.65% said they did so occasionally. 10.53% reported that they never engaged volunteers.

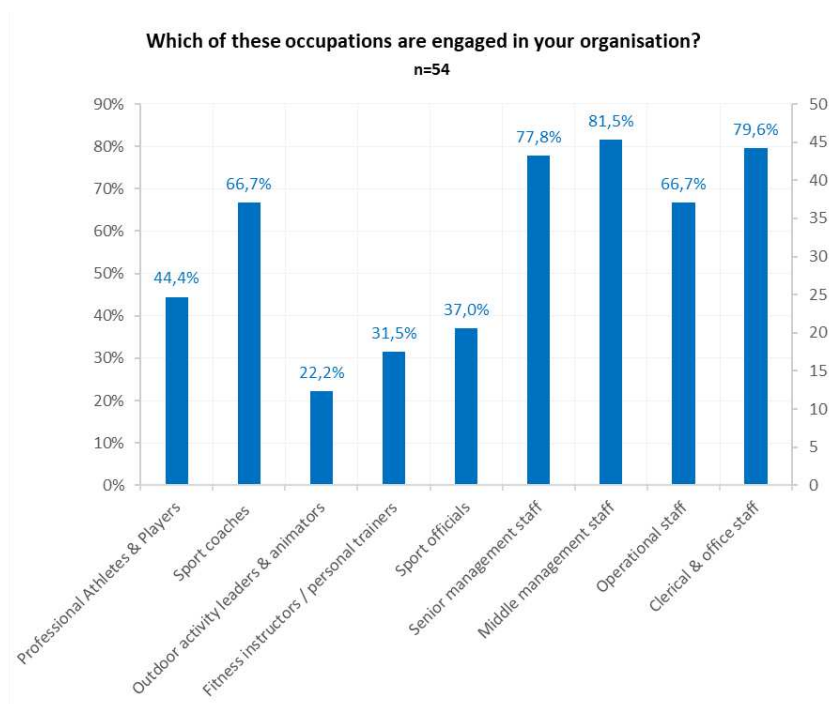
In a typical year does your organisation engage any volunteers / unpaid staff?

n=57



The top five occupations employed in Lithuania were:

- 🧑‍💼 Middle Management (81.5%)
- 🧑‍💼 Clerical and Office Staff (79.6%)
- 🧑‍💼 Senior Management Staff (77.6%).
- 🧑‍💼 Operational Staff (66.7%)
- 🧑‍💼 Sports Coaches (66.7%).



In almost all Lithuanian occupations, staff were paid (as opposed to self-employed or volunteers). The exceptions were Outdoor activity leaders and animators (75% Volunteers as opposed to Self-Employed 25% and 8.3% paid) and Sports Officials (45% Volunteers as opposed to Paid 20%, and Self-employed 40%).

**Which of these occupations are engaged in your organisation?
Breakdown by type of contract**

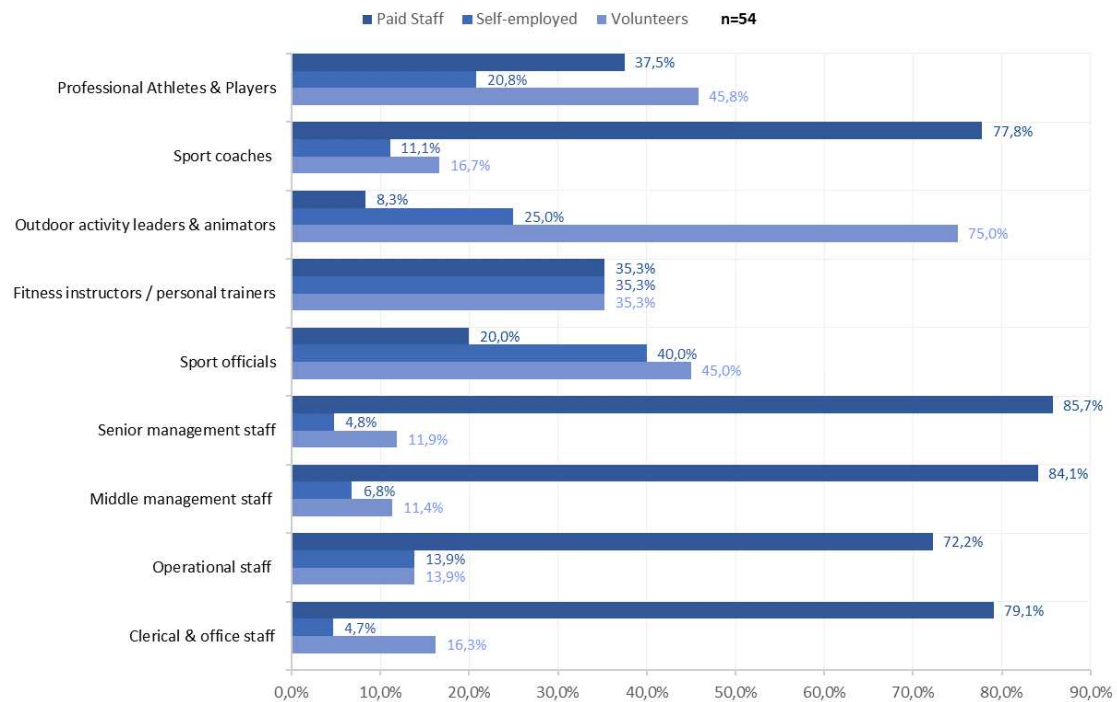
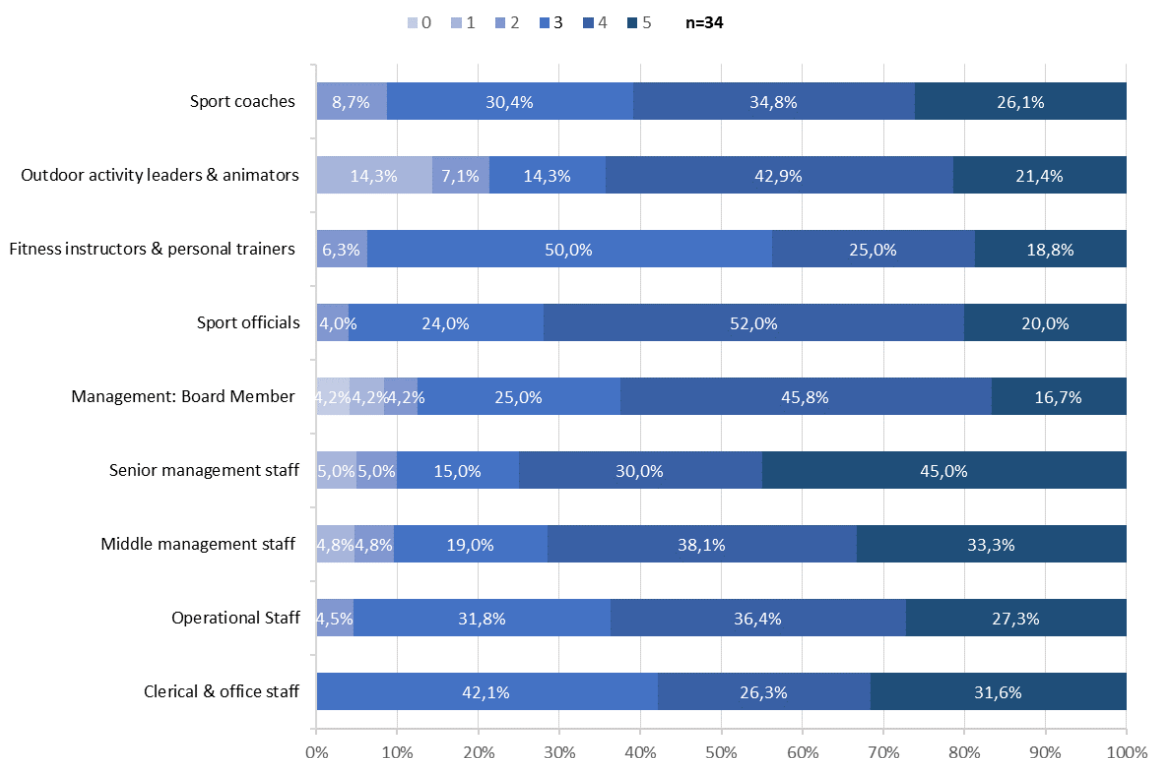


Table 4. The most important skills and attributes were indicated to each selected occupation:

Coach (n=41)	Planning coaching sessions and programmes (97.4%) Sport specific knowledge and skills (97.3%) Problem solving skills (81.6.3%)
Activity leader and animator (n=7)	Problem solving skills (100%) Decision making skills (100%) Team working skills (100%) Ensure health and safety of participants (100%) Ability work with children (100%)
Fitness instructor/personal trainer	Exercise science anatomy/physiology (100%) Problem solving skills (100%) Ensure health and safety of participants (100%)
Sport official (n=19)	Apply the rules and laws of sport (100%) Problem solving skills (94.4%) Decision making skills (94.4%)
Senior management staff (n=36)	Organizational and work planning skills (100%) Strategic thinking/Team working (97.2%) Problem solving skills (94.4%)
Middle management staff (n=29)	Team working (97.2%) Organizational and planning skills (78.6%) Written/Verbal communication skills (78.6%)
Operational staff (n=30)	Technical skills and knowledge (86.2%) Ability to work in compliance with code of practice/ethics (82.8%) Organizational and work planning skills (71.4%)
Clerical and office staff (n=26)	Technical skills and knowledge (96%) Ability to work in compliance with code of practice/ethics (92%) Administration skills (88%)

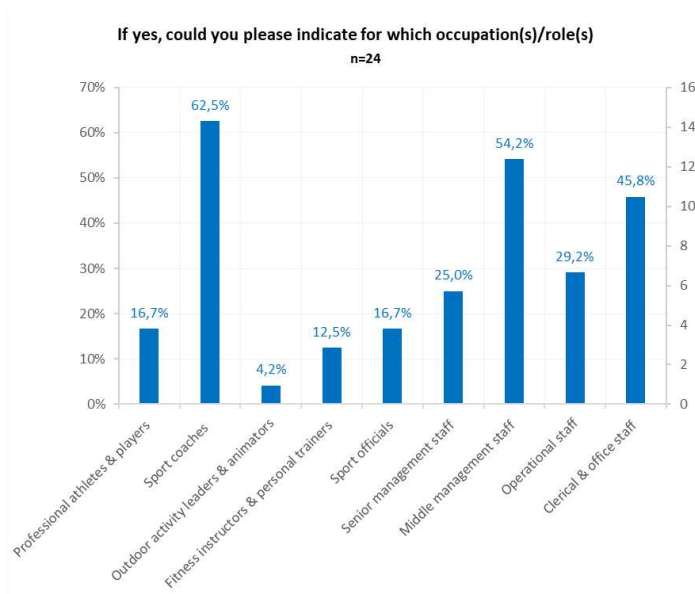
Generally, the number of Lithuanian respondents who said they expected the same of volunteers and paid staff for each job role was significantly higher than those who said they did not. In most occupations more than 60% of respondents said they have the same expectations of volunteers as they do of paid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

How would you rate the skills of your VOLUNTEERS in relation to what is required to perform their roles?



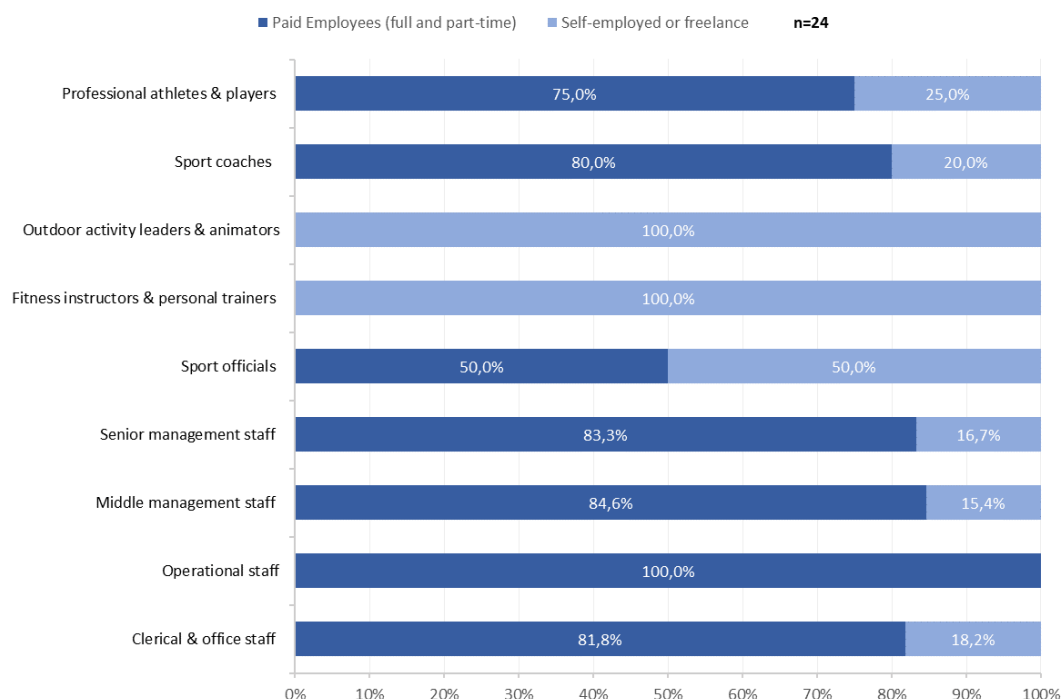
The top five Lithuanian occupations being recruited are:

- 🏆 Sports Coaches (62.5%),
- 🏆 Middle Managers (54.2%),
- 🏆 Clerical and Office Staff (45.8%)
- 🏆 Operational Staff (29.2%).
- 🏆 Senior management staff (25%).



Most of the Lithuanian positions being hired for were paid employees with the exception of Fitness Instructors and Personal Trainers and Outdoor activity leaders and animators (100% freelance).

**If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract**



Only 20% of Lithuanian respondents reported problems hiring staff (as against 55.6% 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 five Lithuanian difficult-to-fill vacancies follow a similar pattern to the occupations being recruited for. Thus, there were difficulties for:

- 🏆 Sports Coaches (100%),
- 🏆 Clerical and Office Staff (42.9%),
- 🏆 Senior Managers (28.6%),
- 🏆 Middle Managers (28.6%),
- 🏆 Operational Staff (28.6%)

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

The top three reported Lithuanian recruitment difficulties were:

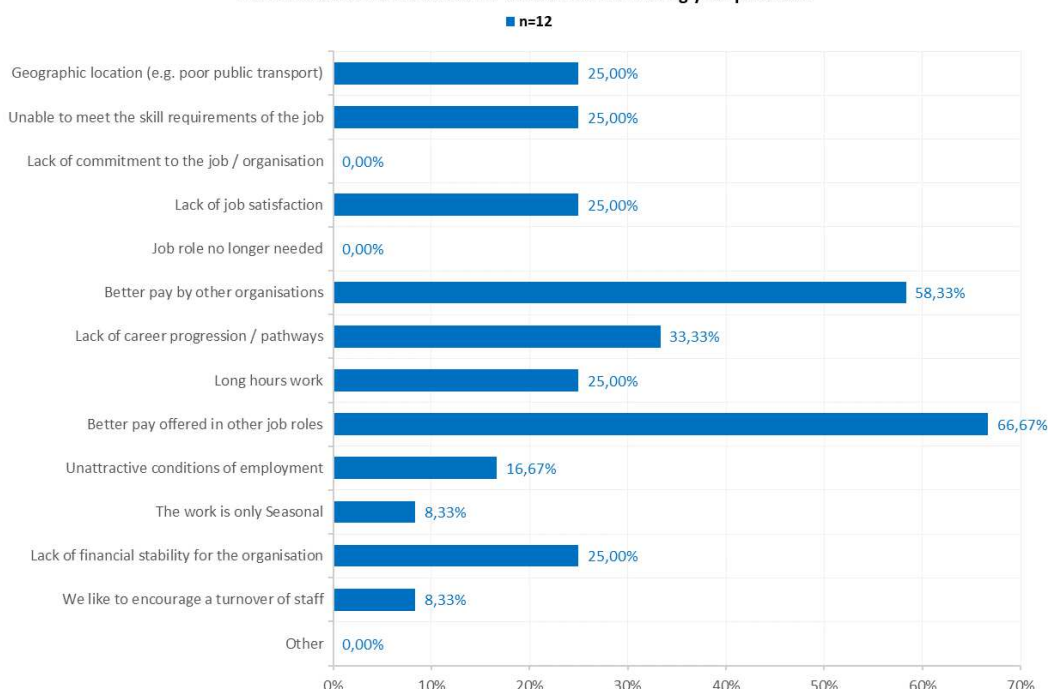
- 🏆 Unattractive Terms and Conditions (including wages) Offered for the Post (51.28%),
- 🏆 Low Number of Applicants with Required Skills (33.33%),
- 🏆 Low Number of Applicants with the Required Attitude and Motivation (30.77%),

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

- 🏆 Better Pay Offered in Other Job Roles (66.67%),
- 🏆 Better Pay by Other Organisations (58.33%),
- 🏆 Lack of Career Progression/pathways (33.33%),

However, only 12 respondents answered this question.

Please tick the main reasons for difficulties in retaining your paid staff



41% of Lithuanian 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 and Sports Coaches (52.94%)
- 🏆 Operational Staff (47.06%)
- 🏆 Fitness instructor/personal trainer (35.29%)


However, only 17 respondents answered this question.


27 statements were presented to Lithuanian respondents who were asked to indicate their level of agreement. The next table shows the statements and the percentage of Lithuanian respondents who said they either 'Agree' or 'Strongly Agree'. The highest evaluated (93%) there were three most important statement: Effective governance is important to your organisation, it is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable and Our staff would benefit from learning experiences in other countries. Also respondents mentioned the importance of on-going training, more close co-operation with universities, necessity of improving organization's governance, etc. It is necessary to mentioned that the respondents indicated the difficulties to find and recruit people with the right skills to work in your organisation as paid staff.

Table 5. Key issues in sport and physical activity

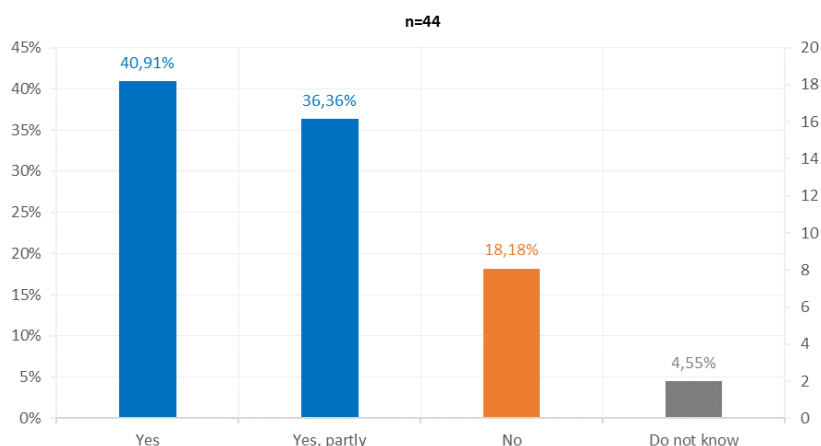
Statement	% Agree or Strongly Agree
1. Effective governance is important to your organisation.	93.18%
2. It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable.	93.18%
3. Our staff would benefit from learning experiences in other countries.	93.18%
4. It is important that your staff have access to on-going training to keep their skills up-to-date.	90.91%

Statement	% Agree or Strongly Agree
5. Universities/training providers should work more closely with organisations like yours.	88.64%
6. Improving governance should be a priority for all organisations.	88.64%
7. The Sector is changing and evolving, as a result of the skills needed by those working in the Sector will change too.	86.36%
8. More effort is needed to make Sport and Physical Activity more inclusive in attracting participants.	86.36%
9. Sports organisations have become more professional in recent years.	79.55%
10. The skills required in our organisation are changing.	75.00%
11. It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer.	72.72%
12. You find your staff are willing to train and develop themselves	70.46%
13. The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive.	70.46%
14. New training courses are required to meet the training needs of organisations like yours.	68.18%
15. In the future there will be a demand for a better qualified workforce operating in sport organisations like yours.	68.18%
16. Expectations and priorities from national government on sport organisations is increasing.	63.64%
17. Expectations and priorities from national government are causing our organisation to change.	63.64%
18. Our expectations of volunteers are as high as paid staff when they perform the same role.	61.37%
19. There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression.	56.82%
20. It is not easy to progress from a technical role (e.g. as coach or instructor) to a management position.	54.55%
21. Past experience is more important than qualifications when recruiting volunteers.	54.55%
22. Volunteers do NOT need the same level of qualifications to perform their roles as paid staff.	47.73%
23. Attitude and personality are more important than qualifications when recruiting paid staff.	38.64%
24. It is difficult to find relevant continuing professional development (CPD) courses for your staff.	36.36%
25. Work experience is more important than qualifications when recruiting paid staff.	34.10%
26. Customer service is poor in sport and physical activity facilities and clubs.	29.55%
27. It is easy to find and recruit people with the right skills to work in your organisation as paid staff.	13.64%

 40.91% of Lithuanian respondents said that they regularly reviewed the skills and training needs of their staff team.

 36.36% reported that they did so 'partly'

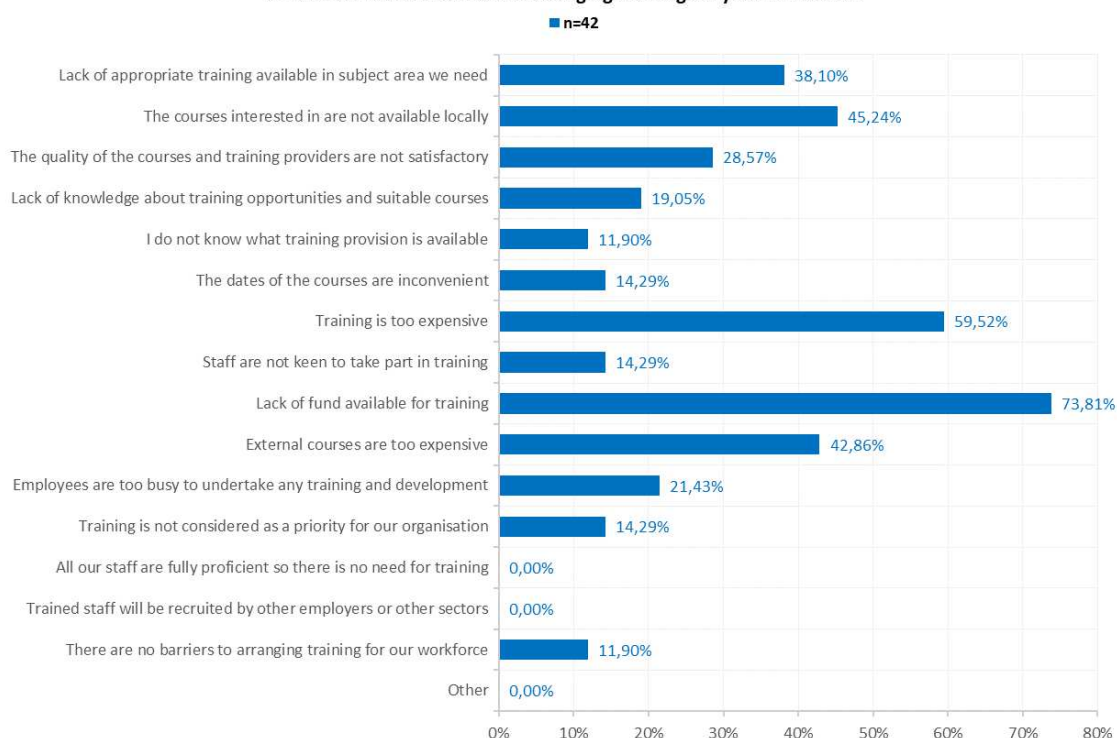
Does your organisation regularly review the skills and training needs of your staff team?



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

- Lack of fund available to training (74%)
- Training is too expensive (60%)
- The courses interested in are not available locally (45%)
- External courses are too expensive (43%)

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





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Improving the Supply of Skills to the Sector

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REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS

8 semi-structured interviews were held in the period February-March 2019. The interviewees from public, non-government and private sectors were identified:

-  Basketball club “Lietkabelis”, Marketing director
-  Football club “Žalgiris”, Director
-  Lithuanian rowing federation, Secretary general
-  Lithuanian basketball federation, Secretary general
-  Vilnius University Health and Sport Centre, Director
-  Public establishment of the municipality of Vilnius “Sveikas miestas”, Director
-  Impuls fitness network, Director
-  Jolantos Verseckaitės fitness studio, Owner

The interviews were conducted in person at meeting rooms in an agreed place and time in advance. The interviews endured one and a half hour on average, were taken by notes and transcribed verbatim.

Results: Sport organizations are facing with three main trends: commercialization, digitalization and internationalization. Therefore, corresponding skills are needed to be developed in order to fulfill the expectations of the customers as well as implement the internal policies of the organizations.

The change of sports policy both on the national and municipal level will have effect on sports development in the future. Public organisations focus on personalisation of sport services and at the same time they promote physical activity by highlighting the benefit of movement. Healthy lifestyle, healthy nutrition, leisure clothing and similar businesses influence the expansion of wellness business.

Table 6. Important future skills needed in different sport organizations

Organisations	Competencies
Clubs	Good knowledge of the sport, innovative spirit, fast response to situations, marketing, flexibility, dynamism, lifelong learning skills, negotiation skills, interpersonal relationship, mindfulness.
Federations	Good knowledge of the sport, IT, foreign languages, willingness to grow and improve, pursuit for innovations, curiosity, organisational skills, legal knowledge, volunteering.
Public institutions	Following new trends in physical activity science and practice, communication skills, information delivery channels, taking initiative, time management, intercultural communication, 3D thinking, versatility, perception of consumer and sponsors' needs, ability to market a product that would appeal to everyone and being able to sell it, leadership, psychological knowledge, digital skills.
Private enterprises	Creativity, innovative spirit, curiosity, keeping an eye on new things in the field. Not taking "I don't know" for an answer. Understanding the content of the service, understanding the benefit/harm of physical activity, understating consumers' experience ad needs, marketing the uniqueness of the offer.



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9

**NATIONAL
CONCLUSIONS**

9. NATIONAL CONCLUSIONS

a) Key findings from statistical analysis based on Eurostat data.

According to the Eurostat data the total number of people working in the Sport sector (NACE 93.1) was 6066 in 2016. It is more than 30% growth if to compare with 2011. Around 60% of employees are 25-49 years old. In fact, sport sector workforce is a high educational level. Only in the year 2018 there is a decrease by 10 %.

More than 70% employees have a full-time contract. It is important to mention that the number of self-employed workforces steadily was growing in 2011-2016.

Athletes, coaches and instructors are the main sports specific occupations. The total working population in sports specific occupations growth of 32% during the period of 2011-2018. Male are dominating in sports specific occupations consisting 2/3 of total workforce. Both age groups (25-49 and 50+) are increasing and the group of 15-24 years old is decreasing. Employees of sports specific occupations remain with high education level, working on the full-time (73.74%) contract on a (employed 80.55%) professional status. It is important to mention that the number of self-employed people increased more than 10 times in the period 2011-2018. In summarizing the total Lithuanian sport organizations workforce in sports specific occupations for the year 2011-2018 decrease by 16% (75.68%-59.51%). But sports specific occupations in other types of organisations has increased about 2.5 times.

b) Key findings from on-line questionnaire.

Public sector is still dominating in sport in Lithuania. More than 60% respondents from public sector were represented in the survey.

About 80% of Lithuanian respondents reported their organisation had remained the same or grown in the last 12 months. This is a good sign of stability of the workforce in the sector. Moreover 67% expected their organisation to remain the same or grow in the next two years. Although volunteering is still weak but more than 20% reported that they engaged the services of volunteers on a regular basis and 60% said they did so occasionally.





In almost all Lithuanian occupations, staff were paid (as opposed to self-employed or volunteers). The only two occupations (Outdoor activity leaders and animators and Sports Officials) were exceptions.

Most of the Lithuanian positions being hired for were paid employees except for Fitness Instructors and Personal Trainers and Outdoor activity leaders and animators (100% freelance).

Sports Coaches and Clerical and Office Staff look the most difficult-to-fill vacancies follow a similar pattern to the occupations being recruited for. The three recruitment difficulties were: Unattractive Terms and Conditions (including wages) Offered for the Post; Low Number of Applicants with Required Skills (33.33%); Low Number of Applicants with the Required Attitude and Motivation (30.77%).

40% of Lithuanian respondents said that they regularly reviewed the skills and training needs of their staff team and 37% reported that they did so 'partly'.

There following barriers to arranging training for the workforce:

-  Lack of fund available to training (74%)
-  Training is too expensive (60%)
-  The courses interested in are not available locally (45%)
-  External courses are too expensive (43%)

The most important skills among 5 (out of 8) listed occupations is problem solving. Team working skills are the most important to Activity leader and animator, Senior management staff and Middle management staff.



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**NATIONAL ACTION PLAN
AND
RECOMMENDATIONS**

10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

Table 7. National action plan and recommendations

Thematic 1: Improve learning programmes of all levels in order to reduce the skills gap between education and employment in the sports and physical activity sector				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Establish sport stakeholder's skills alliance	Create stakeholder's map	MRU	2020	Created stakeholder's map
	Organize first stakeholder's meeting	MRU	2020	Organized meeting
	Agree on resolution for further alignment on skills improvement	All stakeholder's of sports and physical activity sector	2020	Signed agreement
Promote the knowledge and support the development of sport education	Review and update existing vocational and degree programmes in sport	All education and training providers	2020 and beyond	Updated existing study programmes in sport
	Improve existing and create new continuing education programmes	All education and training providers	2020 and beyond	Improved existing and created new continuing education programmes
	Create national sport qualification system	Ministry, qualification authorities	2022	Created national sport qualification system
Thematic 2: Mobility of employees				
It is important to promote the mobility opportunities among employees of different sport organizations. Innovations are based on creativity skills which are necessary to develop through sharing practices, exchanging ideas, etc.				
Recommendation	Priority Action	Actors	Timeline	Measure of success
Promote already created tools and platforms about mobility opportunities	Introduce with best mobility practices	MRU	2020	Collection of best practices
	Update existing platform with new information	MRU	2020	Updated platform
	Investigate the mobility impact to the skills formation	MRU	2021	Completed investigation
Organize mobility feedback event	Collect the information from potential partners	National umbrella sport organizations	2020	Collected information
	Invite interested stakeholders	National umbrella sport organizations	2020	Invited stakeholders to the event
	Foster mobility via social media	National umbrella sport organizations	2020 and beyond	Shared promotional materials on mobility in sport

Thematic 3: Continue research on skills and human resource development the sports and physical activity sector

It is necessary to collect information, gain knowledge and share best practices

collecting data on employment and skills. The continuation of further research and data collection is needed for evidence-based policy formation, follow trends and tendencies of labour market and consider the future challenges.

Recommendation	Priority Action	Actors	Timeline	Measure of success
Put together the research efforts from various education and training institutions, research centres, statistical office	Create a network of interested persons/organizations	MRU	2020 and beyond	Created network
	Organize two researchers' meetings per year	MRU	2020 and beyond	Organized meetings
	Promote new research ideas among stakeholder's	All education and training providers	2020 and beyond	New ideas implemented into research programmes
Constantly share research data with stakeholders of the sector and at EU level	Prepare 2-3 press release per year	MRU with partners	2020 and beyond	Prepared press releases
	Organize annual meeting	MRU	2020 and beyond	Organized meeting
	Present findings at EOSE GA	MRU	2020 and beyond	Presented findings








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