



ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

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



Romania

September 2019

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1

THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

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

a) The ESSA-Sport Project

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

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

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

b) The National Report

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

c) The sport and education system

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

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

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

d) Sport Labour Market Statistics

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

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

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

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

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

e) 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	Bucharest
Official EU language(s)	Romanian
EU member country	Since 1 January 2007
Currency	Romanian Leu RON. Romania has committed the euro once it fulfils the necessary conditions.
Schengen	Romania is currently in the process of joining the Schengen area.

Geographical Size	238 390 Square Kilometres
Population:	19 401 658
GDP per capita in PPS ¹	64

Political system
Romania is a semi-presidential republic with a head of government - the prime minister - and a head of state - the president. Executive functions are held by both government and the president. The country is divided into 41 counties and the municipality of Bucharest. Each county is administered by a county council, responsible for local affairs, and a prefect responsible for administering national affairs at county level.

Trade and economy
The most important sectors of Romania's economy in 2018 were industry (26.1%), wholesale and retail trade, transport, accommodation and food services (20.2%) and public administration, defence, education, human health and social work activities (14.5%).

European Parliament
There are 32 members of the European Parliament from Romania.

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.

Unemployment rate	3.9%
Job vacancy rate ²	1.1%

b) Characteristics of the overall labour market

1) The total employment in Romania

TOTAL EMPLOYMENT	8.382.000
+ % of the population aged 15-64	64,8%
<i>Total population aged 15-64</i>	12.930.400

TOTAL UNEMPLOYMENT	380.000
+ % of the active population	4,2%

2) The overall labour market - By gender

Male	57,2%
Female	42,8%

3) The overall labour market - By age

15 - 24	6,2%
25-49	79,9%
50+	13,9%

4) The overall labour market - By type of employment

Employed	84,9%
Self-employed	15,1%

5) The overall labour market - By type of contract

Full time	93,5%
Part time	6,5%

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	17,3%
Medium education	61,6%
High education	21,1%

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) Ministry

The ministry responsible for sport is the Ministry of Youth and Sport⁴.

b) Legislation

The governing law of Sport and Physical Education (SPE) nr.69/2000.

The Sports Act contains provisions regarding the financing of sports activities. National sport federations can request support from the budget of national or local public authorities. The budget of public sport structure is determined by local or national public authorities. It is very important that all non-governmental sport structures are exempt from local contributions and taxes. Based on special contracts, the non-governmental sport associations and the Romanian Olympic Committee may receive funding from the State budget or from the budget of local authorities for organising sport competitions or other sport events. The State, by means of its specialised bodies, can thereby exercise financial control over the activities of the national sports federations⁵.

c) Organisation of Sport and Physical Education

1) School and university sport and physical education

This area is organised by the Ministry of National Education (MNE) by its subordinated structure “School and University Sport Federation” (SUSF) that coordinates the sport and physical education activities taking place in the educational system. The MNE covers practically 75% of the critical mass of the population targeted by the Romanian sports, i.e. approx. 3,3mil scholars and 0,5mil students.

Out of these 3,3mil only 70.000 are practicing sports, and just 13.106 are elite athletes, out of which 1.190 are members of the national/Olympic teams.

According to art.6 (1) of the law no.69/2000, the sports activity within the educational facilities is organised through School Sporting Associations (SSA) and University Sporting Associations (USA).

As informed by the SUSF the university sporting accounts for 30 USAs (university sports associations/clubs) with 1.091 registered student athletes.

2) Military and Professional Physical Education

Out of the 55 public University (Higher education) institutions 48 are of civilian structure (as mentioned above there are 30 USAs set up), and 7 are military. By the SPE law they should all have established (compulsory) USAs.

⁴ The main source for the following two pages is the 2018 Annual Year book issued by the Ministry. It should be noted there is a scarcity of precise, solid overall data for the field of sport.

⁵ Coni Servizi , Directorate-General for Education, Youth, Sport and Culture (European Commission) , PwC (2016) Study on sport qualifications acquired through sport organisations and (sport) educational institutes

3) Sports for All

This is a national programme sponsored by the government. It comprises a complex set of activities based on the free practice of physical exercise in a safe environment. This program is supported by the state, NGOs and structures of the local administration aimed to maintain health, recreation and public socialisation.

4) Performance Sports







This includes all elite athletes registered in sporting clubs affiliated to national sporting federations.

d) Structures of the Sports Administration

1) Ministry of Youth and Sports (MYS)

This is the specialised body of the central public administration that coordinates all activities in the field of sport and physical education, with the exception of the public educational institutions (supervised by the MNE) and the military educational institutions as well as military facilities.

It subordinates the following institutions:

-  Sport and Youth Regional (County) Directions:
-  National Sports Centers/Complexes:
-  (Municipal/Town) Sports Clubs:
-  Directly subordinated institutions (including INCS):
-  National Sports Federations NSFs (financed by MYS):
-  National Sports Federations NSFs (non-financed by MYS):

According to the latest data in Romania we have a total number of registred sports athletes:

279.179, of which participating in national competitions:	20.085
The number of children registred as sporting athletes is:	70.096
The number of children participating in national competitions is:	49.252
The number of youth/junior/cadets registred as sporting athletes is:	118.935
The number of youth/junior/cadets participating in national competitions is:	94.413
The number of adults/seniors registred as sporting athletes is:	90.148
The number of adults/seniors competing in national competitions is:	75.869
The total number of coaches in Romania is:	7.580
The total number of sport instructors in Romania is:	4.162
The total number of referees/judges in Romania is:	8.991

2) Sport and Youth Regional (County) Directions/Sport and Youth Bucharest Municipal Direction

Their main responsibility is to keep track of the regional (without judicial liability) sporting structures and register them into the Sports Register. They also fund sport programmes of the regional associations and Bucharest municipal association, as well as private sports clubs.

3) Romanian Olympic and Sporting Committee (ROSC)

Its purpose is to support, protect and contribute to the development of Romanian sporting and national Olympic movement as stated by the ROSC Rules. It also promotes the uniformity of the sporting movement nationwide through their main components like the National Sports Federations, other sporting structures and their registered athletes. It largely activates and cooperates with NSFs to encourage the development of elite sport as well as sport for all.

e) Strategy

In 2016 there was an initiative of the MYS to develop a „Strategy for the Development of Sport in Romania 2016-2032”. The strategy was issued that year, it was debated and popularised but, unfortunately, was not shared by all political parties and is not adopted. It included a general objective for the development of sport, including the following specific objectives:

1. Raising the level of information and education of citizens on the importance and benefits of practicing physical activity and sport
2. Removing obstacles to the practice of mass sports, including both renovating sports facilities for mass sports and preparing qualified human resources to support amateur athletes
3. Development of public programmes for mass sports, including organising and funding these programmes
4. Encouraging practicing sports on age groups, including among young people. But in the strategy draft it is unclear what actions are planned in this respect.
5. Social reintegration through sport of people with special needs and disadvantaged people.
6. Reviving volunteering in sport

The Youth Strategy, adopted by Government Decision no. 24/2015 has a dedicated pillar to youth health and well-being, including specific objectives to promote sport, youth fitness and physical activity among young people.





Specific objective of the Youth Strategy in the area of youth sport, fitness and physical activity is to deliver education through sports and physical activity with the aim of fostering a healthy lifestyle and development as active and responsible citizens, and encourage young people to engage in sports and exercise in their spare time. Planned actions include:

1. Increase the number of children and young people who participate in sports, including by developing the mainstream sporting competition system (for all);
2. Ensure pupils and children access to sports facilities and offer young people the chance to spend their spare time in the existing sports facilities;
3. Maintain physical education as a mandatory subject matter and encourage pupils and students to practice a sport, and make physical education school classes more attractive by including sporting activities favoured by youngsters – fitness, aerobics;
4. Combat youth overweight and obesity through special fitness programmes;
5. Promote Romanian professional athletes as role models for young people;
6. Draw more on the opportunities created under European youth programmes in order to encourage the practice of sports, experience exchanges and training in education through sport;

7. Grasp the opportunities created under the 'Europe for Citizens' programme to support youth practice of sports at beginner level;
8. Ensure that increasingly more young people engage in moderate intensity physical activity for 30-60 minutes a day (including in sporting activities);
9. Attract young people with disabilities into practicing sports by offering them adequate access, including in properly equipped youth and student centres;
10. Create the conditions for the entities involved in youth education to ensure the practice of mainstream sports through community involvement in local, regional and national competitions.

f) Promoting and supporting sport and physical activity among young people⁶

Sport and physical activities among the young people are promoted by the Sports for All Programme of the Ministry of Youth and Sports. The programme is granted to the National Federation of Sports for All and it was launched in 1998. Programmes objectives include:

-  increasing the participation of the population, of all categories, to the activities of free exercise of the physical exercise;
-  ensuring the specific conditions for the systematic practice of physical exercise by people with special needs;
-  increasing the number of people with special needs who regularly practice sport, appropriate to the needs of each category;
-  promotion of permanent education in and through sport.

The Federation manages a small number of sports facilities open to everybody, including to young people and organises sports events for non-professional athletes. The most important of these sport events being organised during the BEACTIVE – the European Sports Week, September every year since 2015.

The events of the Sports for All Federation have double purpose: encouraging participation in sport events and promoting a healthy and active lifestyle. These events have no specific target groups addressed within the youth population, being in fact open to young and older people, although the majority of the participants are young as observed in the multimedia materials published online by the Federation.

The budget for the Sports for All programme was 540 000 lei (about 120 000 euro). No other public funds are provided for mass sport or youth sports activities. On the other hand, promoting sport among the young people can be funded by the Youth Programmes of the Ministry of Youth and Sports if such projects are submitted by youth organisations at the annual calls for projects.

According to the funding methodology for sports programmes of the Ministry of Youth and Sports, all National Federations, including the Sports for All federation, have to submit reports to the Ministry of Youth and Sports on activities and expenses, ensuring monitoring of the programme implementation and activities. But these reports are not made public

⁶ <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/73-sport-youth-fitness-and-physical-activity-romania>

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

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

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

Romania (N = 1,005)

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

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

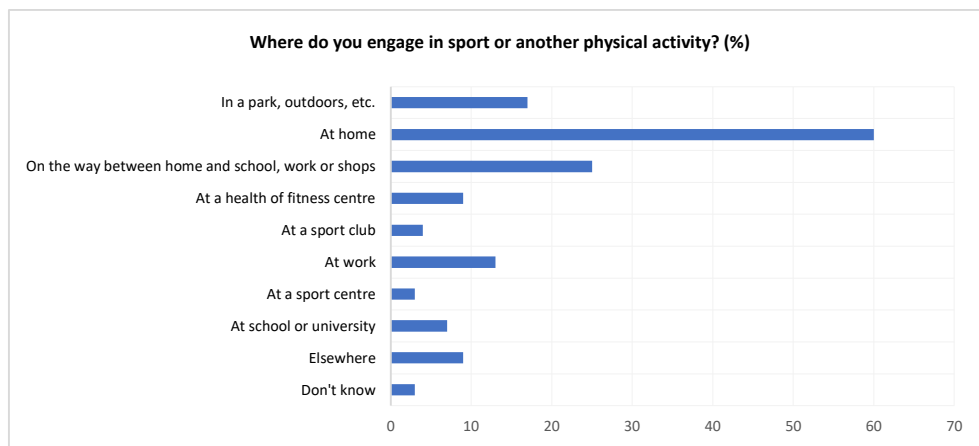
The full Special Eurobarometer 472 national factsheet can be found here:

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

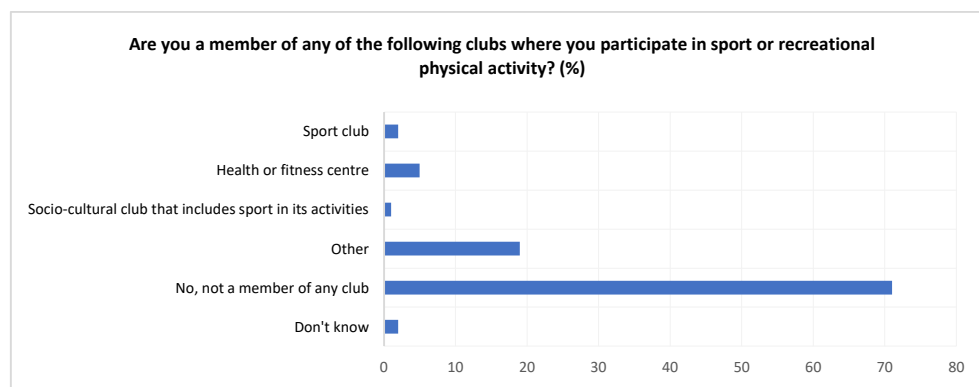
1) Participation in sport or exercise



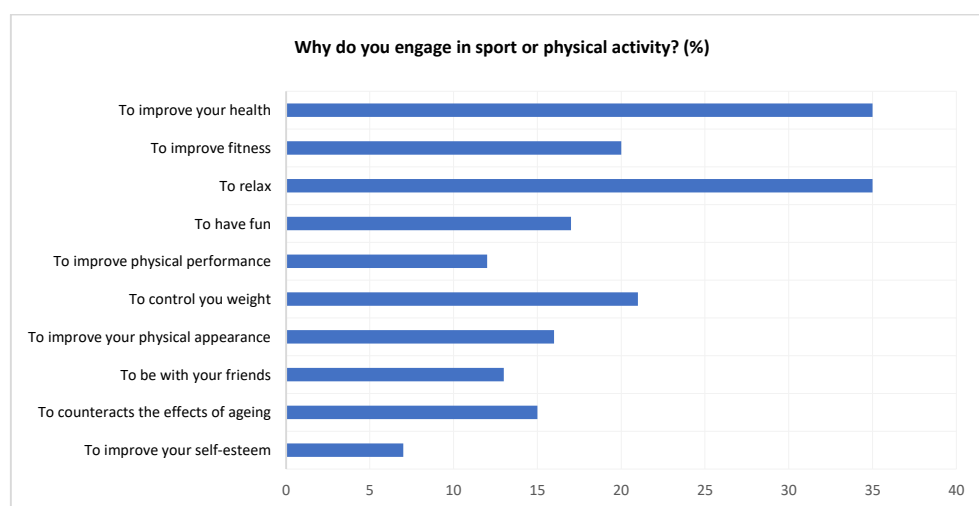
2) Location of engagement in sport or physical activity



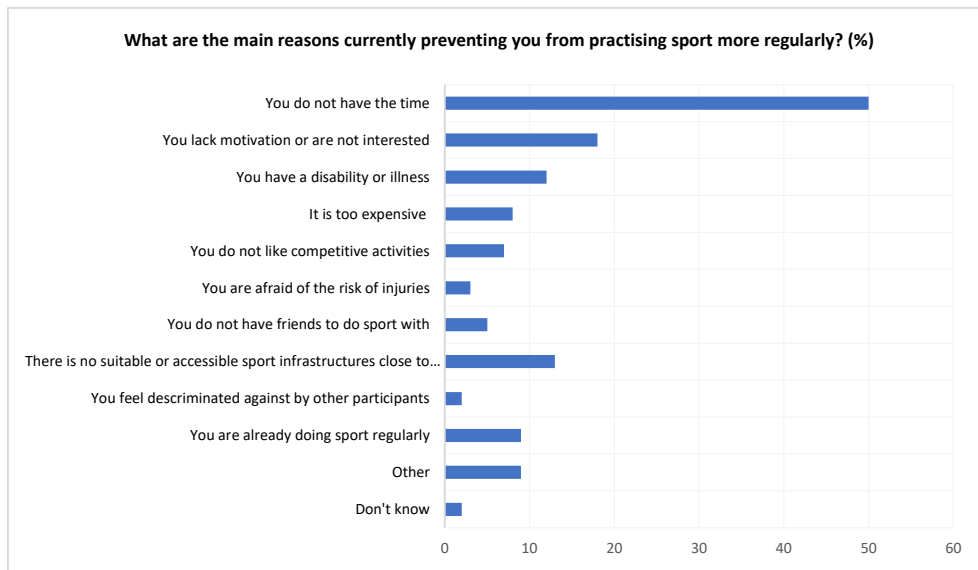
3) Club membership



4) Motivation to participate



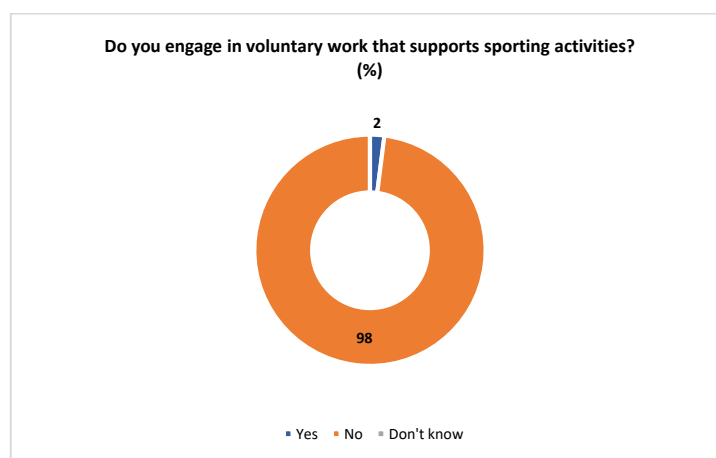
5) Barriers to participation



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 Romanian statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Romania in 2018 was 10,800. This represents a decrease rate of 5,65% since 2011.**

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

a) Total Number of People Working in Sports Organisations

This section uses Eurostat (European statistics agency) 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 Romanian Sports Organisations and Growth Rate

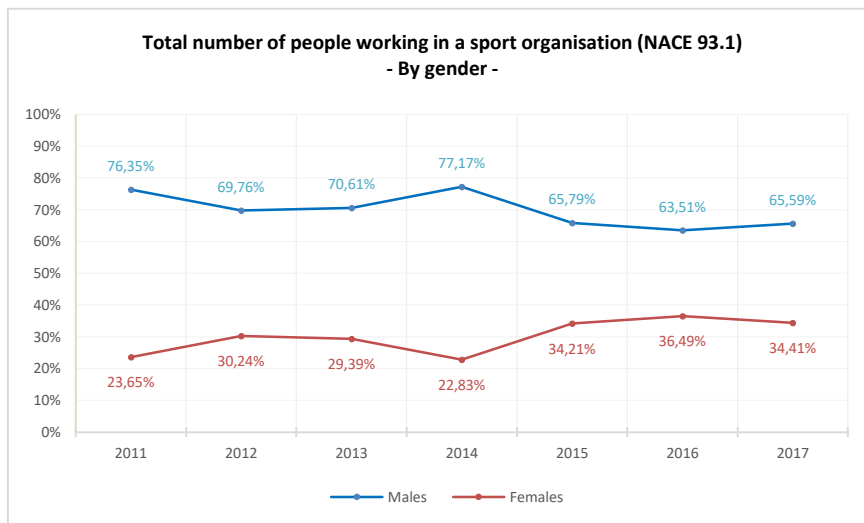


The total Romanian working population in these organisations (all occupations) as of 2018 is 10,399. This compares with a figure of 9,140 in 2011. Thus, there is a growth during this period of 1,259 (13,77%). However, it is important to note that there was a steady climb to 13,929 by 2017 which may suggest the figures for 2018 are not complete yet. In the period 2011-2017, the growth rate was over 52%.

2) All People Working in Romanian Sports Organisations by Gender

The number of male employees in 2017 exceeds the number of females by 4,343 (31,18% of the total workforce).

Whilst there is clearly a majority of male employees in Romanian sports organisations the gap between both genders decreased a bit over the seven-year period. The ratio male-female evolved from more or less 75/25 to 65/35 and shows a better parity.



3) All People Working in Romanian Sports Organisations by Age

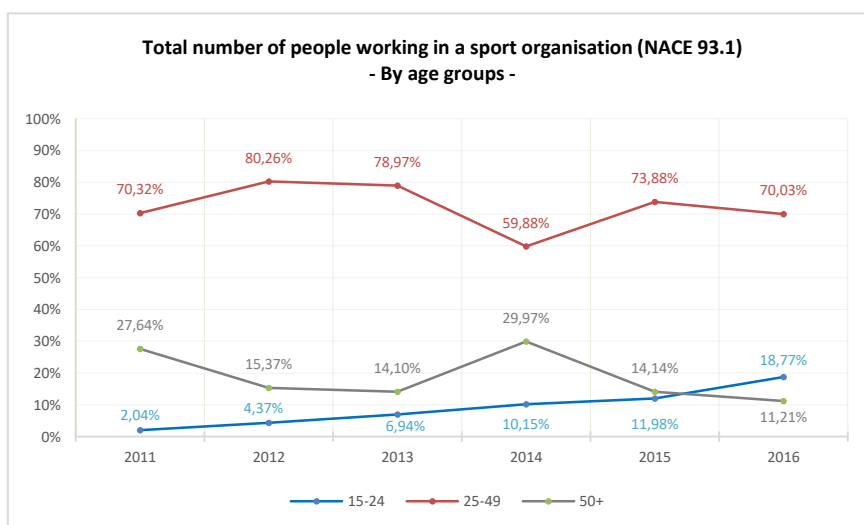
Data for 2017-2018 are not complete.

In 2016 the workforce was broken down by age as:

15-24 years old 2,282 (18.77%)

25-49 years old 8,513 (70.02%)

50+ years old 1,362 (11.21%)



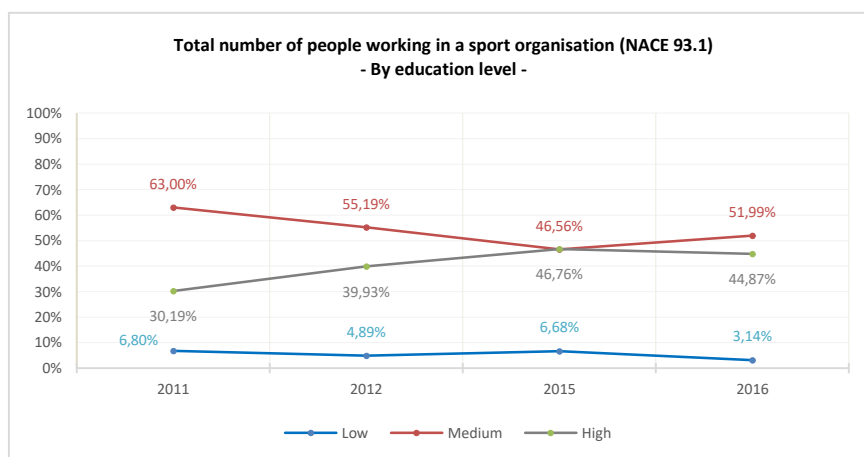
2011-2016 shows a significant decline in the proportion of 50+ age group (by 16%). The 15-24 age group has increased by 16% and the proportion of 25-49 group age remained the same. Thus, the market is rejuvenating and may suggest a need for initial and basic training in such organisations.

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

Data are missing for 2018 and incomplete for 2013 and 2017.

In 2016 the workforce was broken down by education level as:

Low (ISCED 0-2)	382 (44.87%)
Medium (ISCED 3-4)	6,320 (51.99%)
High (ISCED 5-8)	5,454 (3.14%)



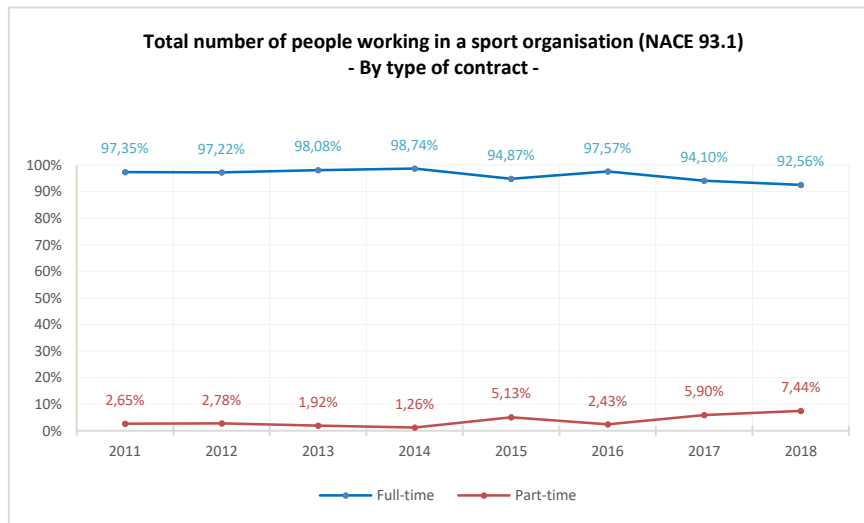
2011-2016 shows a significant decrease in the medium education group (11%), a slight decrease in the low education group (3.5%) and a growth in the high education group (13.5%). There are more people with higher education qualifications working in the sector (from 30% in 2011 to nearly 45% in 2016). The growing number with high levels of educational attainment may suggest a need in the sector for high level education to perform new high skill roles, or alternatively that a portion of the workforce is overqualified for the level of job being performed.

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

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

Full-time 9,625 (92.56%)

Part-time 774 (7.44%)



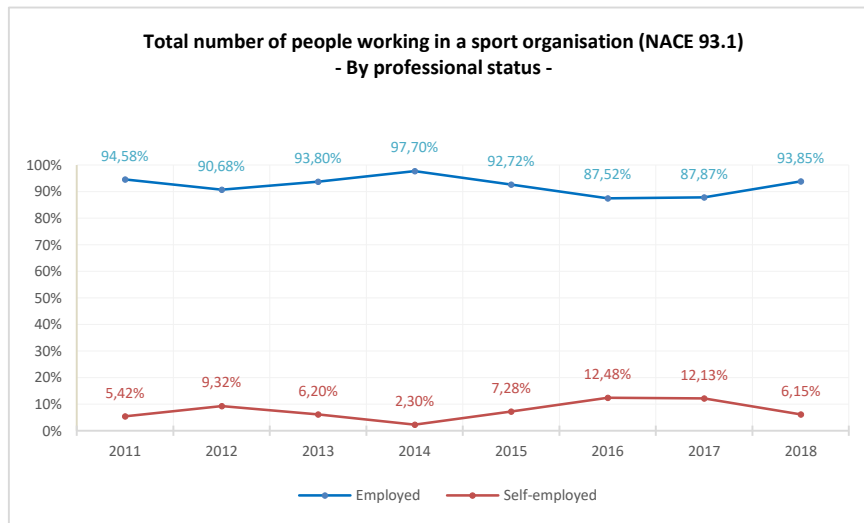
2011-2018 shows a significant increase in the proportion of part-time jobs (5%) and a decrease in the number of full-time jobs by the same percentage. However, if the gap between both types of contract has decreased, part-time contracts remain low comparing to the full-time contract rate as they represent only 7.44% of the contracts. This is very different than the European situation as there is over 41% of part-timers in EU-28 as a whole.

6) All People Working in Sports Organisations by Professional Status

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

Employed 9,759 (93.85%)




Self-employed 640 (6.15%)



2011-2018 shows that employed and self-employed only slightly changed (by less than 1%). The proportion of self-employed is really marginal as it only represents a bit more than 6% of the people working in a Romanian sports organisation.

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

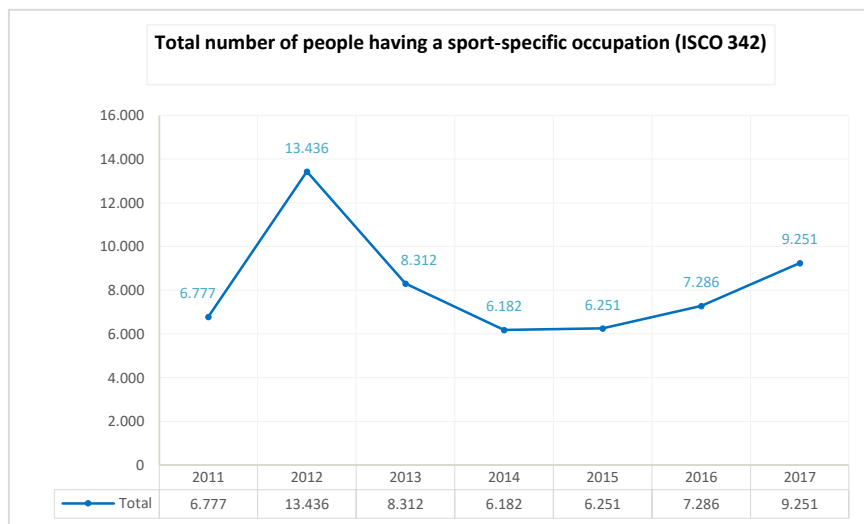
This section uses Eurostat figures for the period 2011-2017 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

-  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 2017 is 9,251. This compares with a figure of 6,777 in 2011.



Thus, there is a growth during this period of 36.51%. It is important to note that the number of people having a sport specific occupation increased a lot in 2012 and then decreased for two years. The 'spike' in 2012 is not yet explained. However, since 2015, the growth rate is positive. It will be important to monitor if this positive trend will keep continuing or if the growth will stop for 2019 onwards.

There is clearly a higher demand for Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders now than there was in 2011 and this suggests a clear need for work-related training in these occupations.

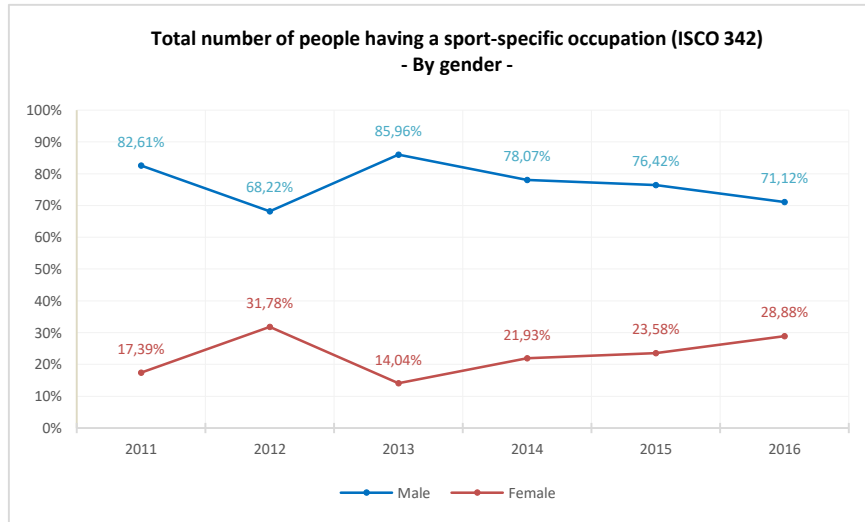
2) People Working in Sport Specific Occupations by Gender

Data for 2017 and 2018 are not available

In 2016, the number of people working in sports specific occupations breaks down as:

Male 5,182 (71.22%)

Female 2,104 (28.88%)



This shows a decrease of the male employees (11.5% of the total workforce) as the proportion of female employees increased by the same percentage. Therefore, the gap between the two genders has decreased. The increase of female employment reflects a better parity in the sport specific occupations.

3) People Working in Sport Specific Occupations by Age

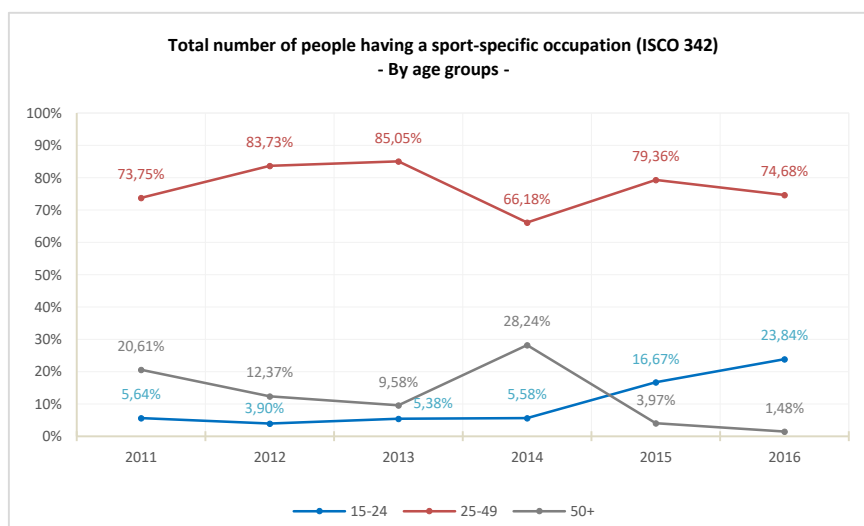
2017 and 2018 data are not available.

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

15-24 years old 1,737 (23.84%)

25-49 years old 5,441 (74.68%)

50+ years old 108 (1.48%)



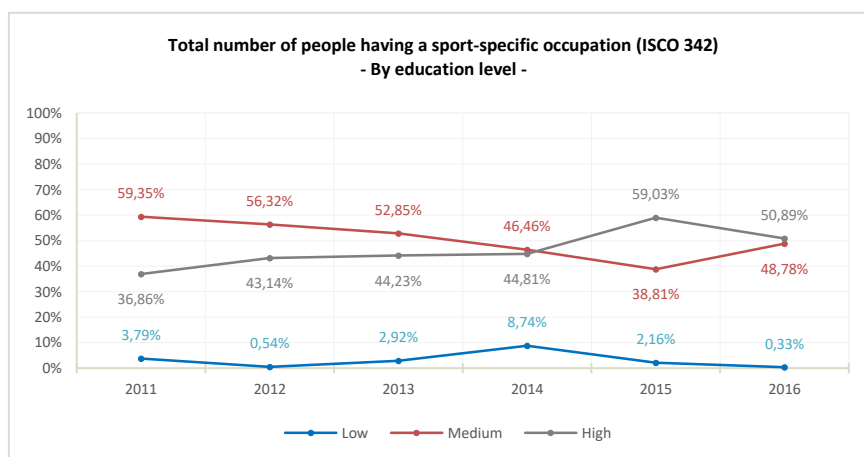
2011-2016 shows an increase in the 15-24 group age (by 18% of the total workforce) and in the 25-49 age group (by 1%). The 50+ group age decreased by 19%. This would suggest the sports specific workforce is getting younger. This is the same situation as for people working under NACE code 93.1 where we see a slight rejuvenating tendency. The higher number of younger people joining sport specific occupations may suggest a greater need for initial and basic training (CPD) in employing organisations.

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

2017 and 2018 data are not available.

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

Low (ISCED 0-2)	24 (6.34%)
Medium (ISCED 3-4)	3,554 (56.48%)
High (ISCED 5-8)	3,708 (37.18%)



2011-2016 shows a decrease for both low education group (by 3% of the total workforce) and medium education group (by 11%). The high education group has increased by 14%. It is important to underline that the size of low education group is very low. The higher number of high education group joining sport specific occupations may suggest a greater need for specific training (CPD) in employing organisations.

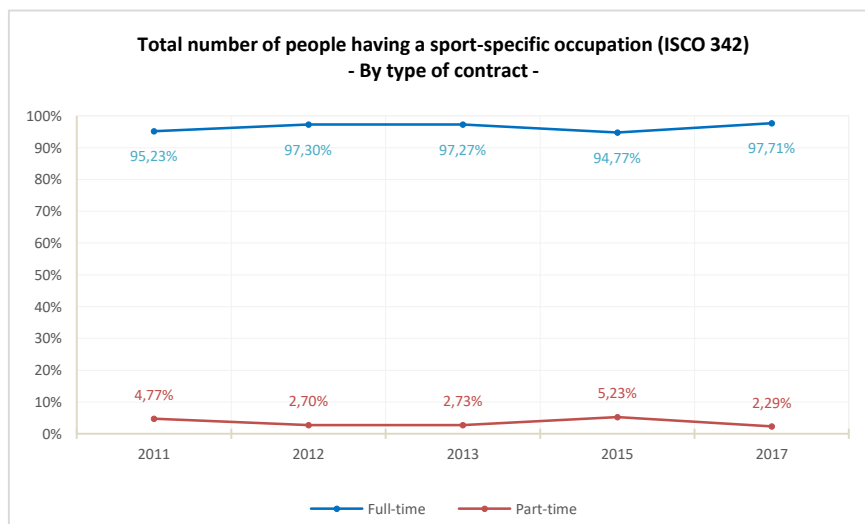
These figures are similar to those for all people in sports organisations overall and may simply represent a general trend in the working population. Further research can identify if the jobs need higher level skills and education, or the jobs are taken by overqualified people.

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 9,039 (97.71%)

Part-time 212 (2.29%)



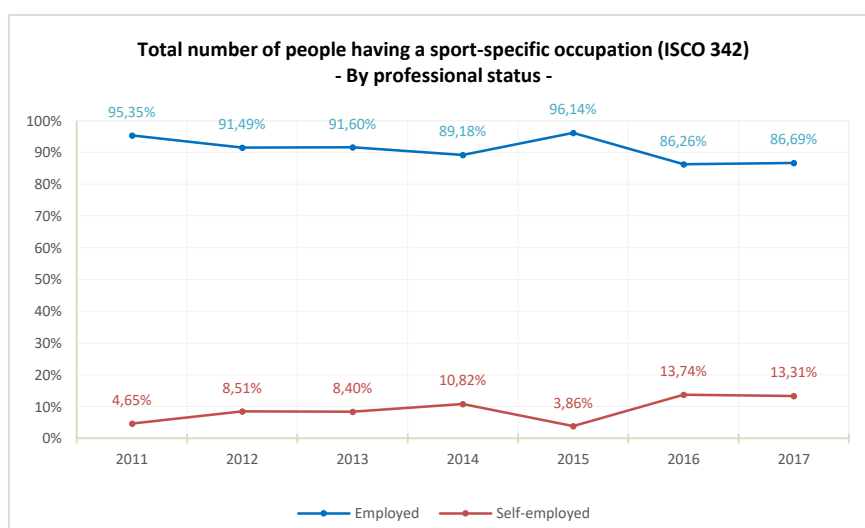
2011-2018 evolution shows a slight increase for full-time contracts (2.5%) and as the part-time contracts decreased by the same percentage. The number of part-time contracts is marginal and represents only 2.29% of the sport specific occupations.

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

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

Employed 8,020 (86.69%)

Self-employed 1,231 (13.31%)



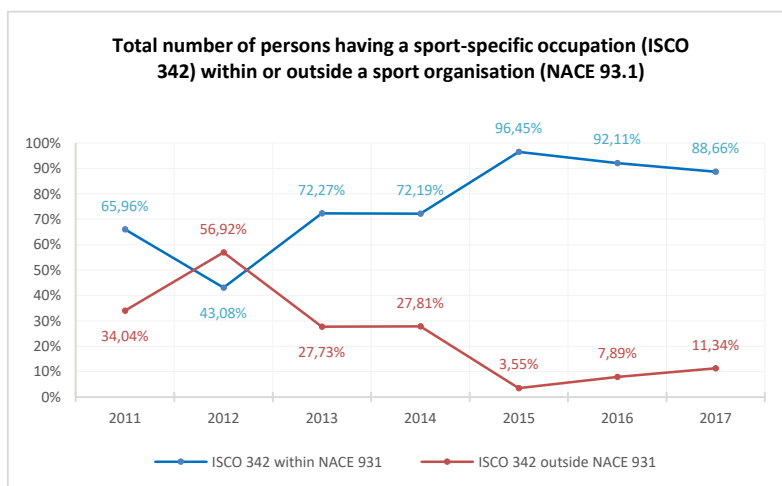
2011-2018 shows an increase in the percentage of self-employed (by 9% of the total workforce). The preference for self-employment is increasing over the years but remains relatively small by comparison with other countries. Nevertheless, the preference is growing and may represent a future trend in the Romanian market.

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

The total Romanian working population in sports specific occupations for the year 2017 breaks down as follows:

In sports organisations 8,202 (88.66%)

In other types of organisations 1,049 (21.34%)



This compares with 2011:

In sports organisations 4,470 (65.96%)

In other types of organisations 2,307 (34.04%)

The percentage of those working in sports specific occupations in sports organisations has increased by about 13% which means that more and more sport specific occupations are hired in such organisations.

Outside sports organisations, it seems that the number fell in 2015 before starting to increase until 2017. It will be interesting to investigate in order to see if this increase is sustainable.

It is interesting to note that the highest peak reached in 2012 is related to a very high increase of people having a sport specific occupation outside sports organisations which has not yet been explained.

c) Total Employment in the Sports Sector

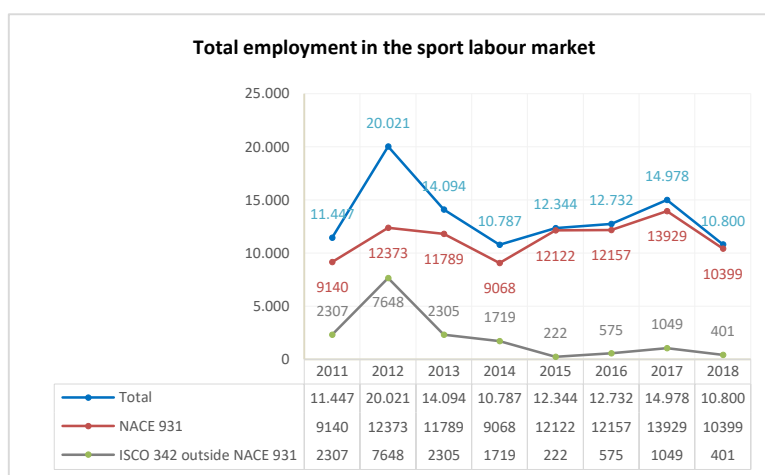
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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 Romania.



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

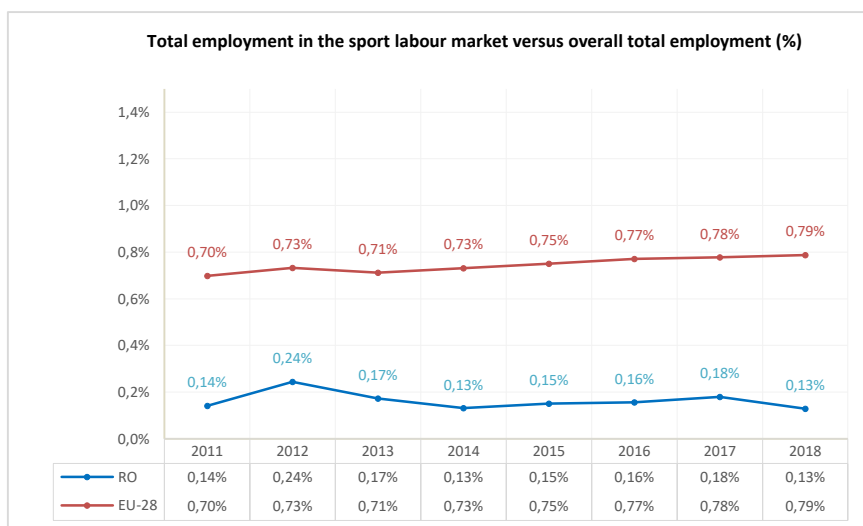
2011 11,447

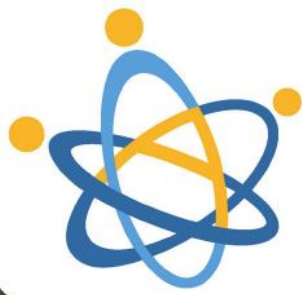
2018 10,800

This shows an overall decrease rate of 5.65%. However, both figures drop between 2017-2018 which may suggest data is incomplete.

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

The size of the Sport and Physical Activity workforce in Romania is lower (by 0.66%) than that in the EU 28 as a proportion of total employment. In Romania 0.13% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. Although it should be noted that figures for 2018 may not be complete and that in 2017 the Romania had 0.18% of its total working population employed in Sport and Physical Activity. This is nevertheless still significantly smaller than the average across all EU countries.



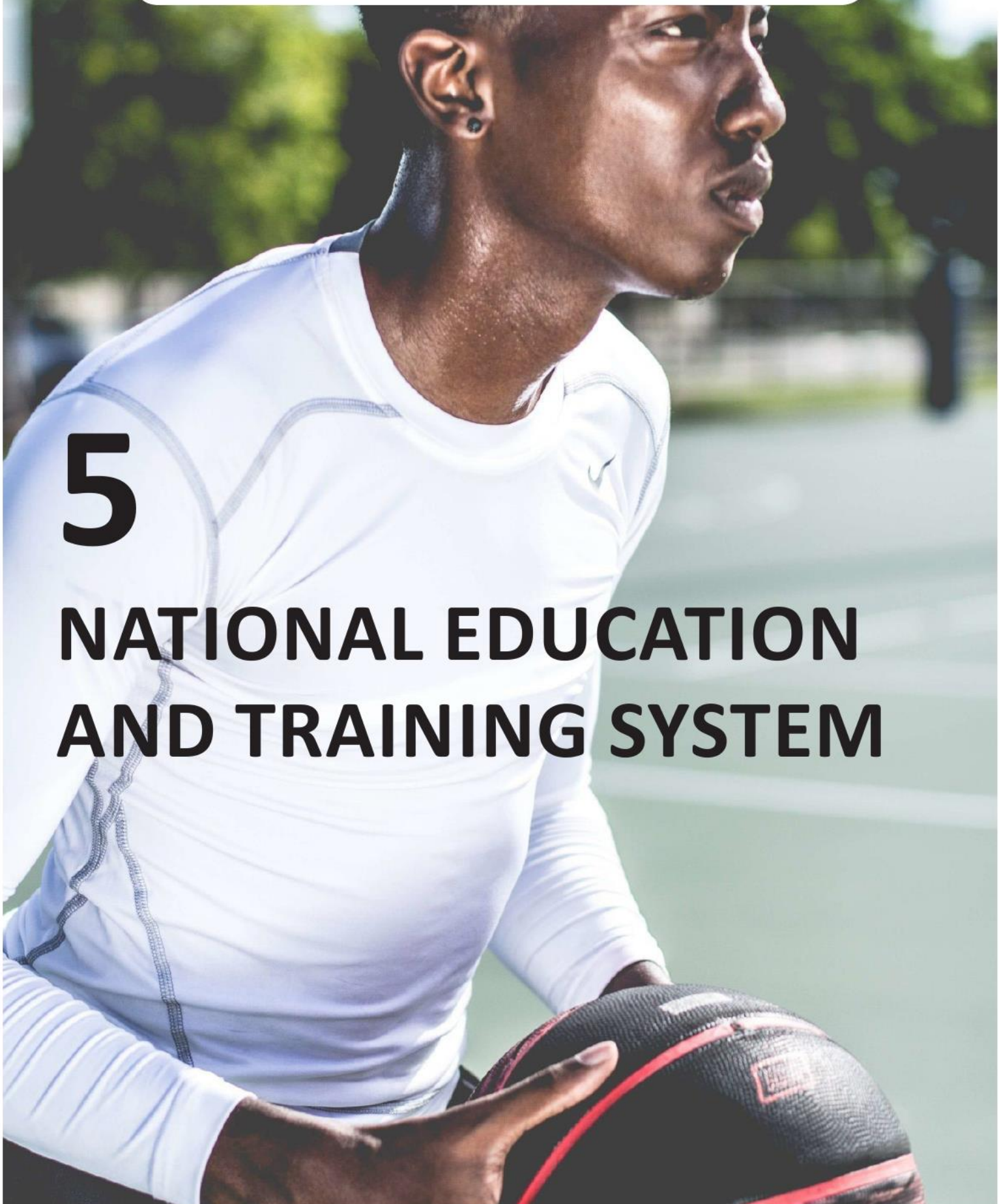


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM



5. NATIONAL EDUCATION AND TRAINING SYSTEM

a) Responsible Ministry⁷

The general legal framework to organise, administrate and provide education in Romania is established through the Constitution, the Law of National Education (Law 1/2011) – organic law, ordinary laws and governmental ordinances. Specific procedures and regulations are established through Government Decisions and Orders of the Ministry of National Education.

Institutions belonging to State Pre-tertiary education (pre-primary, primary, secondary and post-secondary non-tertiary education) are subordinated to the Ministry of National Education through County School Inspectorates. These inspectorates ensure observance of the legislation and evaluation of the education system and process, as well as the implementation at county level of education policies, established at central level.

Universities and other higher education institutions are autonomous and are guaranteed by the law the right to establish and implement their own development policies, within the general provisions of the in-force legislation. The Ministry of National Education coordinates the activity of the universities and other higher education institutions, complying with the principles of university autonomy.

Current legislation provides the general framework for the establishment of private education institutions at all levels. In order to be recognised as part of the national education system, private education institutions have to be accredited through specific procedures established by the law. Diplomas and certificates emitted by the accredited private education institutions produce the same effects as the ones emitted by the public education institutions.

b) Stages of the education system⁸

The national education system includes the following levels:



1) Early education (0—6 years)

Early education consisting of: early childhood education - before preschool level can take place in nurseries, kindergartens and day-care centres, whether state-owned or private, according to the same educational content and the same national standards; and preschool education takes place in kindergartens or schools (state or private), which have pre-school groups as a section, following the same curriculum and respecting the same national standards.

Early education is free in public institutions.

2) Primary education

Primary education includes:

-  the preparatory grade
-  grades 1—4.



⁷ https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-64_en

⁸ https://eacea.ec.europa.eu/national-policies/eurydice/content/romania_en

3) Secondary education

Secondary lower education or gymnasium includes grades 5—8. The access to the higher level is achieved by a national evaluation examination and distribution in upper secondary education units.

The secondary superior education can be




-  high school education, which includes the high school grades 9-12/13, with the following pathways:
theoretical, aptitude-based (vocational) and technological
-  a minimum 3-year professional education. The graduates of the professional education promoting the certification examination of the professional qualification may attend the high school education courses.

4) The tertiary non-university education

The tertiary non-university education includes the post-secondary education.

The professional and technical education




The professional and technical education is composed of:

-  professional education
-  technical education
-  post-secondary education.

5) The higher education

The higher education is organized in universities, study academies, institutes, higher studies schools, referred to as higher education institutions or universities, temporarily authorized or certified. The high school graduates with high school diploma can enrol in the higher education. The admission conditions are different from one institution to another.

The structure of the higher education reflects the principles of the Bologna process:

-  Bachelor studies
-  master studies
-  PhD studies.

6) Adult education

Adult education includes training programmes at all qualification levels, organized in the public or private sector.

At public level, the Institute of Education Sciences provides training courses by which it promotes education reforms.

The Teaching-Staff Resource Center offers professional development courses with regard to the system of professional and transversal skills necessary to the teacher and to the national and European policies and strategies in the education field.

c) Higher Education⁹

Higher education is accomplished through universities, institutions, and academies of study. The mission of the higher education institutions is either education and research or only education.

The higher education system in Romania has a three-cycle structure, following the Bologna system: Bachelor, Master and Doctorate (at levels 6, 7 and 8 of the EQF). Moreover, the National Education Law (Law no.1/2011) foresees post-university continuing training and personal development studies leading to the certification of specific vocational competencies acquired during the respective study programme.

Qualifications acquired by higher education graduates are attested by the following types of diplomas: Bachelor / engineer/ medical doctor, urban planner diploma, Master diploma and PhD diploma. Competences acquired through post-university continuing training and personal development programmes are attested by certificates and other documents. All these diplomas, certificates and documents may be issued only by accredited higher education institutions for accredited study programmes and modules (programmes may have a modular organisation) and are similar for the same study programme, irrespective of the modules of study. Moreover, all these diplomas and certificates are issued upon graduation of a study cycle, which means that the learning outcomes they attest correspond to the level of qualification indicated by the National Qualifications Framework for Higher Education. The state provides core funding for accredited professional and high school education (public and private) and also for state post-secondary education. The funding process is based on the standard cost per student according to the Ministry of Education methodology (Education Law).

d) Vocational Education and Training (VET)¹⁰

The main vocational education and training (VET) opportunities leading to formally recognised qualifications in Romania are: (a) initial VET (IVET), including upper secondary technological programmes, 'school-and work-based VET' programmes and post-secondary programmes and (b) continuing VET (CVET), as part of adult education.

The VET Strategy for 2016-20

The VET Strategy includes four main objectives:

- (a) increasing VET relevance to labour market needs;
- (b) increasing participation and facilitating access to VET programmes;
- (c) improving VET quality;
- (d) developing innovation and national and international cooperation in VET.

The strategy was complemented by a specific action plan that includes:

- (a) updating instruments describing the occupations, qualifications, curricula and curricular auxiliaries across levels of qualifications through the National Qualification Framework (NQF), for better articulating subsystems, facilitating VET mobility and improving the relevance to labour market needs. In this respect CVET curricula will be developed / updated on the basis of revised occupational standards, according to their

⁹ https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-64_en & https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_RO.pdf

¹⁰ https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_RO.pdf

relevance for the labour market, mainly for the green economy and national development priority sectors. This measure is complemented by the provisions in the National Strategy for Lifelong Learning for 2015-20 concerning the link between the Romanian Classification of Occupations (Clasificarea ocupațiilor din Romania –COR) with the NQF by updating/reviewing most standards (2000to 3000 standards);

(b)developing/ reviewing current IVET curricula fundamentals: qualifications, training standards, curricula, syllabi, curricula auxiliaries, on the basis of their relevance to the labour market, mainly for the green economy and national development priority sectors

(c)developing mechanisms for anticipating skills required by the labour market and for defining job profiles, in order to develop / review qualifications in terms of knowledge, learning outcomes and skills relevant to the labour market needs; and for adapting curricula to labour market needs and trends. Key competences will be included in curricula to promote better access to the labour market;



(d)strengthening existing and creating new flexible mechanisms for recognition and validation of learning outcomes achieved in non-formal and informal context.

e) National Qualifications Framework ¹¹

In December 2013, Romania adopted the National Qualifications Framework (NQF) by the Government Decision no. 918/2013. The NQF has 8 levels of qualifications that can be acquired through the formal education and training system in Romania and by recognition of learning outcomes acquired through non-formal and informal learning.





The Ministry of National Education and the National Council of Qualifications and Adult Training have established a nomenclature with the names of qualifications and titles provided within the Romanian higher education system, in compliance with the provisions of Law 288/2004 and the developments specific to the National Framework of Higher Education Qualifications.

The objective is twofold:

-  to regulate the qualifications and titles awarded to higher education graduates who have entered the higher education system since 2005;
-  to ensure an appropriate wording of the study papers issued in higher education (Diploma Supplement), and the transparency required by the Bologna Process.

In the area of technical and vocational education and training (TVET), the National Qualifications Framework has been developed through a revision of TVET qualifications and curriculum.

The objectives are:

-  the recognition of qualifications awarded in a particular context, in other learning or work contexts
-  revision of TVET qualifications based on reference levels and competence descriptors
-  improving the quality and efficiency of TVET; improving the relevance of vocational qualifications to the labour market and to learners
-  better involvement of social partners in the process of qualifications description and updating

¹¹ https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-64_en

- ✳ developing the conditions for the implementation of the European credit transfer and accumulation system (ECVET) in accordance with the Recommendation of the European Parliament and the Council of 18 June 2009.

With the draft Lifelong Learning Strategy, the initiatives that have been mentioned are expected to be continued, promoted and developed through:

- ✳ an harmonisation of assessment and certification procedures at different levels and in institutions with responsibilities in this area (schools implementing second chance programmes, centres that certify competences, other assessment systems)
- ✳ the parallel implementation of the transferable credit system for key competences
- ✳ promoting these systems among those who need them most (disadvantaged groups in the labour market, people living in isolated rural areas, young people and adults in difficulty, etc.)
- ✳ initiating a national program to train competence assessors and career advisors who work in this area
- ✳ improving the quality assurance mechanisms for this alternative certification in order to raise its credibility.

f) Quality Assurance ¹²

Quality assurance and quality management represent a systemic effort in Romania, institutionally controlled. Therefore, the institutional capacity building was equally important as the empowerment of multiple actors involved, their active participation and support.

In the school education sub-system (from pre-primary education to upper secondary education inclusively) the quality improvement driven model is based on a support system, based on the coordinated and coherent actions undertaken at national, regional and local level.

At the national level of the education system, the quality assurance strategy is implemented by the Romanian Agency for Quality Assurance in School Education.

This agency is responsible for: external evaluation of the quality of education offered by schools; and authorization, accreditation and evaluation of schools.

As far as the university education system is concerned, a similar national agency was established in 2006, namely the Romanian Agency for Quality Assurance in Higher Education.

One major change has been that universities are now less strictly controlled by the Ministry of National Education.

National Authority of Qualifications, through the Service of Quality Assurance - Control, ensures the compliance of the training programmes with Occupational Standards. The list of occupational standards is available on NAQ web-site.

National Authority of Qualifications offers methodological assistance for developing occupational standards; it is national contact point for the recognition of the professional qualifications, controls and monitors the system of adult education and training.

¹² https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-adult-education-and-training-56_en

National Group for Quality Assurance is an informal structure, which functions as national point of reference of European Quality Assurance in Vocational Education and Training network (EQAVET), having as main function the coordination and harmonization of the systems of quality assurance in education and professional training.

g) Apprenticeships¹³

In the national context, apprenticeship is not considered as part of IVET. A special law on apprenticeship has been mandated by the Labour Code since 2003. The current act adopted in 2005 has seen a rather slow application. One reason for this at the very beginning was the legal requirements for enterprises deriving from apprenticeship contracts (which have been defined as a special type of labour contracts involving both work as well as vocational training at the workplace).

According to the special law that regulates the institution of apprenticeship in Romania, namely the Apprenticeship Act of 2005 (Law no.279/2005), apprenticeship is regarded as a special and distinct form of vocational training combining employment, in the form of a closed-end, determined duration contract, with vocational training, to be provided by the employer -both practical and theoretical. According to the law and to its application norms, those entitled to apprenticeship are the individuals aged 16-25, provided that they had no prior qualification in the trade for which they demand entering into an apprenticeship contract. The contract as such cannot be longer than three years or shorter than six months, in accordance with the qualification to be provided.

Apprenticeship is organised for persons that want to work and to obtain a qualification (young that dropped out from school, NEETs, unemployed, long-term unemployed, adults). There is no upper age limit for enrolment, but there is a minimum age limit of 16 years old, the legal working age. Employers must sign a contract for training services with an authorised training provider, which includes providing professional training and organising exams for graduation upon completion of the apprenticeship contract. The contract for training services is concluded for the same period as the apprenticeship contract. Training periods alternate with working time allocated for the tasks specified in the job description; the practical training of the apprentice is performed under the guidance and supervision of the trainer of training provider. The apprenticeship programme includes theoretical and practical long-term training (one to three years), resulting in qualifications at NQF/EQF levels 2-4. The assessment and certification is made in accordance with the legal provisions in force on adult training and the apprentice gets a nationally recognized formal certificate. The employer can sign a contract with the Public Employment Service to receive a monthly sum of 1125 lei (equivalent 250 euro) for each apprentice from the unemployment insurance budget, for the entire duration of the apprenticeship contract.

h) Recognising and validating non-formal and informal learning and learning pathways¹⁴

Adults with professional competences acquired in other ways than the formal ones (non-formal and informal) can be assessed in the competence assessment centres authorised by the National Authority for Qualifications.





The procedure for the assessment and the certification of professional competences acquired in other ways than the formal ones, approved by Order of the Minister of Education and Research and of the Minister of

¹³ https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_RO.pdf

¹⁴ https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-61_en

Labour, Social Solidarity and Family 4543/468/2004, with its subsequent changes and completions, contains both the description of the authorisation process for the assessment centres, and the process for the assessment and certification of professional competences.

The validation process is highly focused on qualifications, mostly VET qualifications. The validation process has the following characteristics:

-  It should be voluntary
-  It should be carried out in accordance with established occupational standards; the evidence of professional competences should be gathered through the application of different methods of evaluation applied in various contexts and on different occasions
-  The assessment should be independent of formal professional education and training, meaning that it can take place outside a formal education or training programme
-  The assessment of each unit of competence should conclude with a result for the candidate - competent or not yet competent.

Validation of informal and non-formal learning has been addressed at policy level by a set of new legal and institutional frameworks generated by the new National Law of Education no. 1/2011. The Law on National Education adopted in 2011 emphasises the role of validation of informal and non-formal learning in the context of a broader lifelong learning perspective, based on a learning outcomes approach. The law is promoting a general approach to validation and there are no targeted measures for a specific sector, with the exception of validation of the learning outcomes acquired by teaching staff in non-formal and informal contexts. The Ministry of National Education has approved the methodology for validation, as well as the methodology to convert these learning outcomes into equivalent credits for continuous professional development of teachers.



ESSA-SPORT
Improving the Supply of Skills to the Sector

6

NATIONAL SPORT EDUCATION AND TRAINING



6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

a) Physical education in schools¹⁵

Physical education is a mandatory subject and class in the curriculum in secondary education, including upper secondary education at national level. A total of 2 hours/week is included in the mandatory curricula. High schools can decide to add one hour/week in their curricula for physical education classes. The grading system is the same as in other compulsory subjects, based on a progression scales for national-level assessment of attainment in physical education.

The Ministry of Education, through the Institute of Educational Science develops the mandatory curricula, including mandatory competences and skills and activities to be carried out during physical educational classes.

Physical education is an optional class in tertiary education curriculum, including universities curriculums for all departments and faculties, for one hour/week, being therefore encouraged among young people, irrespective of their major specialisation of studies

No top-down guidelines, recommendations or large-scale initiatives on the inclusion of physical activities outside the curriculum but within the school day (e.g. in school breaks) or on extracurricular sports activities in schools have been developed in Romania.

b) Overview of sport education¹⁶

The general formal education institutes in Higher Education offer education and training programmes for the sport sector, mainly for sport science, research, sport management and coaching. Only the higher education institutes that are accredited by the Ministry of National Education for a "sport and movement performance" specialisation provide qualifications for coaches. They offer degrees in Higher Secondary School Teacher Education for Physical education and Sport. The Faculties of Sport Sciences not only train teachers of physical education and sport but are also specialised in training for research and administration in sport.

Alongside the formal education system there is a by the Ministry of Youth and Sport formalised sectoral vocational and education system for, coaches, trainers, instructors, and referees/officials (not for 'sport teachers'). Special courses and educational activities are offered by various institutes or organisations such as sport federations, specific training academies for sport coaches, private educational institutes, and public authorities for functions and tasks in sport organisations, clubs, municipal and local multisport programmes, fitness and outdoor sports. Referees and officials are mainly educated through the sport federations.

In Romania, the total number of graduates per year in the field of sport is roughly 3400. There are 22 sport-related faculties. Sport management is only a master specialisation organized by 8 sport-related faculties. Master's degrees in sport management are also organised by non-sport-related faculties (e.g. economics, marketing), with roughly 120 graduates per year. Coaching is not an independent specialisation and is combined with physical education. Other sport related academic courses include kinesiotherapy, movement for special populations etc.

¹⁵ <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/73-sport-youth-fitness-and-physical-activity-romania>

¹⁶ This section draws from and references Coni Servizi, Directorate-General for Education, Youth, Sport and Culture (European Commission), PwC (2016) Study on sport qualifications acquired through sport organisations and (sport) educational institutes

Sport qualifications are completely and directly integrated in the National Qualification Framework for formal education.

Formal education institutes are part of the NQF process, which aims to assign qualifications from the formal education system, based on national legislation and awarded by the State. Higher education institutes in Romania also have opportunities to provide non-formal education supplying qualifications in the sport field (e.g. coach licence, further education and etc.).

With reference to the sectoral vocational education and training system, it is estimated that in between 50-100 educational providers are active in the education programmes (namely almost all federations) and the CNFPA and the Higher Education institutes involved. The providers are recognised by the government and the state delegated sport governing body – Ministry of Youth and Sport. All of the educational activities offered by sport organisations and other providers in the non-formal educational sport sector are based on a learning outcomes approach. Sport qualifications are part of a qualification framework based on learning outcomes but not using the same level descriptors used in national qualification frameworks in formal education. The sport framework is based on occupational and professional profiles developed with branch organisations, employers and employees. The implementation of the learning outcome approach is not limited to the description of the sport qualification frameworks but include assessment and validation systems, curriculum and validation mechanism for recognition of non-formal and informal learning experiences.



ESSA-SPORT

Improving the Supply of Skills to the Sector

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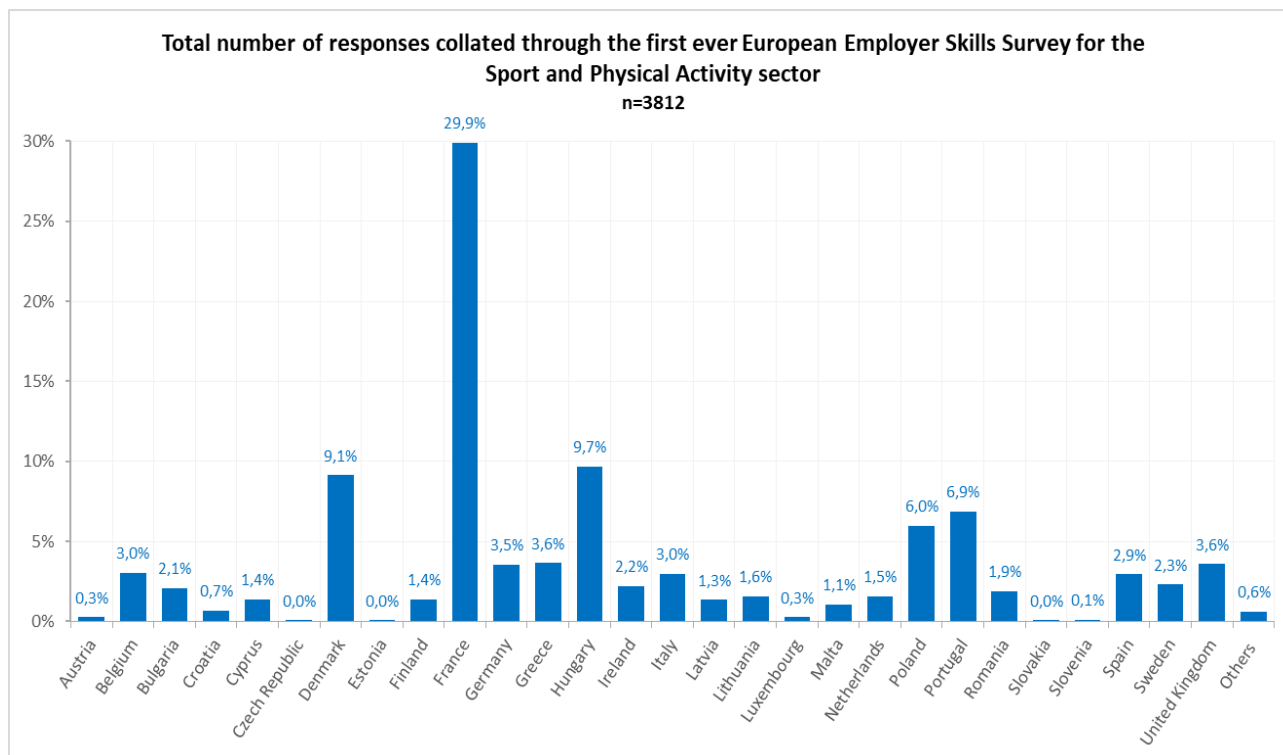
FINDINGS FROM THE EMPLOYER SKILLS SURVEY

7. FINDINGS FROM THE EMPLOYER SKILLS SURVEY

What follows is a summary of ESSA-Sport Employer Skills Survey Romania Report. The Employer Skills Survey was carried out across Europe at the end of 2018/ start of 2019, aimed at all employers in the sport sector. It was translated in to Romanian language. The following are some of the main results.

a) The Romanian Sample

72 responses (1.9% of all respondents) were received from Romania.



b) Romania's Respondent Profile

1) Types of Organisations in the Romanian Sample

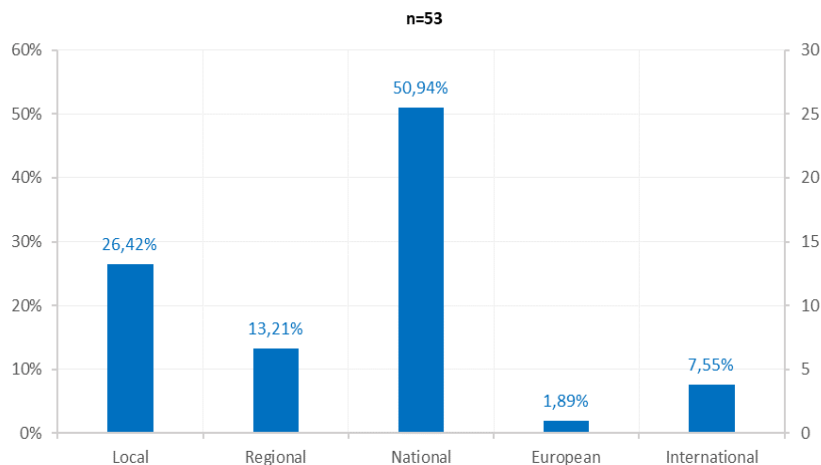
The Romanian top five responses came from:

- Sports Clubs (45.83%)
- Sport Federations (25%)
- Universities/Colleges (18.06%)
- Network associations (5.56%)
- Ministries responsible for sport (4.17%)

2) Scope of Respondent's Organisation

50.94% of Romania's respondents reported themselves as 'National'. 26.42% as 'Local'. 13.21% as 'Regional'. 7.55% as 'International'. 1.89% as 'European'.

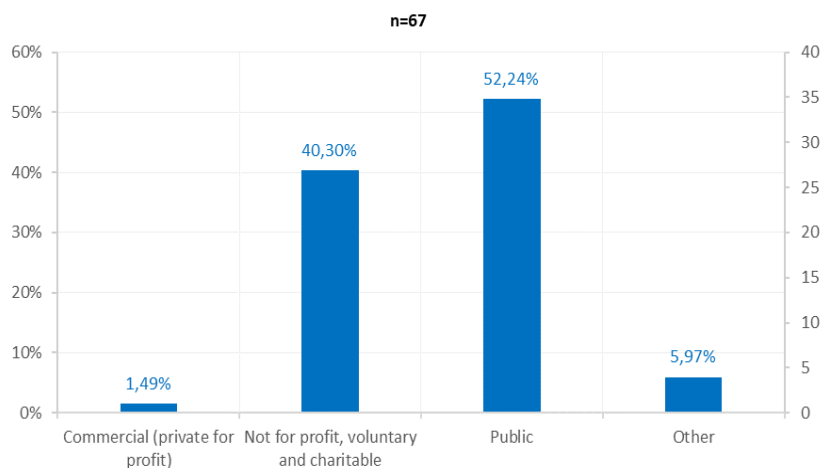
What is the main geographical scope of your organisation?



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

- 🌟 52.24% represented the Public Sector
- 🌟 40.30% of Romanian respondents were from the Not for Profit, Voluntary and Charitable sector.
- 🌟 1.49% the Private Sector.

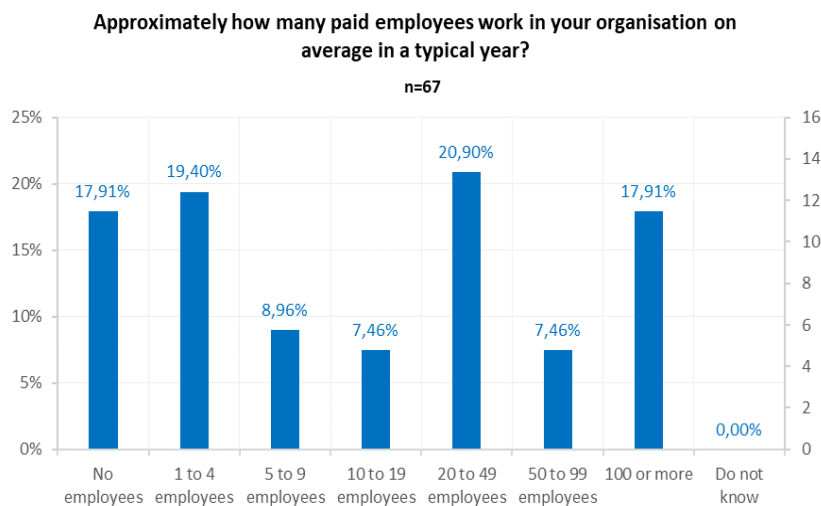
Which of these categories best describes your organisation?



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

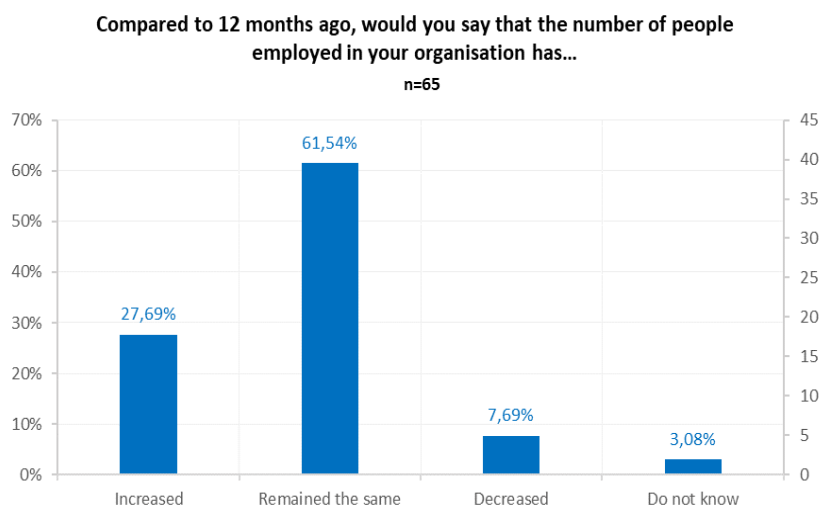
The largest proportion of Romania's responding organisations had 20 to 49 employees (20.9%). The next highest (19.4%) employed 1-4 paid staff.

17.91% of the respondents had no employee. Another 17.91% employed 100+.



5) Organisational Growth/Shrinkage

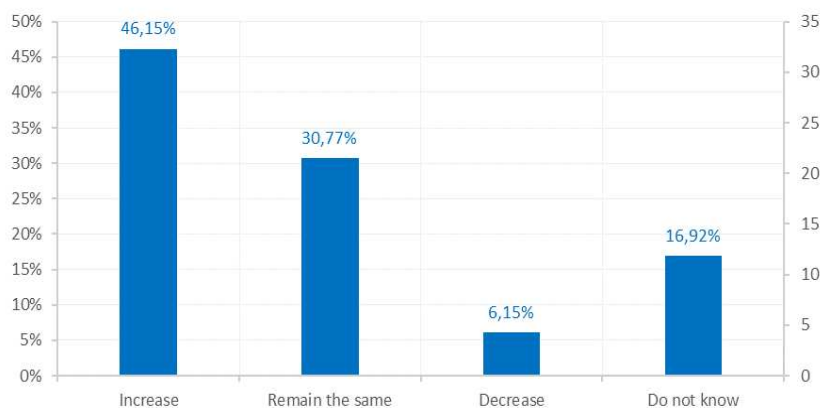
In the Romania survey, 89.23% reported that their organisation had remained the same or grown in the last 12 months. 7.69% reported shrinkage.



76.92% of Romanian respondents expected their organisation to remain the same or grow in the next two years. 6.15% 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=65

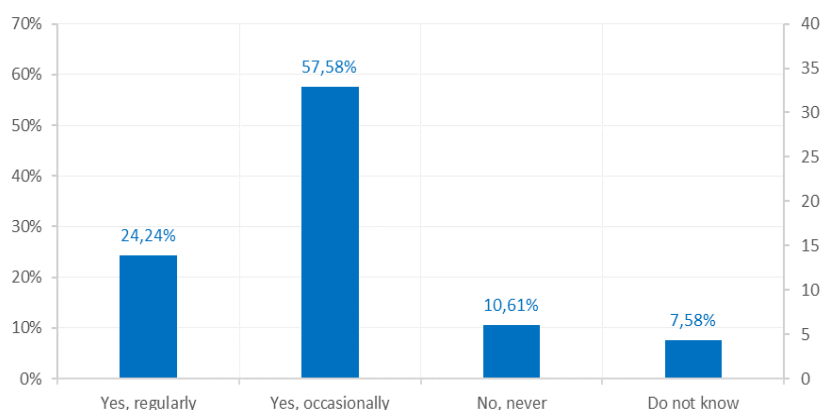


6) Deployment of Volunteers

24.24% of Romanian respondents reported that they engaged the services of volunteers on a regular basis. 57.58% said they did so occasionally. 10.61% reported that they never engaged volunteers.




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

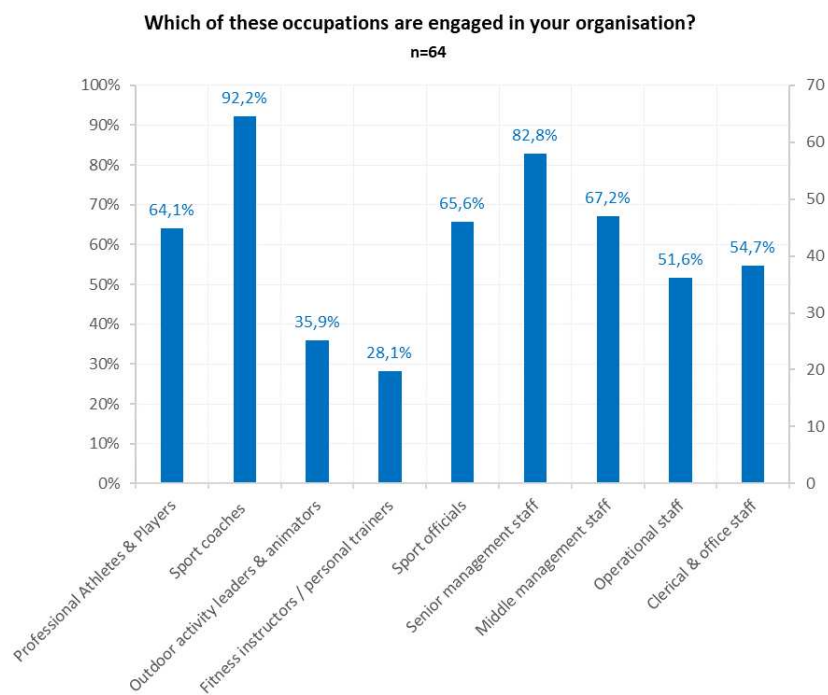
n=66



7) Top Five Types of Occupations Engaged

The top five occupations employed by organisations in Romania were:

-  Sports Coaches (92.2%)
-  Senior Management Staff (82.8%)
-  Middle Management Staff (67.2%)
-  Sport Officials (65.6%)
-  Professional Athletes and Players (64.1%)

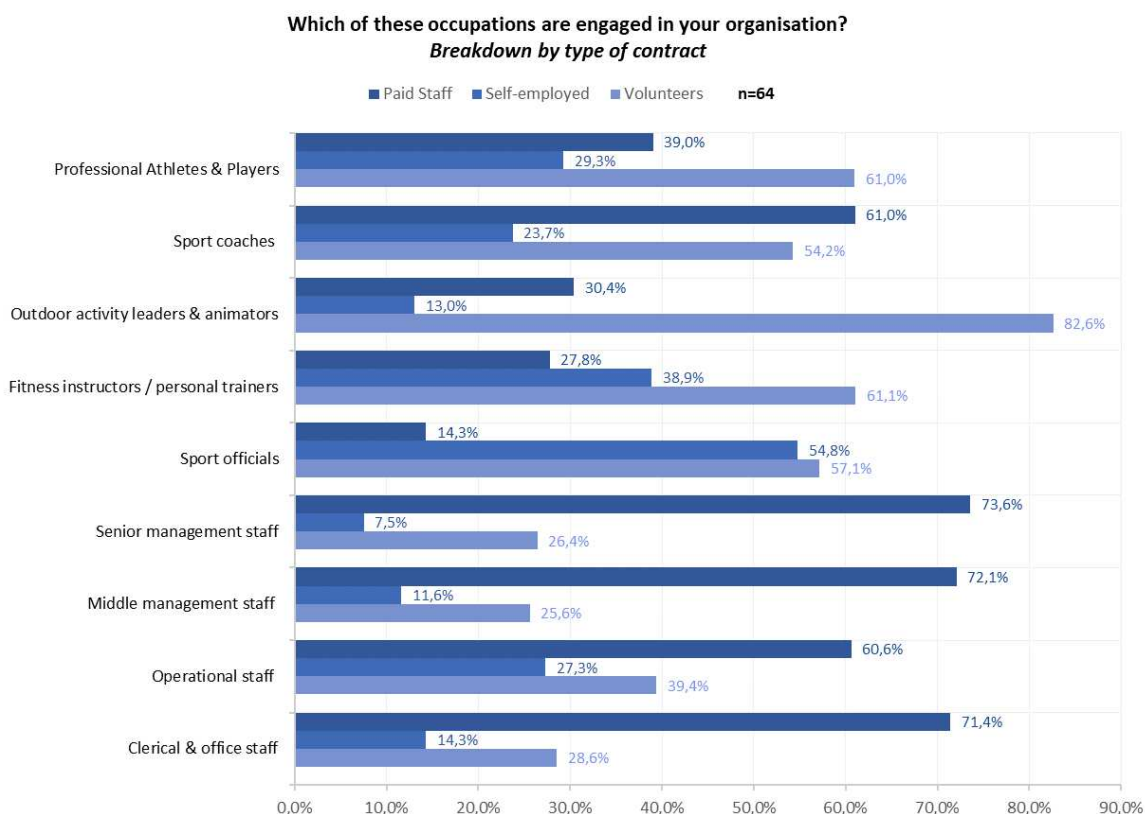


8) Types of Employment Contract

In some of the Romanian occupations, the majority of staff were paid (as opposed to self-employed or volunteers) and in some, staff were mainly volunteers.

Mostly paid occupations in the Romanian respondent organisations were Sport Coaches, Senior and Middle Management Staff, Operational Staff and Clerical and Office Staff.

Occupations with a majority of volunteers were Professional Athletes and Players, Outdoor Activity leaders and Animators, Fitness Instructor and Trainers and Sport Officials.



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.

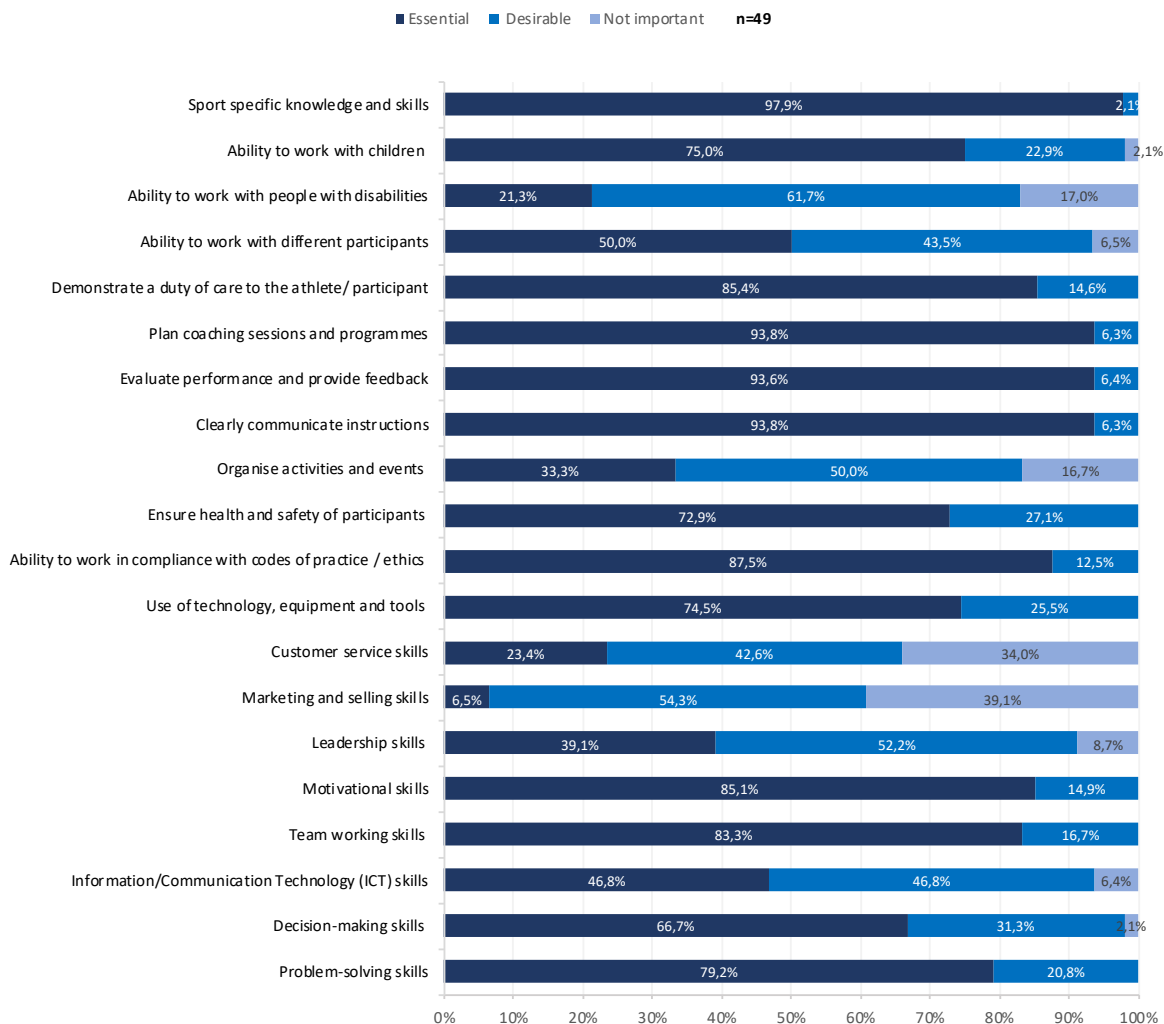
The second graph shows the same list of skills/attributes and percentage of respondents who felt these skills/attributes were Weak and in Need of Improvement.

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

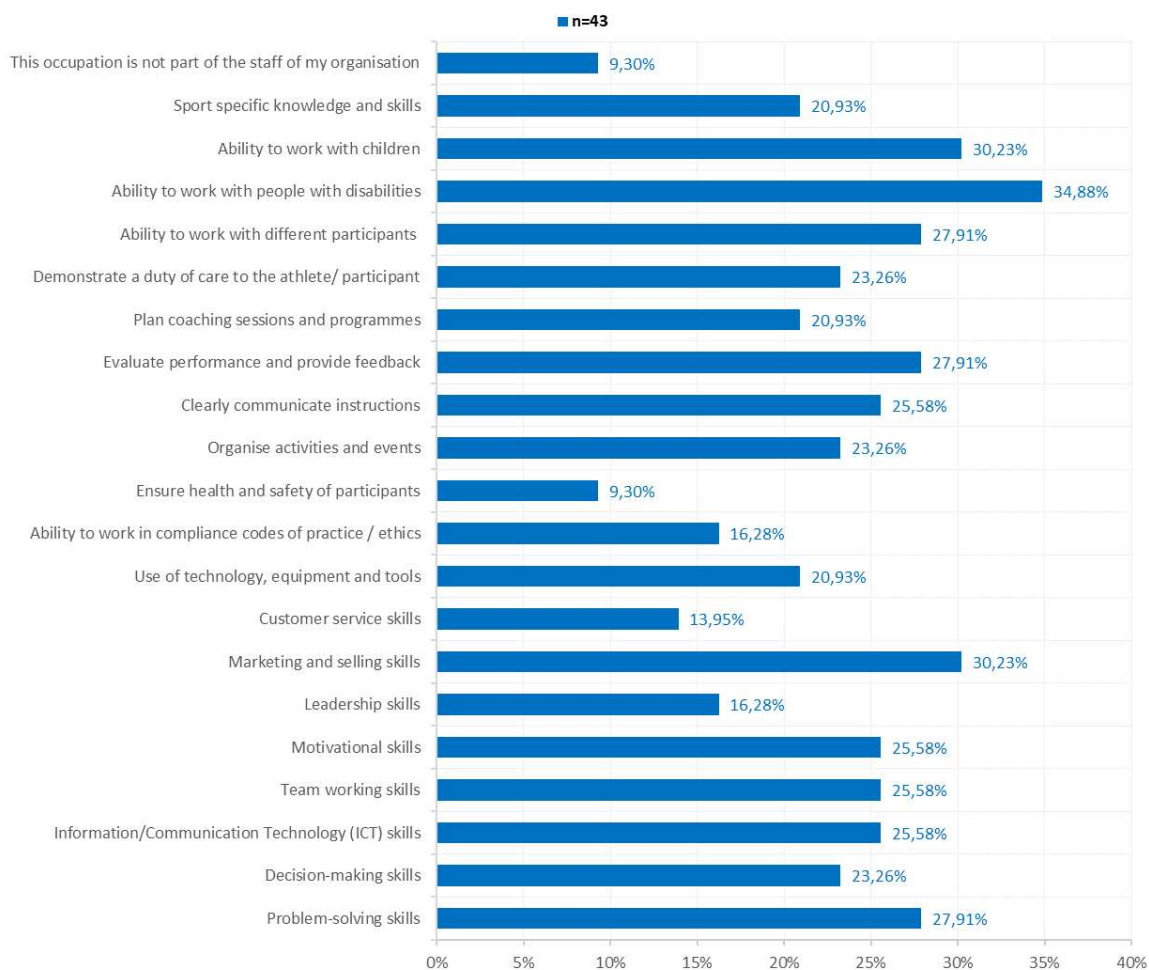
Sports Coach: Skills/Attributes by Level of Importance

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?



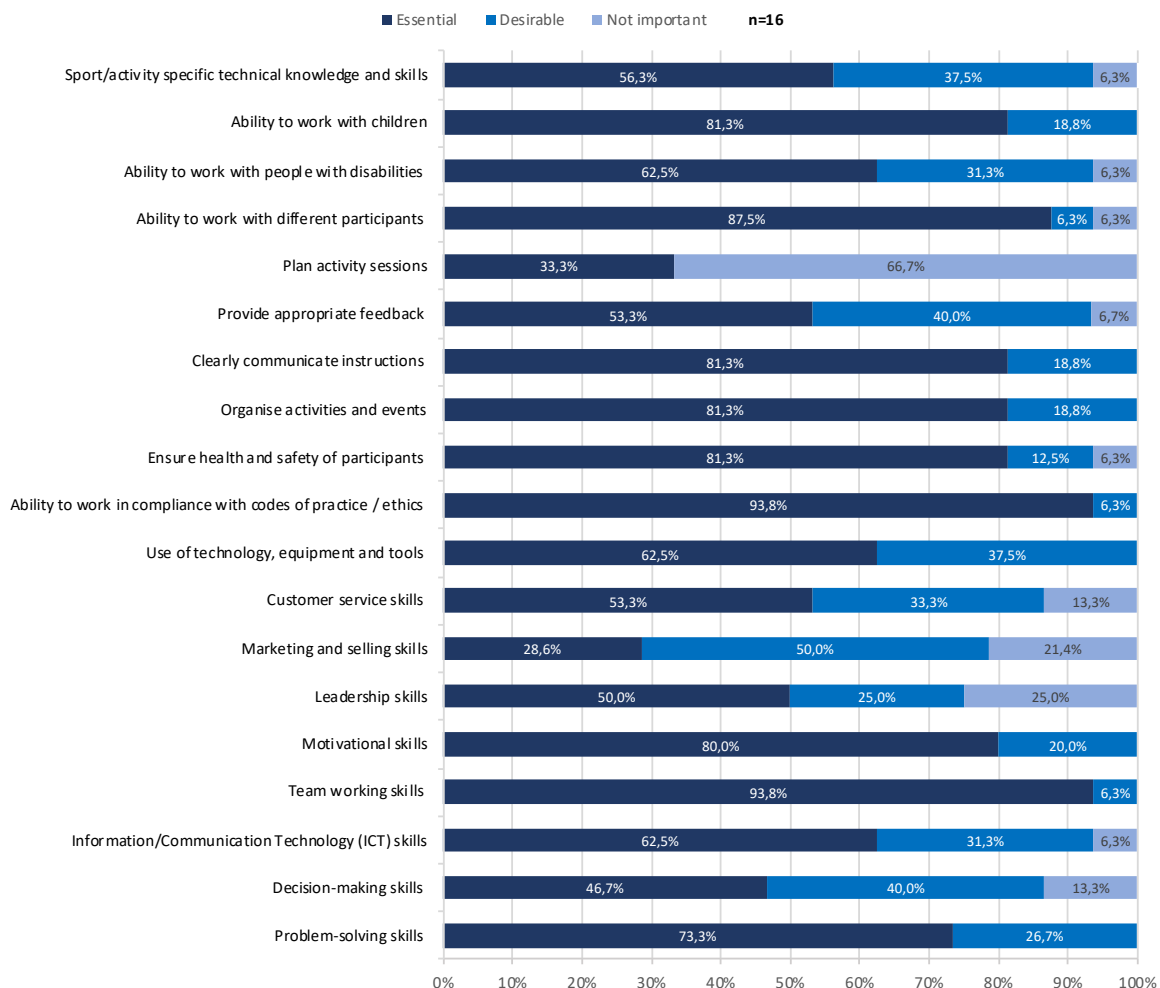
Sports Coach: Skills and Attributes as Training Priorities



2) Occupation 2: Outdoor Activity Leaders/Animators

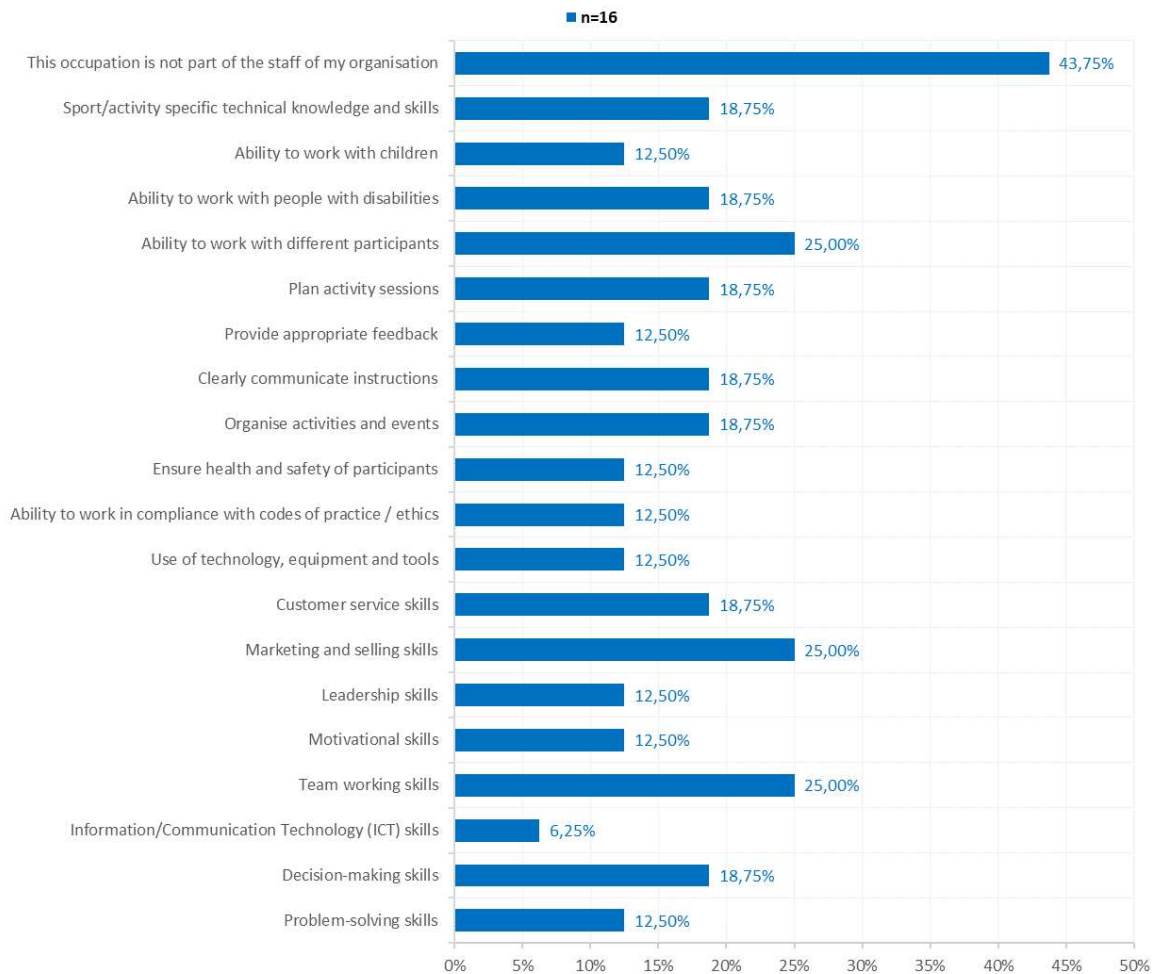
Outdoor Activity Leader/Animator: Skills/Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for an OUTDOOR ACTIVITY LEADER AND ANIMATOR?



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?

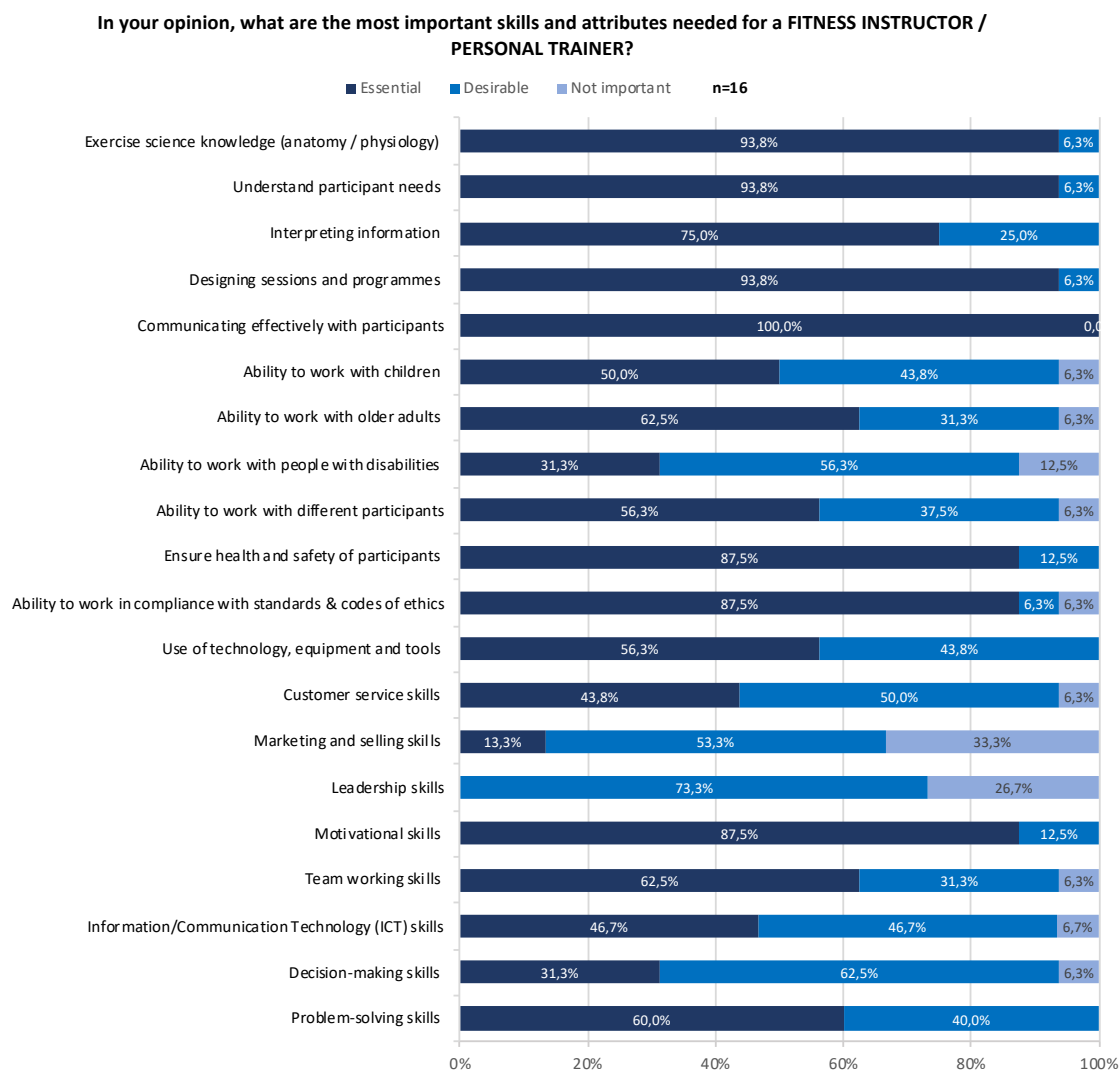


Outdoor Activity Leader: Skills and Attributes as Training Priorities



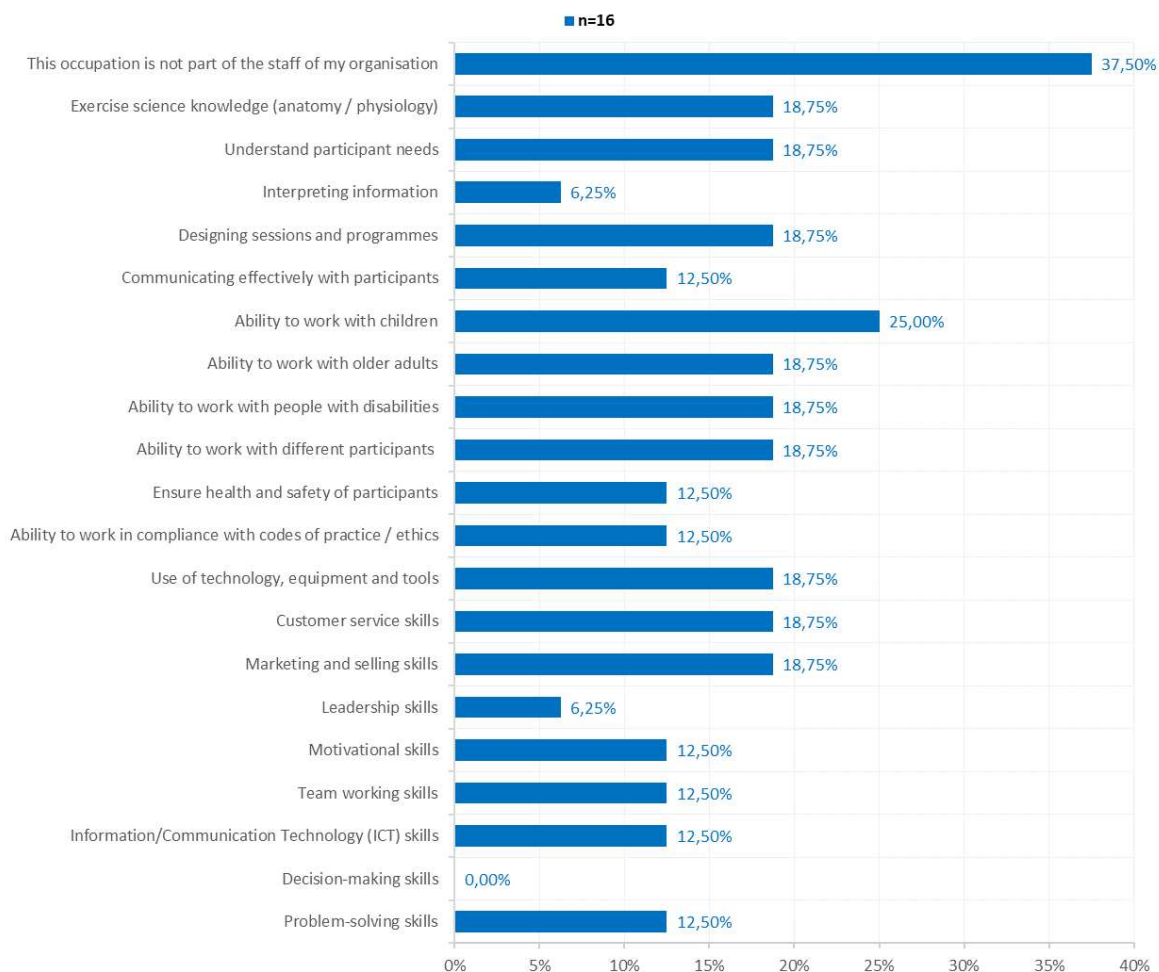
3) Occupation 3: Fitness Instructor/Personal Trainer

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?



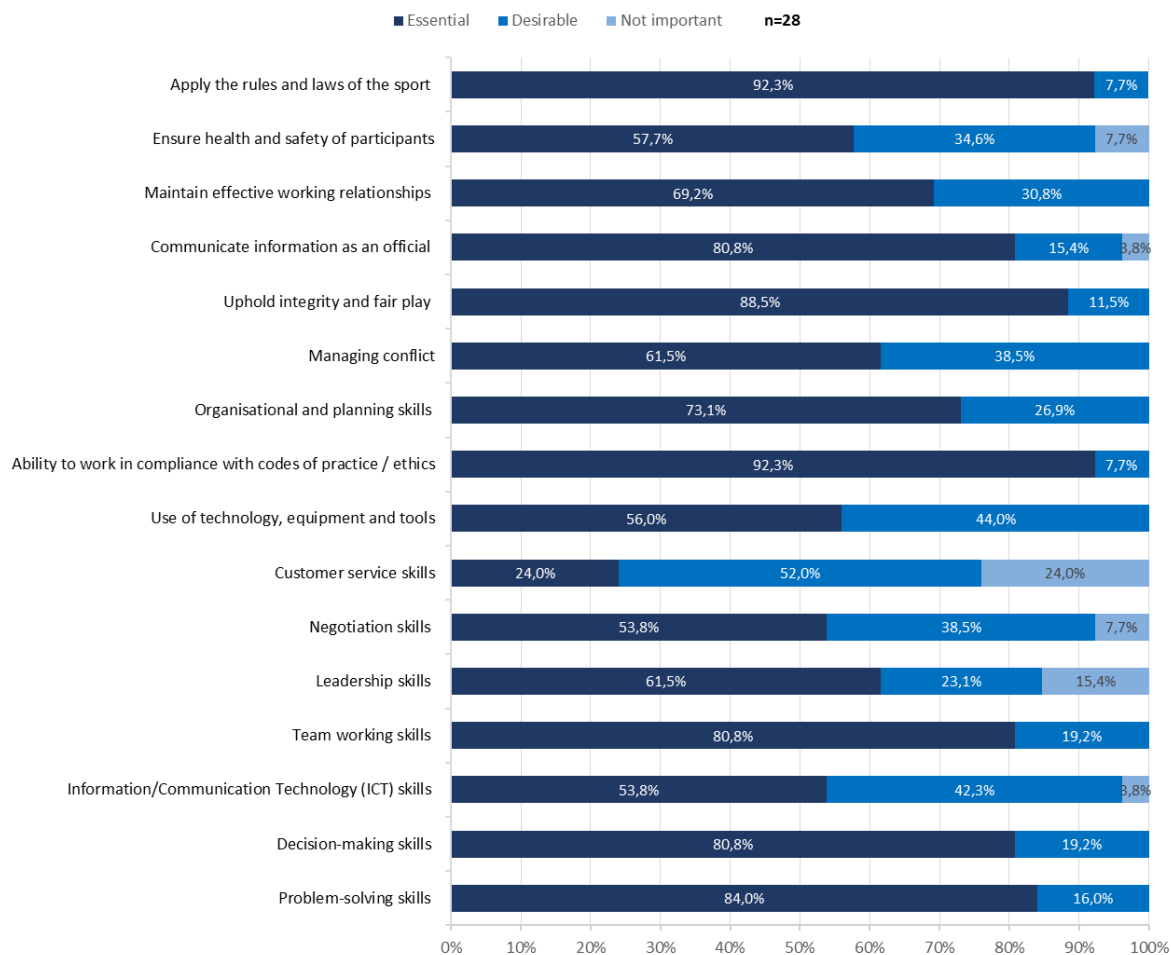
Fitness Instructor/Personal Trainer: Skills and Attributes as Training Priorities



4) Occupation 4: Sports Official

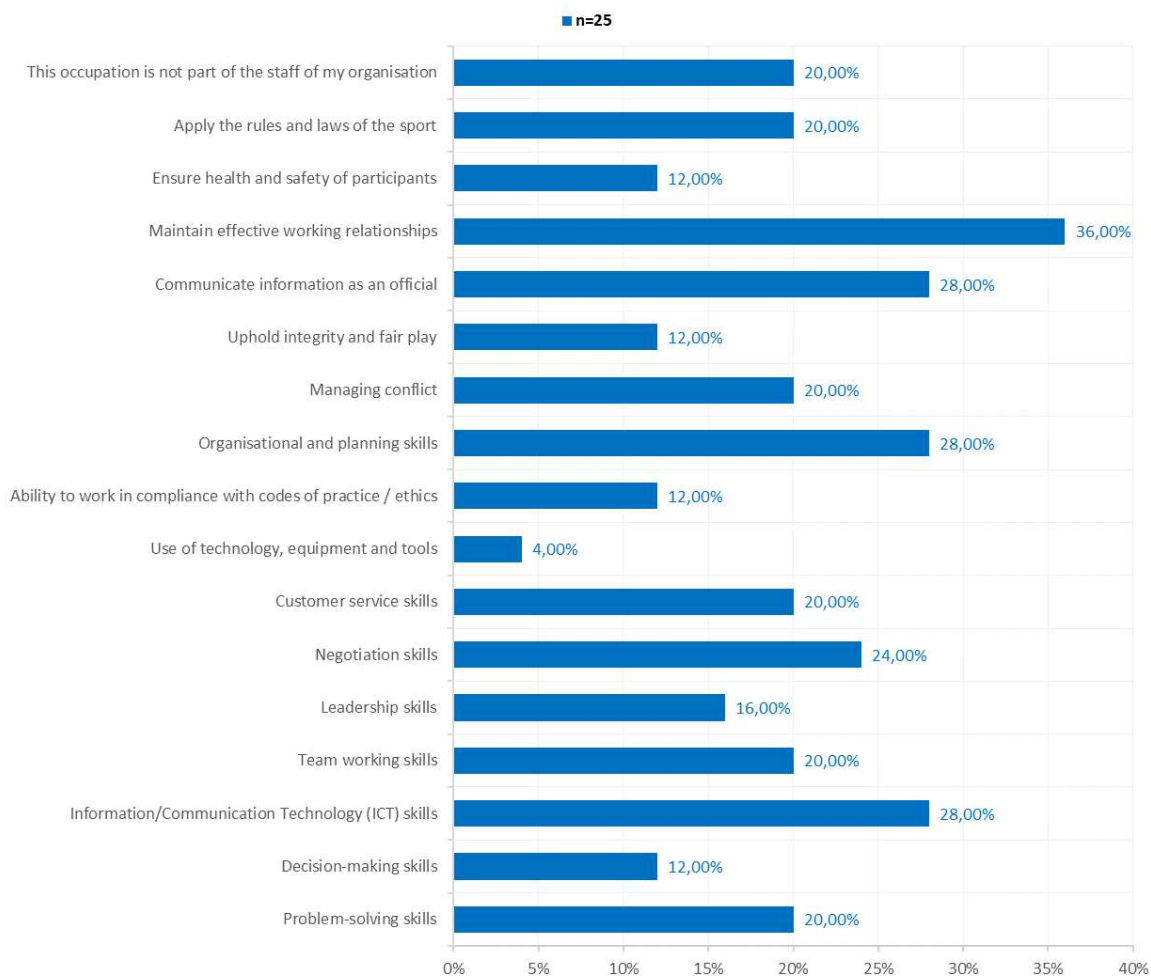
Sports Official: Skills and Attributes by Level of Importance

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?



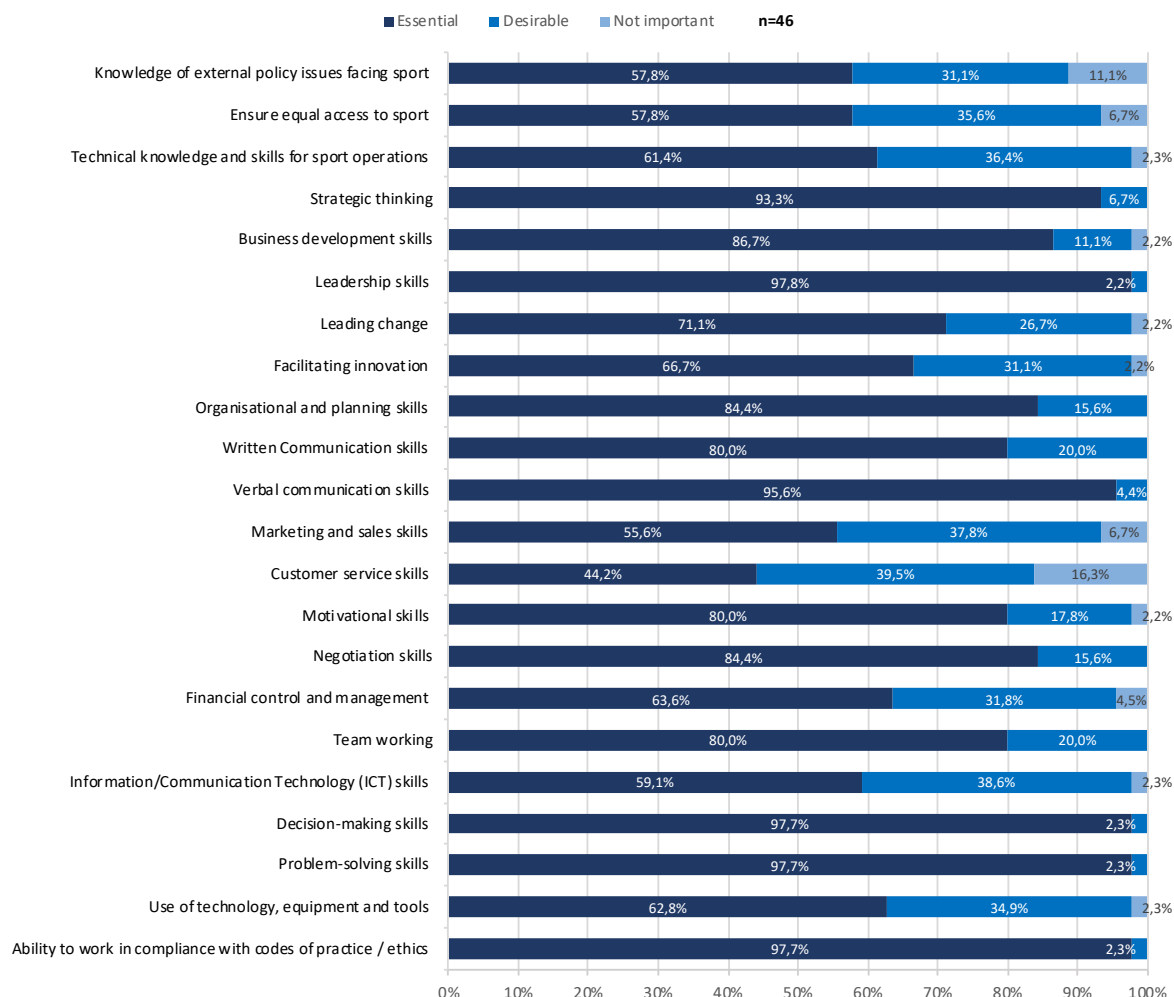
Sports Official: Skills and Attributes as Training Priorities



5) Occupation 5: Senior Management Staff

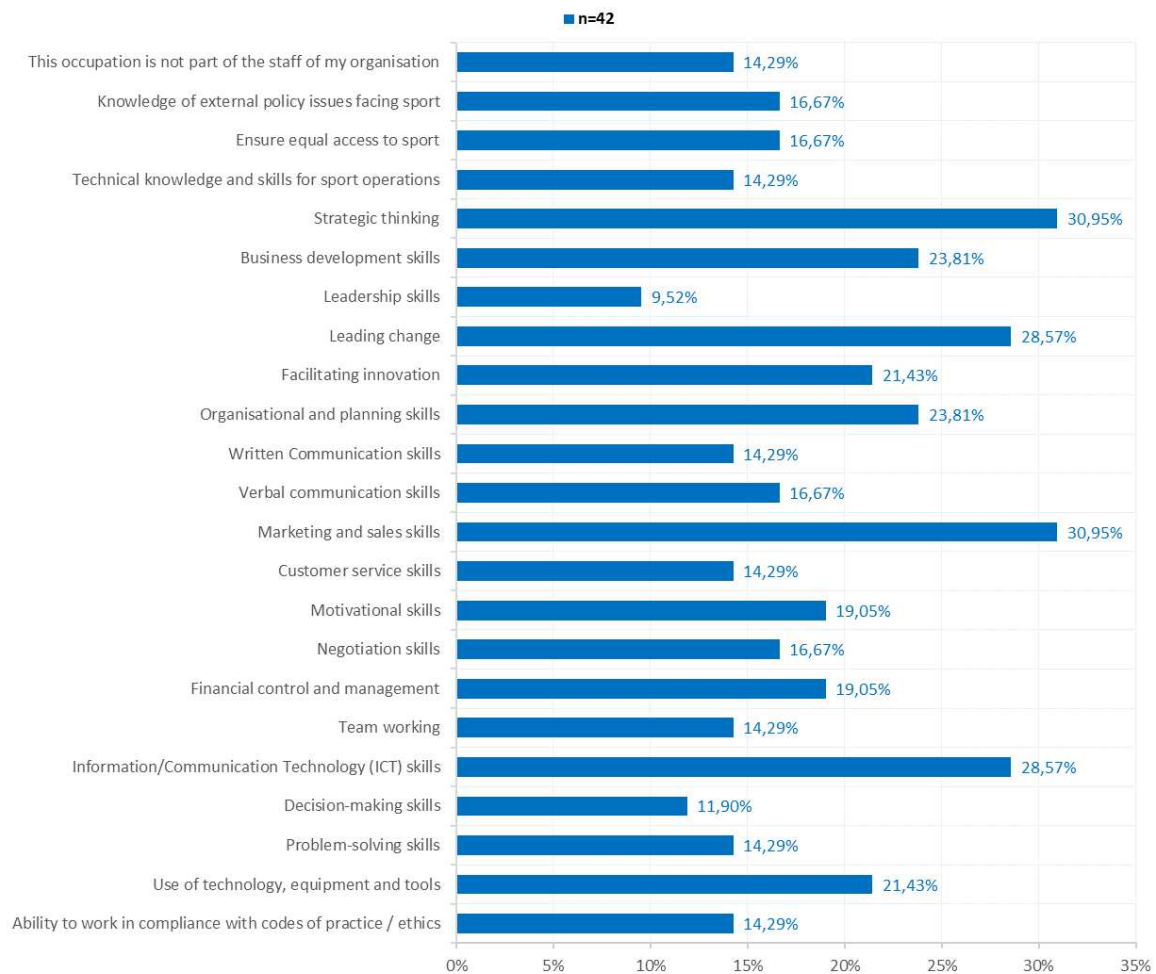
Senior Management Staff: Skills and Attributes by Level of Importance

In your opinion which are the most important skills and attributes needed for: SENIOR MANAGEMENT STAFF



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?



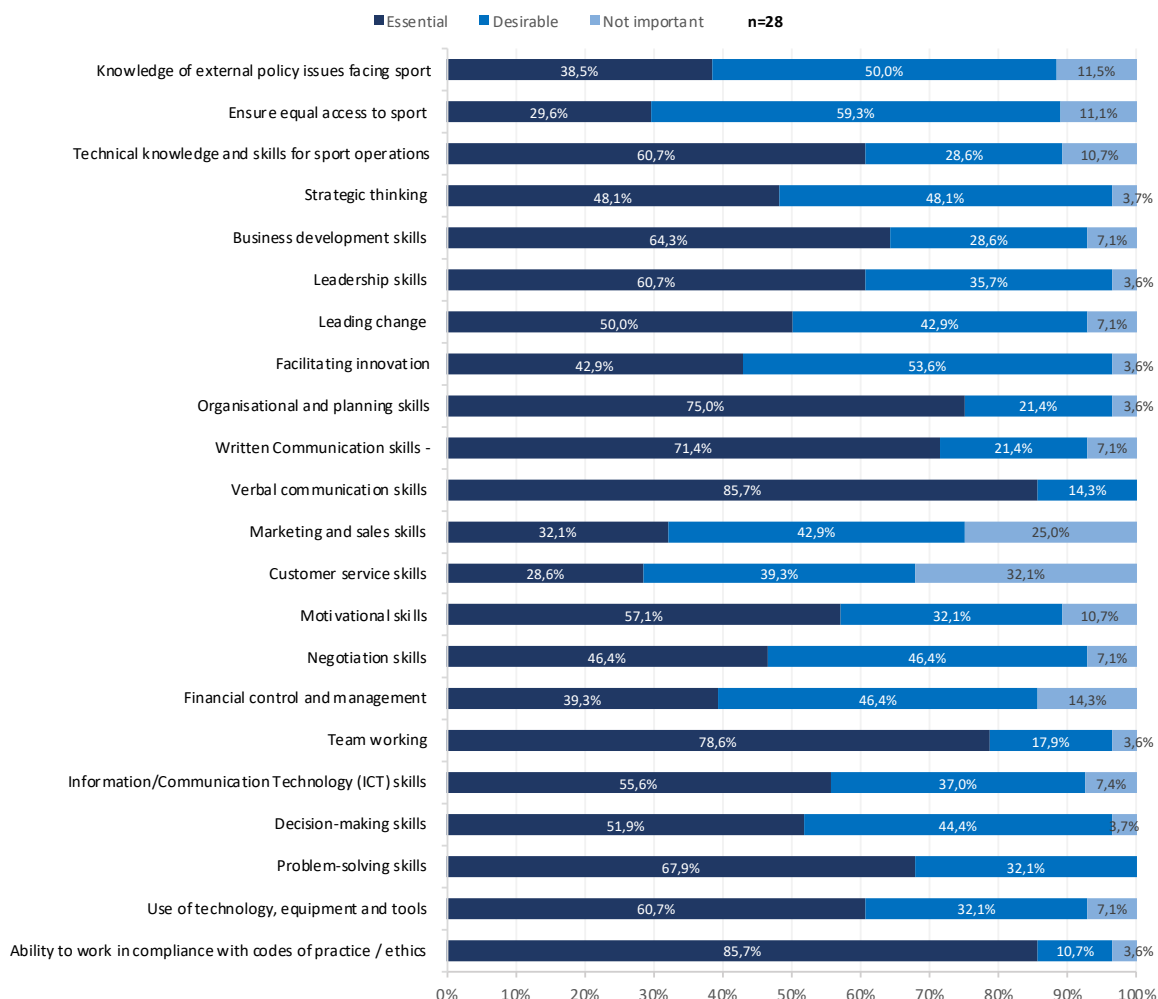
Senior Management Staff: Skills and Attributes as Training Priorities



6) Occupation 6: Middle Management Staff

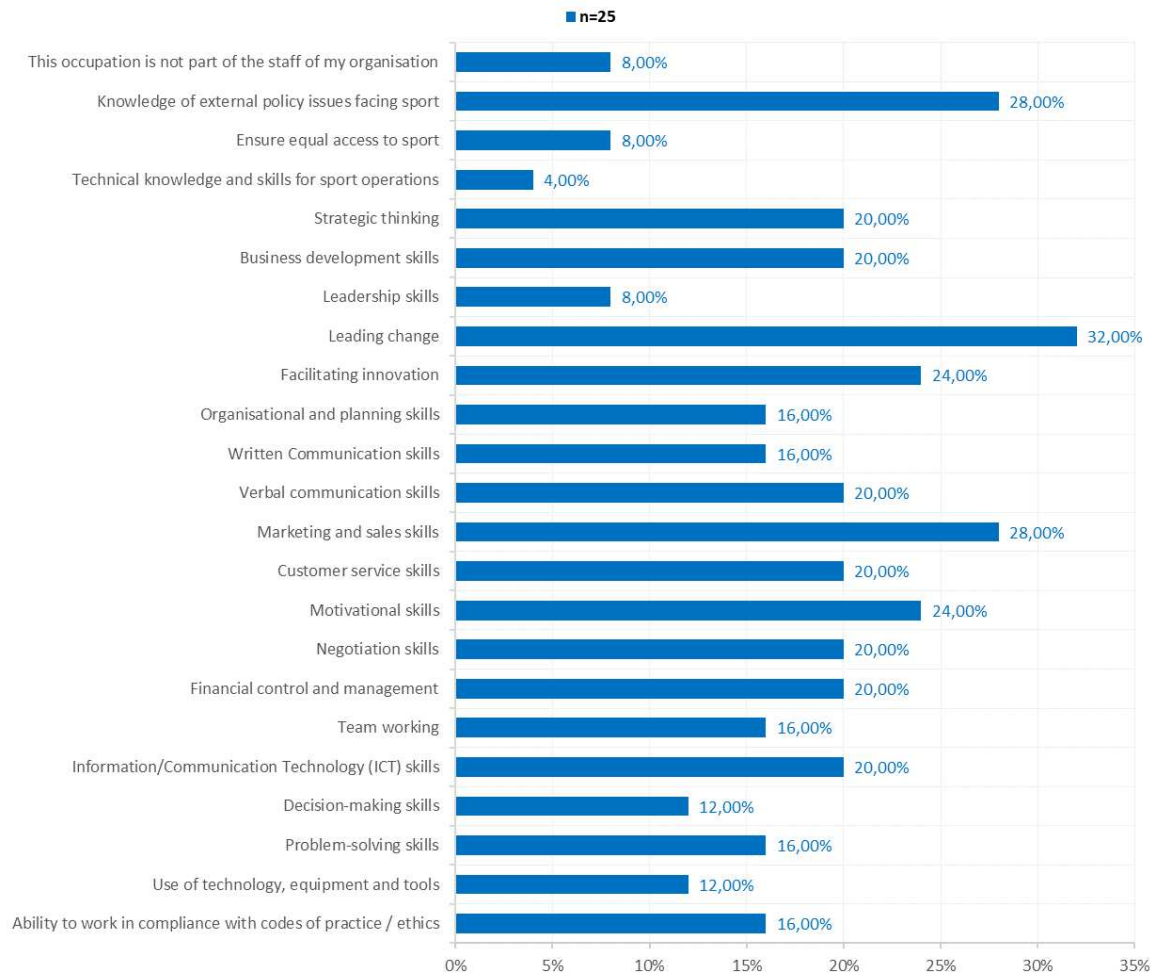
Middle Management Staff: Skills and Attributes by Level of Importance

In your opinion which are the most important skills and attributes needed for: MIDDLE MANAGEMENT STAFF



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?



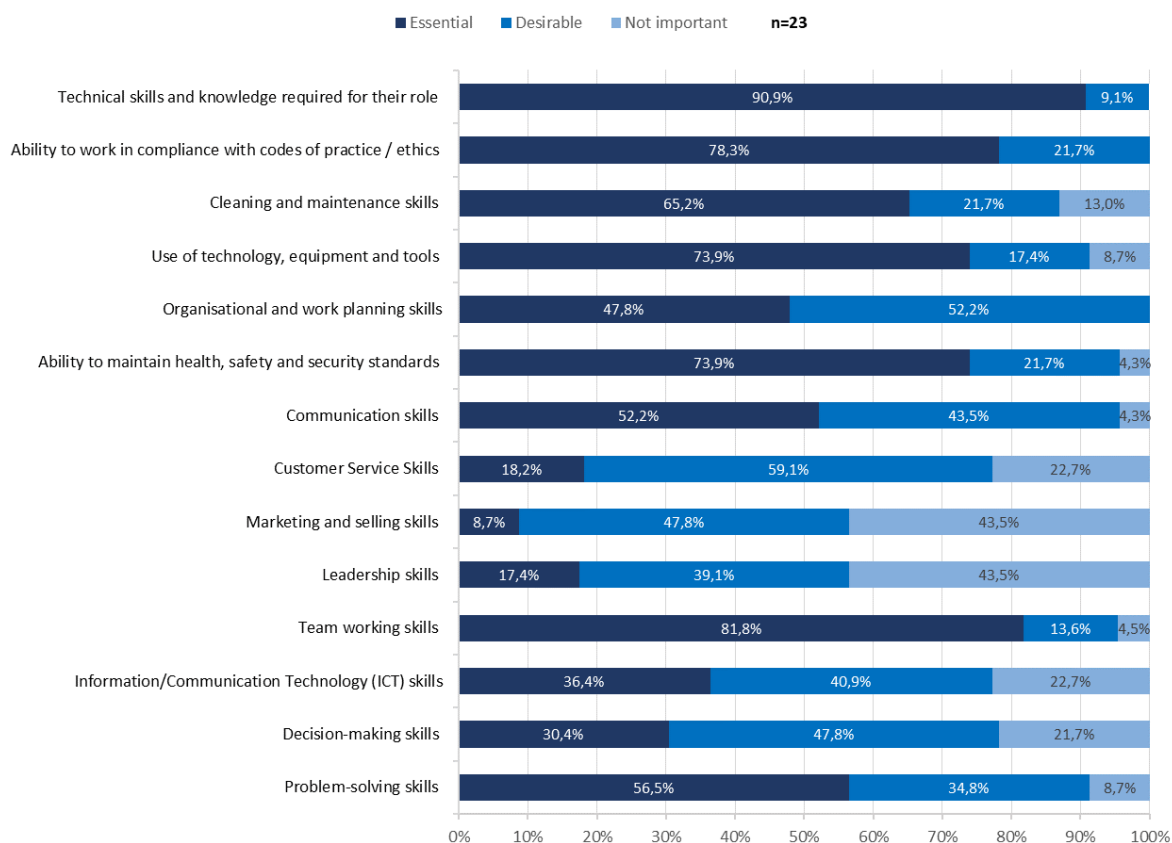
Middle Management Staff: Skills and Attributes as Training Priorities



7) Occupation 7: Operational Staff

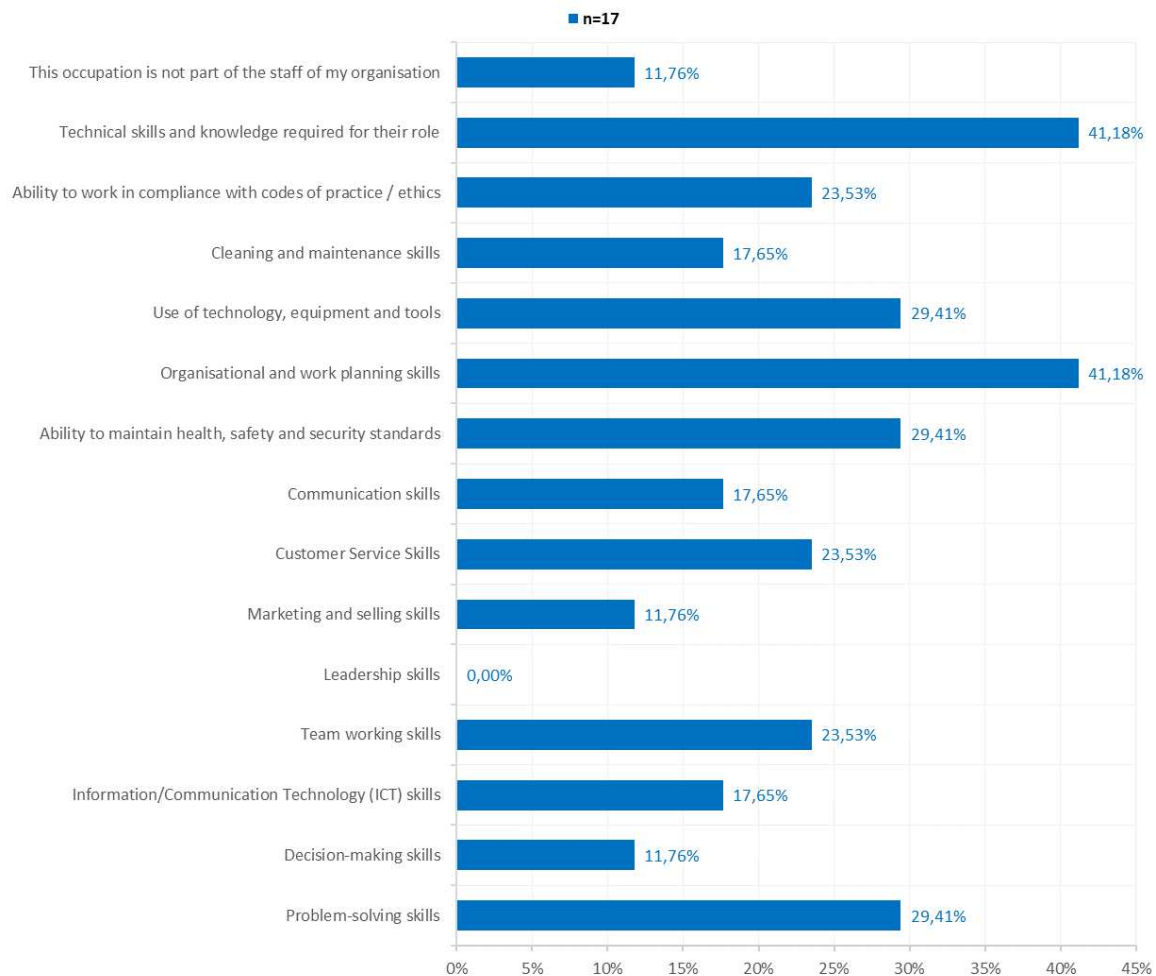
Operational Staff: Skills and Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for the OPERATIONAL STAFF (all categories)?



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?



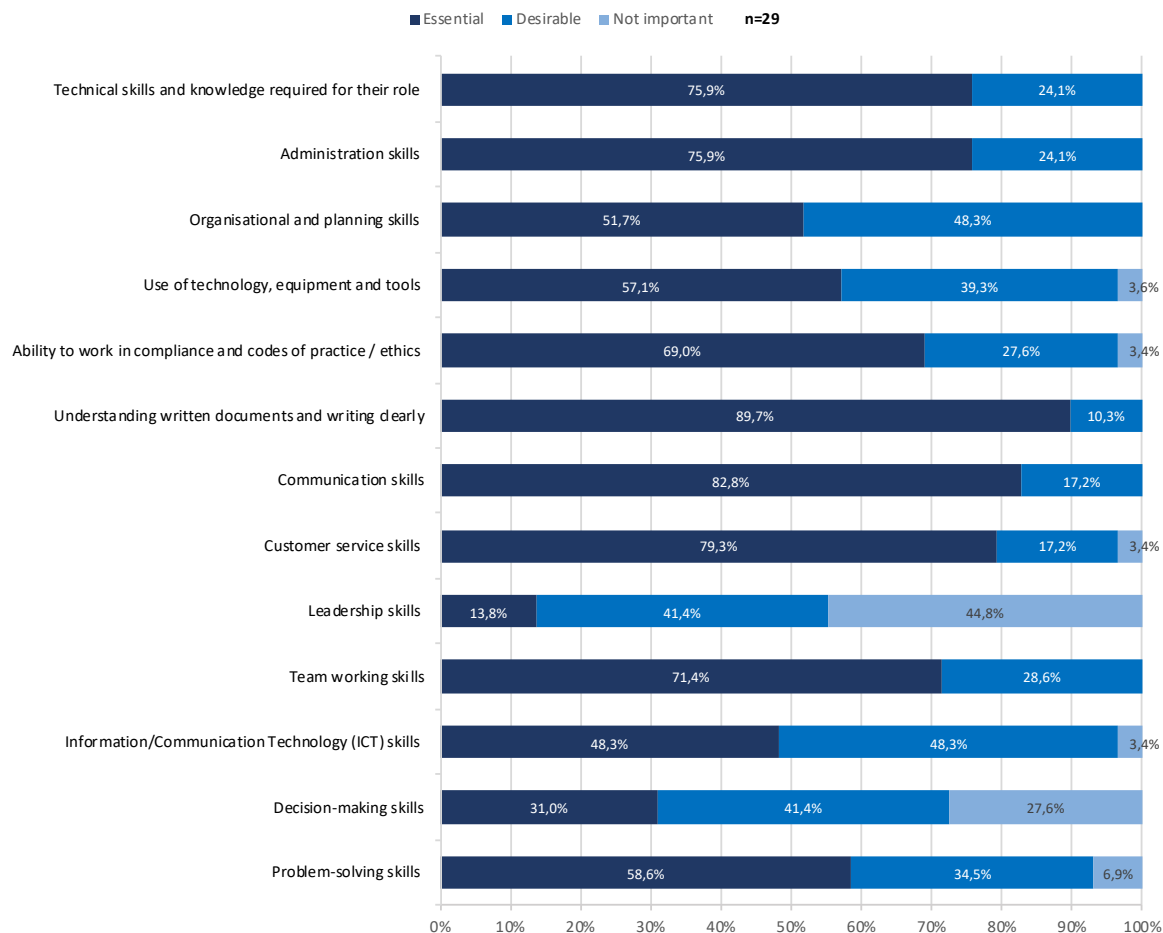
Operational Staff: Skills and Attributes as Training Priorities



8) Occupation 8: Clerical and Office Staff

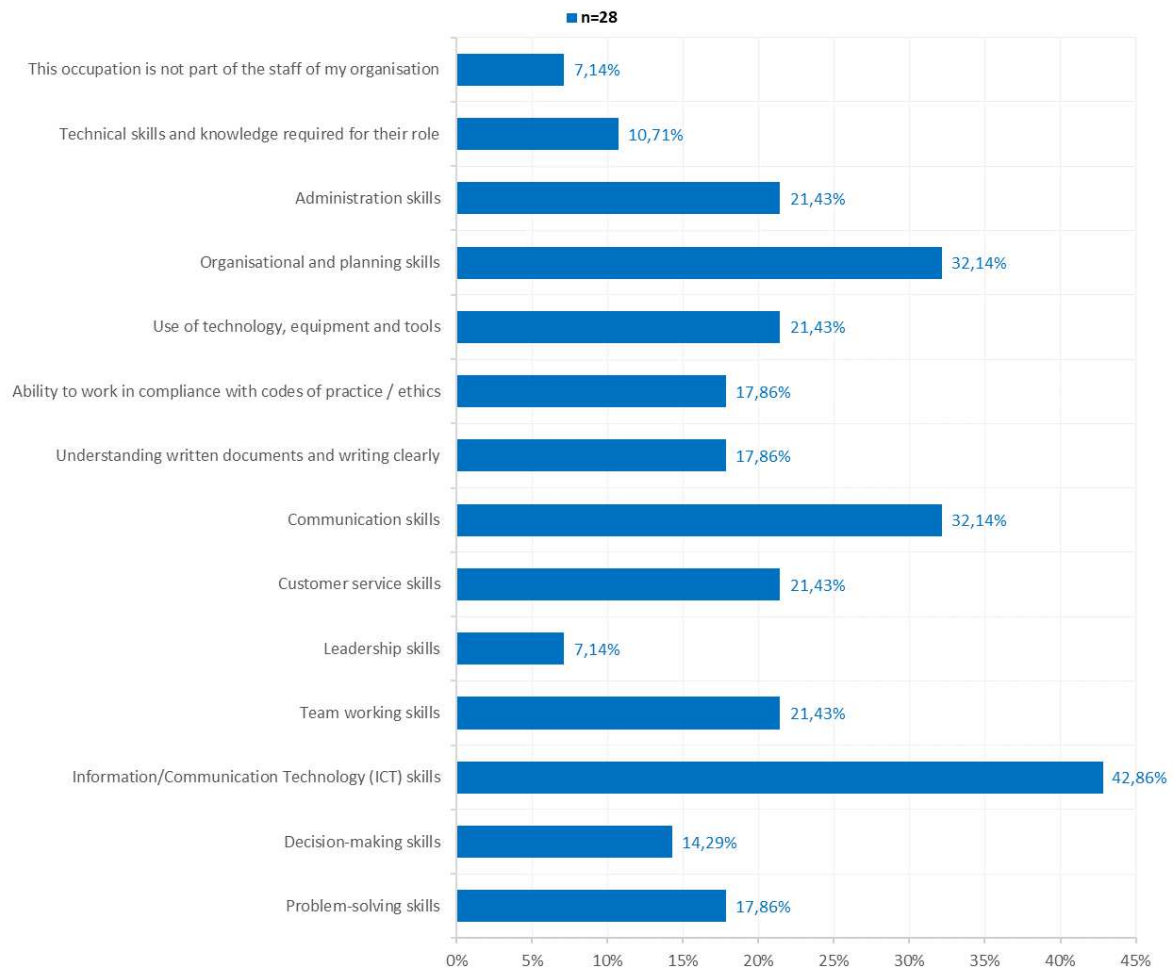
Clerical and Office Staff: Skills and Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for the CLERICAL AND OFFICE STAFF / RECEPTIONIST (all categories)?

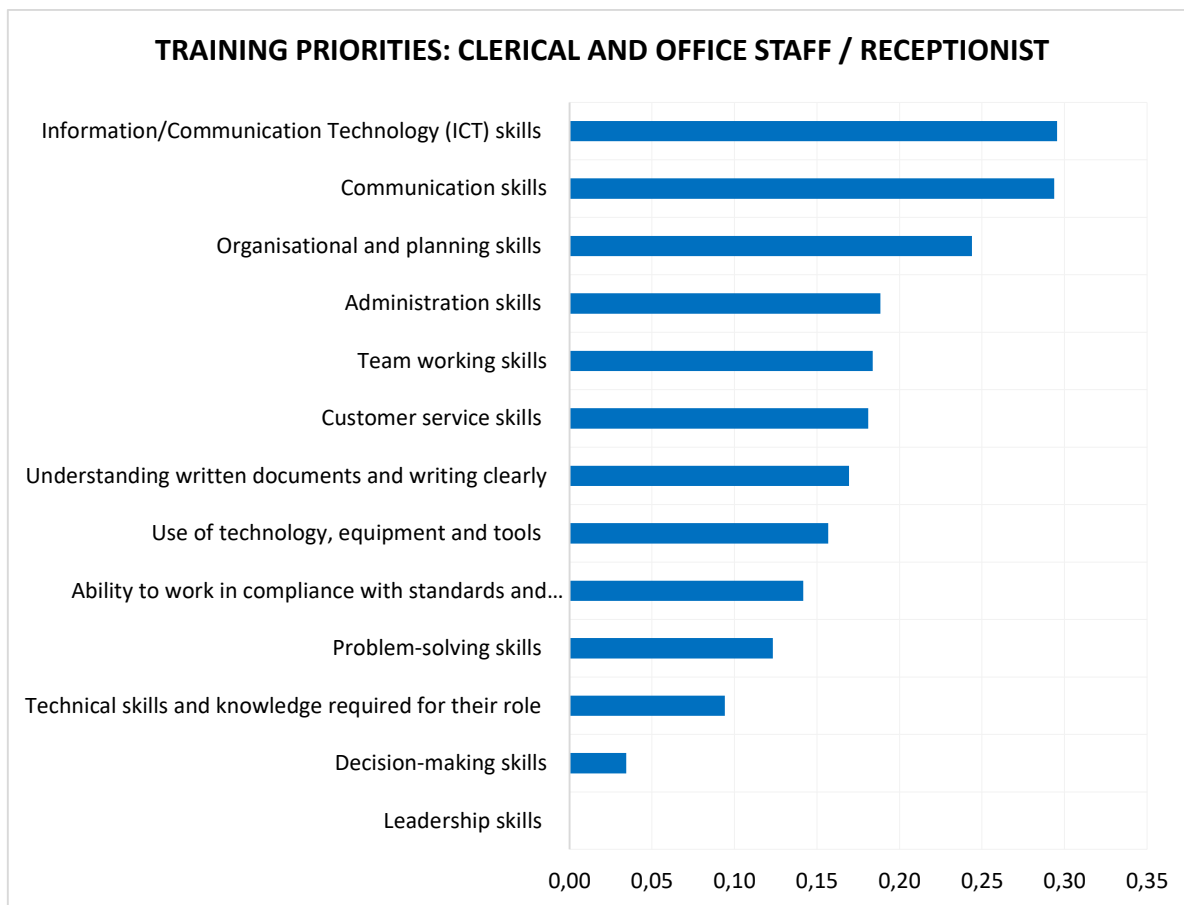


Clerical and Office Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

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

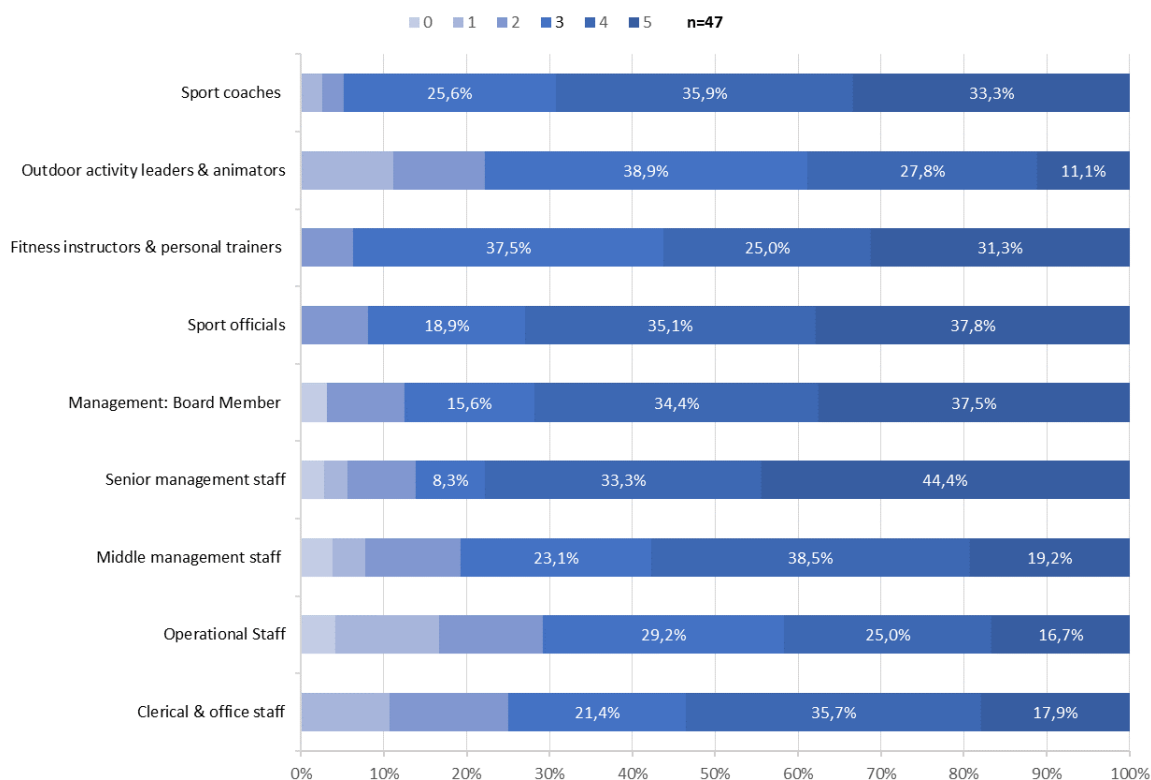
1) Expectations and Skills of Volunteers and Paid Staff

For most of the eight occupations, more than half of Romanian respondents indicated they expected the same standard of performance from volunteers as they did from paid staff. The exceptions were Middle Managers and Operational Staff.

2) Skills of Volunteers

The Romanian respondents valued volunteer skills. When asked to rate the skills of volunteers, more than 50% of respondents selected Level 4 and Level 5 for almost all occupations with the exception of Operational Staff which achieved only 41.7%.

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

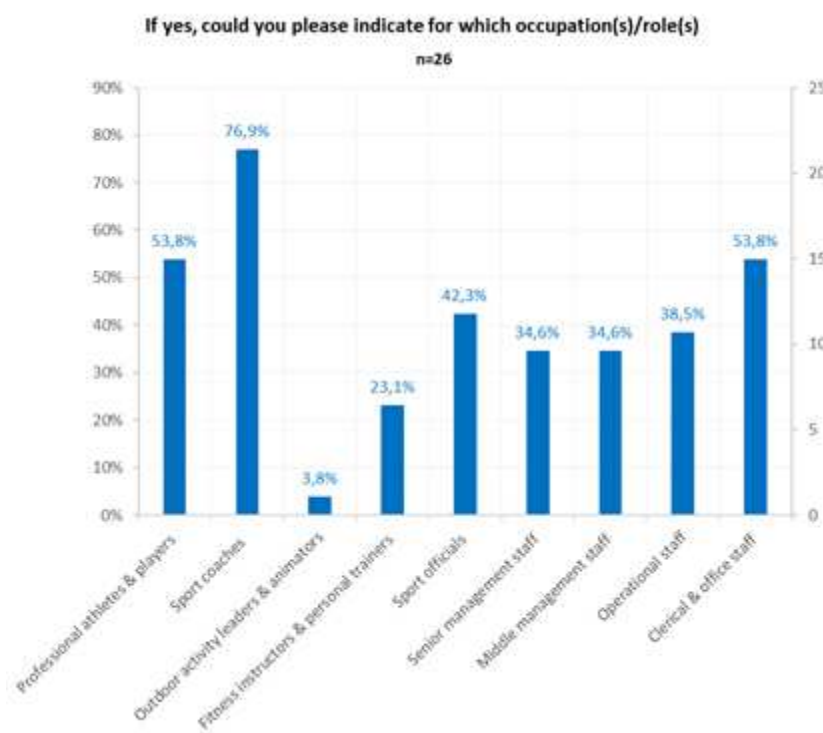


e) Recruitment and Retention

1) Recruitment

The top five Romanian occupations being recruited are:

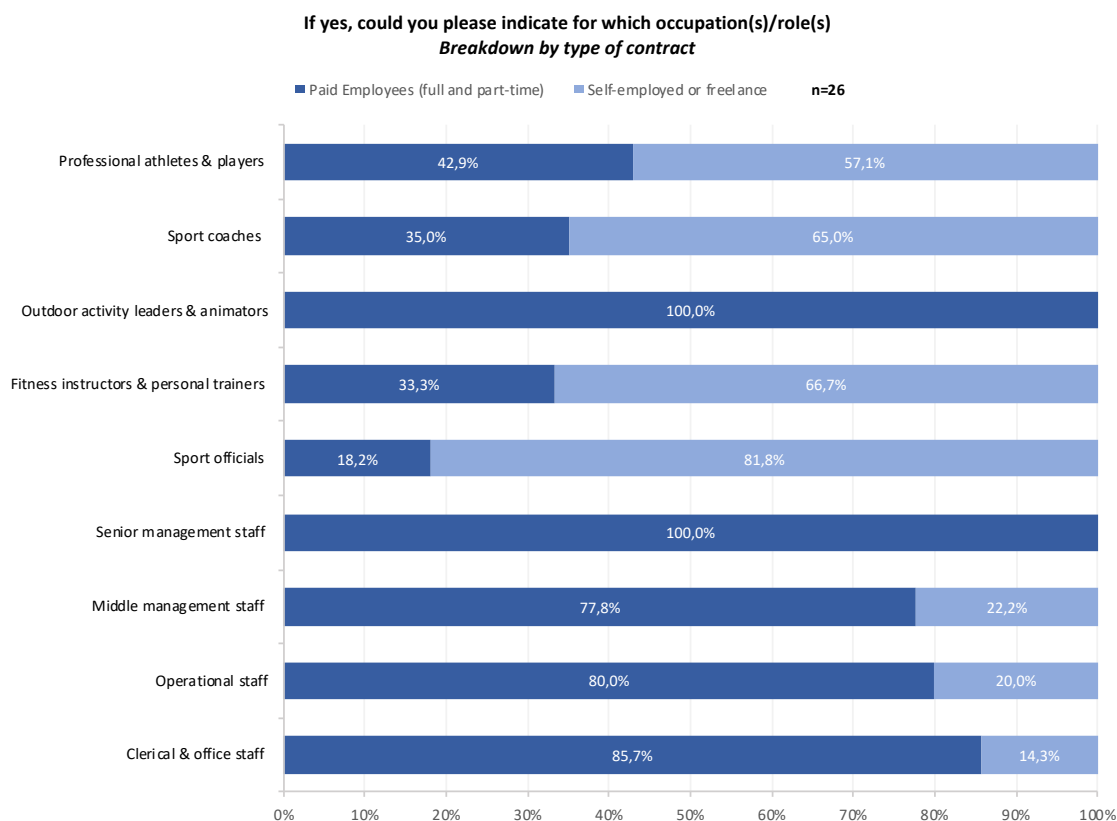
- Sports Coaches (76.9%)
- Clerical and Office Staff (53.8%)
- Professional Athletes and Players (53.8%)
- Sport Official (42.3%)
- Operational staff (38.5%)



It seems that there is a big majority of paid employees (by comparison with self-employment) in Middle Management Staff, Operational Staff and Clerical and Office Staff occupations.

Furthermore, organisations hired Senior Management Staff and Outdoor Activity Leaders only as paid employees.

There is a majority of self-employment in the other occupations (Professional Athletes and Players, Sport Coaches, Fitness instructors and Trainers and Sport Officials).



2) Recruitment Difficulties

26.32% of Romanian respondents reported problems hiring staff (as against 38.6% who said they had no problems hiring staff and 35.09% who did not know).

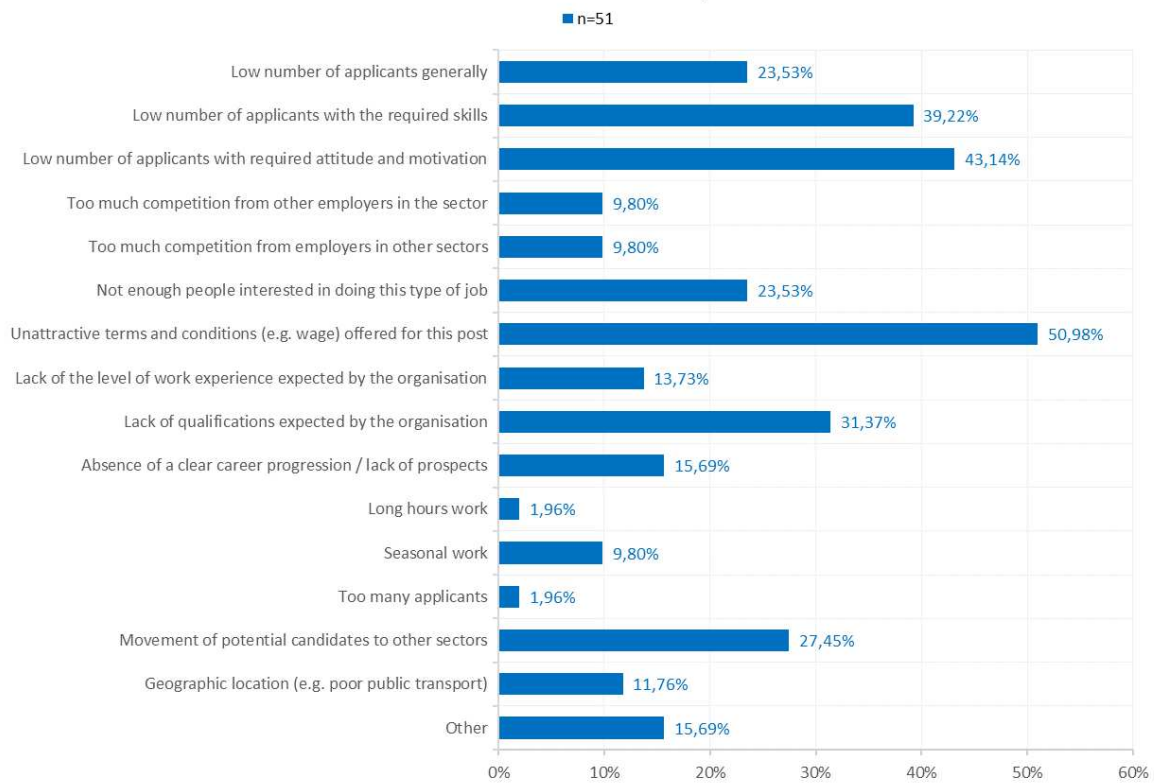
The top five Romanian difficult-to-fill vacancies have some similarities with the occupations being recruited for. Thus, there were difficulties for:

- Sports Coaches (76.9%)
- Professional Athletes and Players (53.8%)
- Senior Managers (38.5%)
- Operational Staff (30.8%)
- Sport Officials (30.8%)

The top five reported Romanian recruitment difficulties were:

- Unattractive Terms and Conditions (including wages) Offered for the Post (50.98%),
- Low Number of Applicants with Required attitude and motivation (43.14%),
- Low Number of Applicants with Required Skills (39.22%),
- Lack of Qualifications Expected by the Organisation (31.37%),
- Movement of potential candidates to other sectors (27.45%).

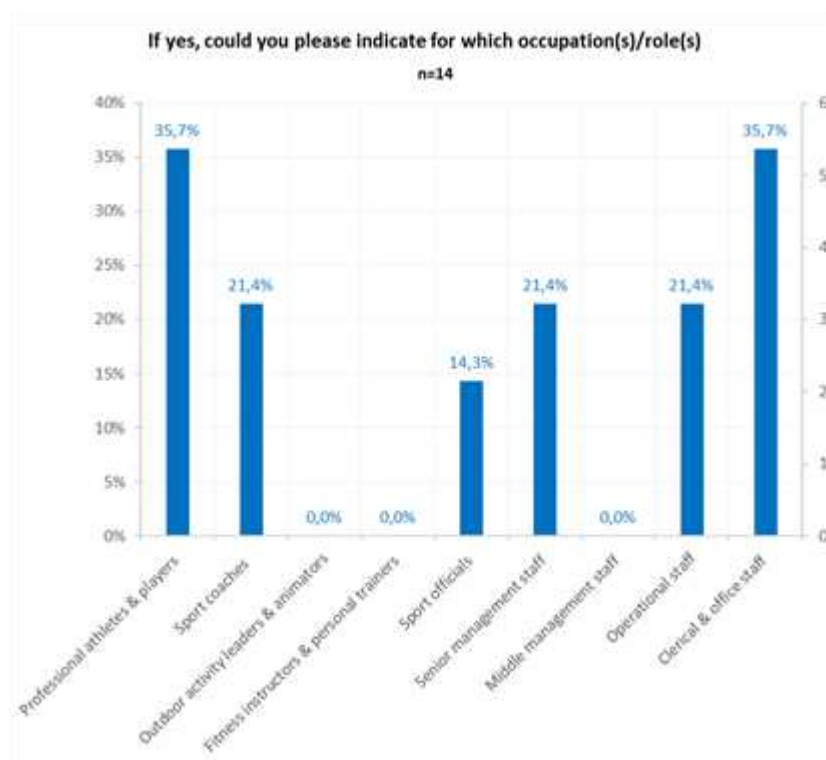
What are/were the main causes of difficulty in recruitment?



3) Retention

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

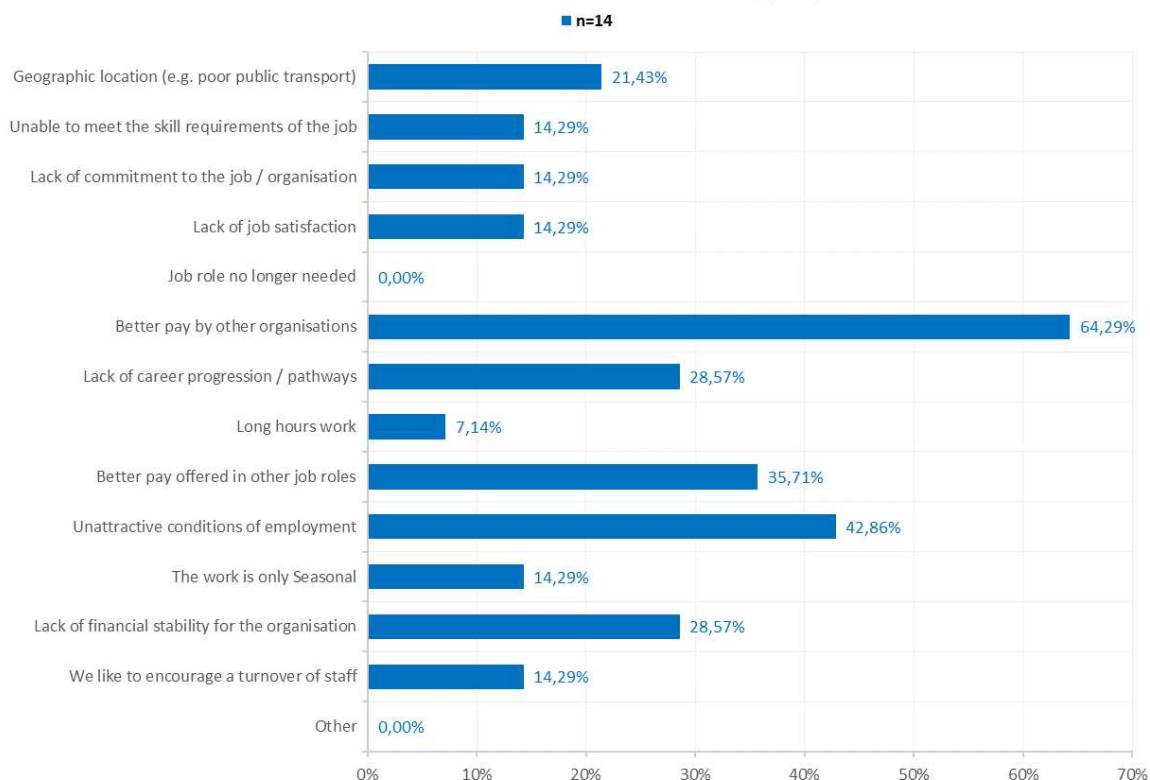
- ✧ Professional Athletes and Players (35.7%)
- ✧ Clerical and Office (35.7%)
- ✧ Operational Staff (21.4%)
- ✧ Sports Coaches (21.4%)
- ✧ Senior Management Staff (21.4%)



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

- ✧ Better pay by other organizations (64.29%),
- ✧ Unattractive conditions of employment (42.86%),
- ✧ Better pay offered in other job roles (35.71%),
- ✧ Lack of career progression / pathways (28.57%),
- ✧ Lack of financial stability for the organisation (28.57%).






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



4) Engaging Volunteers

42.11% of Romanian respondents reported problems engaging volunteers.

The five most difficult to fill volunteer vacancies, according to Romanian respondents, were:

-  Sports Coaches (54.17%)
-  Professional Athletes and Players (45.83%)
-  Operational staff (37.5%)
-  Clerical and Office Staff (37.5%)
-  Sports Officials (33.3%)

f) Key Issues Working in Sport and Physical Activity

1) Method

27 statements were presented to Romanian respondents who were asked to indicate their level of agreement. The next table shows the statements and the percentage of Romanian 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	Improving governance should be a priority for all sport organisations	96,4%
2	Universities/ training providers should work more closely with organisations like yours	96,4%
3	It is important that your staff have access to on-going training to keep their skills up to date	94,5%
4	More effort is needed to make Sport and Physical activity more inclusive in attracting participants	92,7%
5	The Sector is changing and evolving, as a result the skills needed by those working in the Sector will change too	87,3%
6	Effective governance is important to your organisation	87,3%
7	You find your staff are willing to train and develop themselves	85,5%
8	New training courses are required to meet the training needs of organisations like yours	80,0%
9	Our staff would benefit from learning experiences in other countries	80,0%
10	There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression	74,5%
11	Past experience is more important than qualifications when recruiting volunteers	69,1%
12	The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive	67,3%
13	It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer	65,5%
14	Work experience is more important than qualifications when recruiting paid staff	58,2%
15	Our expectations of volunteers are as high as paid staff when they perform the same role	58,2%
16	In the future there will be a demand for a better qualified workforce operating in sport organisations like yours	56,4%
17	Sport organisations have become more professional in recent years	54,5%
18	It is difficult to find relevant continuing professional development (CPD) courses for your staff	54,5%
19	Attitude and personality are more important than qualifications when recruiting paid staff	50,9%
20	It is not easy to progress from a technical role (e.g. as a coach or instructor) to a management position	49,1%
21	The skills required in our organisation are changing	47,3%

22	Volunteers do NOT need the same level of qualifications to perform their roles as paid staff	43,6%
23	It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable	43,6%
24	Customer service is poor in sport and physical activity facilities and clubs	40,0%
25	Expectations and priorities from national Government are causing our organisation to change	38,2%
26	Expectations and priorities from national Government on sport organisations are increasing	20,0%
27	It is easy to find and recruit people with the right skills to work in your organisation as paid staff	16,4%






g) Workforce Development and Planning

1) Performance Review

-  29.09% of Romanian respondents said that they regularly reviewed the skills and training needs of their staff team.
-  47.27% reported that they did so 'partly'

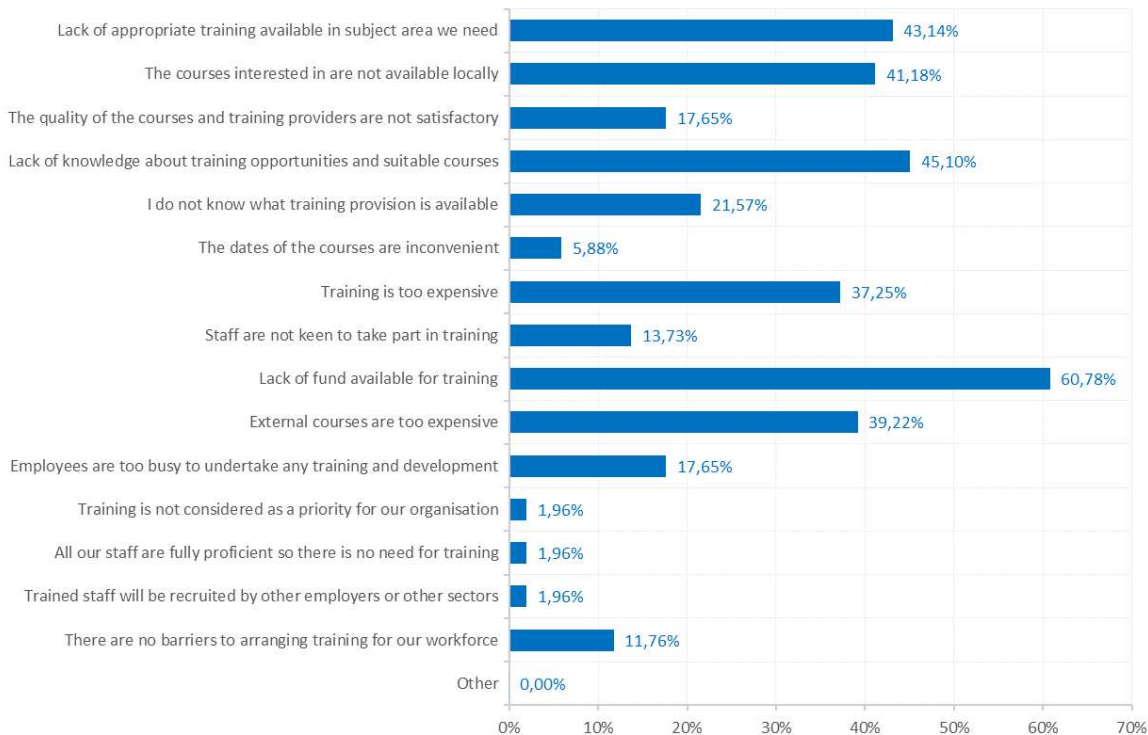
2) Barriers to Training and Development

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

-  Lack of funds available for training (60.78%)
-  Lack of knowledge and training opportunities and suitable courses (45.1%)
-  Lack of appropriate training available in the subject areas we need (43.14%)
-  The courses interested in are not available locally (41.18%)
-  External courses are too expensive (39.22%)

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

■ n=51



One strong message from these results could be that training provision needs to be made more flexible and relevant to the needs of Romanian organisations and employers need to know what is available to them locally.

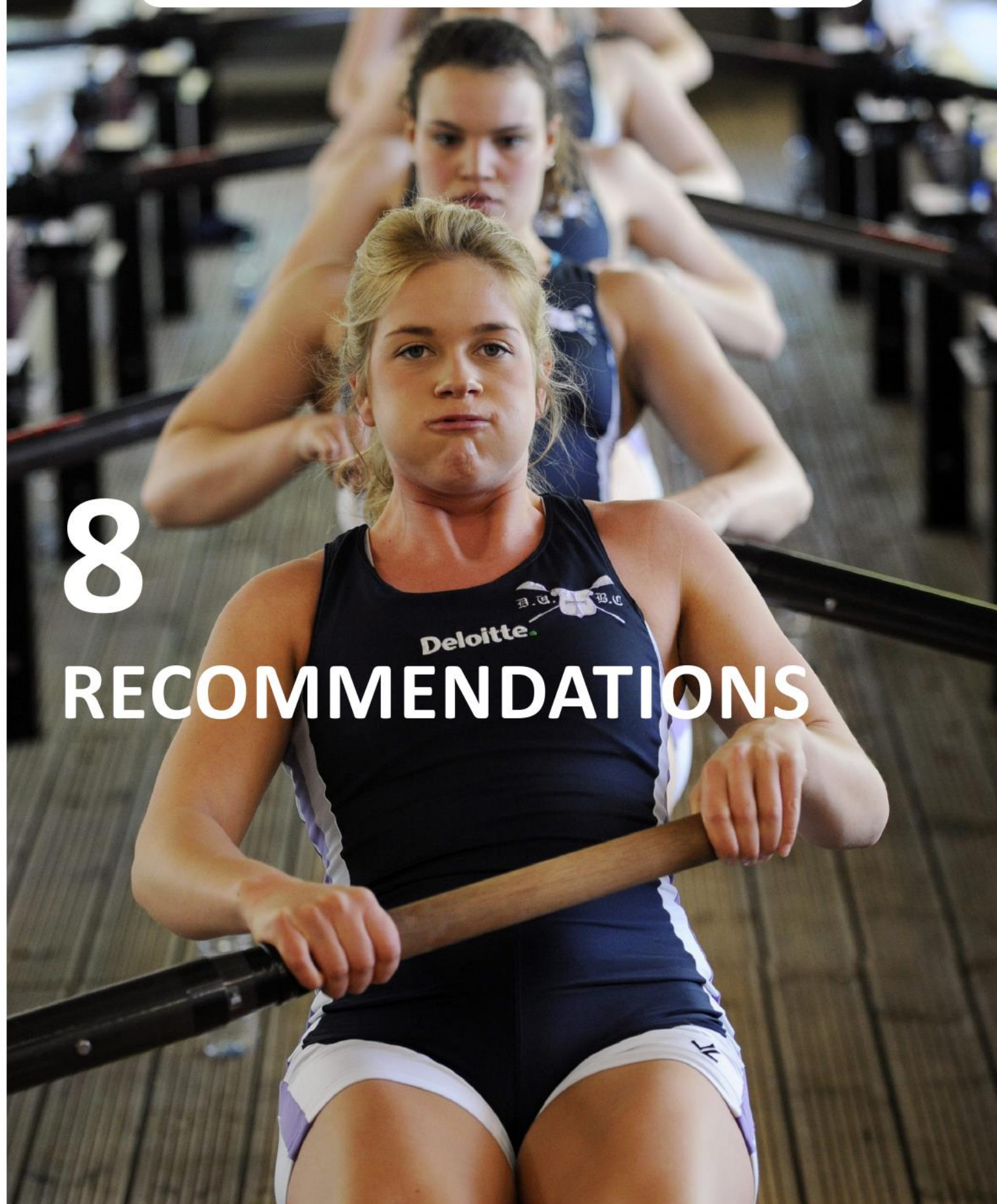


ESSA-SPORT

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

For countries such as Romania where there has not been a National Coordinating Partner and national stakeholder consultation has not taken place it is not relevant or desirable to present a detailed Action Plan in this National Report.

However it is useful to outline four Recommendation Areas drawing from priorities identified at the European level, based on common challenges and priorities across Europe, and present them for discussion at the national level by national stakeholders. Potentially these could be developed in to an agreed Action Plan with target dates and key organisations involved at a later date after being discussed and agreed by national stakeholders.

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