



# ESSA-SPORT

Improving the Supply of Skills to the Sector

# NATIONAL REPORT

Analysis of labour market  
in the sport and physical  
activity sector



Slovakia

September 2019

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

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

### a) The ESSA-Sport Project

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

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

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

### b) The National Report

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

### c) The sport and education system

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

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

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

### d) Sport Labour Market Statistics

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

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

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

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

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

#### **e) Recommendations**

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





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# NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

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

### a) National key facts and data



Capital	Bratislava
Official EU language(s)	Slovak
EU member country	Since 1 May 2004
Currency	euro. Euro area member since 1 January 2009
Schengen	Schengen area member since 21 December 2007

Geographical Size	49 035
Population:	5 450 421
GDP per capita in PPS <sup>1</sup>	78

Political system
<p>Slovakia is a parliamentary democratic republic with a head of government - the prime minister - who holds the most executive power and a head of state - the president - who is the formal head of the executive, but with very limited powers. The country is subdivided into 8 regions, each named after its principal city. These have been given a certain degree of autonomy since 2002.</p>

Trade and economy
<p>The most important sectors of Slovakia's economy in 2018 were industry (26.2%), wholesale and retail trade, transport, accommodation and food services (20.2%) and public administration, defence, education, human health and social work activities (14.8%).</p> <p>Intra-EU trade accounts for 86% of Slovakia's exports (Germany 22%, Czechia 12% and Poland 8%), while outside the EU 3% go to the United States and 2% to both Russia and China.</p> <p>In terms of imports, 80% come from EU Member States (Germany 20%, Czechia 16% and Austria 10%), while outside the EU 5% come from both Russia and South Korea.</p>

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



European Parliament
There are 13 members of the European Parliament from Slovakia.

Unemployment rate	5%
Job vacancy rate <sup>2</sup>	1.1%

## b) Characteristics of the overall labour market

### 1) The total employment in Slovakia

<b>TOTAL EMPLOYMENT</b>	2.533.000
<b>+ % of the population aged 15-64</b>	<b>67,6%</b>
<i>Total population aged 15-64</i>	3.748.600

<b>TOTAL UNEMPLOYMENT</b>	180.000
<b>+ % of the active population</b>	6,5%

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

Male	55,1%
Female	44,9%

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

15 - 24	6,4%
25-49	78,1%
50+	15,5%

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

Employed	85,1%
Self-employed	14,9%

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

Full time	95,1%
Part time	4,9%

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



## 6) The overall labour market – By level of education<sup>3</sup>

Low education	4,5%
Medium education	69,6%
High education	25,9%

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<sup>3</sup> The statistics on level of education collated from Eurostat refer to ISCED level:

Low education                      Levels 0-2

Medium education                Levels 3-4

High education                    Levels 5-8



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# THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

### 3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

#### a) Ministry<sup>4</sup>

The Ministry of Education, Science, Research and Sport of the Slovak Republic is the central body of the state administration of the Slovak Republic for elementary, secondary and higher education, educational facilities, lifelong learning, science and for the state's support for sports and youth.

The Sport division of The Ministry of Education, Science, Research and Sport of the Slovak Republic is responsible for creating favourable conditions for sports and physical activity as well as for the reconciliation and development of sport policy. The competences of the Ministry of Education, Science, Research and Sport of the Slovak Republic in the field of sport are defined by law act no 440/2015 Coll. on sport and on the amendment of certain acts. The main task is the promotion and development of sport among youth, ensuring the preparation and participation of the sports representation of the Slovak Republic at a major sports competition, the protection of the integrity of sport and the promotion of a healthy way of life for the population. The agenda is carried out in cooperation with a range of different organisations.

#### b) Legislation

There are several key acts that govern the sport division of The Ministry of Education, Science, Research and Sport of the Slovak Republic. The Ministry drafts or participates in the drafting of legislative proposals concerning sports and physical activity that are submitted to the Parliament for decision.

*Act no 440/2015 Coll. on sport and on the amendment of certain acts.*

This Act governs sport, persons involved in sport, legal relations in sports activities, the purview of public bodies and public authorities operating in sport and measures against negative phenomena in sport.

*Act no 310/2019 Coll. on the Sport Promotion Fund and on the amendment of certain acts.*

Sport Promotion Fund was established as a public institution for the purpose of sport support and development, youth sport, top sport, national sport teams of the Slovak Republic, sport for all, sport for the disabled. Financial support is provided by the form of sport support project allowance.

*Act no 1/2014 Coll. on the organization of public sporting events and on the amendment of certain acts.*

The act regulates the conditions of organizing a public sport event, organisers responsibility of the event, activities, authorizations and duties of a member from organizing service, responsibility of member from organising service, the role of the municipality and the Police, duties and prohibitions for the participant of the event, safety at the event, liability and penalties for illegal activities

#### c) State financing






The Ministry of Education, Science, Research and Sport of the Slovak Republic finances sports entities according to Act no. 440/2015 Coll. on sport and amending regulations. Financing consists almost entirely of state budget, national lottery (TIPOS) and other public sources. The Ministry does not have legal option to provide finances to personal entity or legal entity, unless it is an authorized entity for the realization of any

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<sup>4</sup> The first four parts of this section are referenced to the website of the Ministry of Education, Science, Research and Sport. <https://www.minedu.sk/about-the-ministry/>



lawful purpose. The Ministry uses budget appropriations allocated for sport and physical activity for financing:

-  Sport for all, school and university sport
-  Recognised sports – regular transfers
-  Recognised sports – capital transfers
-  National sports projects
-  Sport infrastructure - capital transfers




#### **d) International and EU Affairs in the Field of Sport**

The Ministry of Education, Science, Research and Sport, as the highest governmental authority for sport, is responsible for developing international and EU affairs in the field of sport. Its commitments in this area are primarily focused on sports agenda and mutual cooperation within the European Union, Council of Europe and UNESCO on the basis of membership and international conventions relating to sport. Along with the multilateral cooperation the Ministry of Education, Science, Research and Sport also deals with bilateral cooperation in sport area with different countries and international organisations concerning sport and takes part in various international sport-related bodies.




Slovakia has ratified the following international conventions: European Convention on Spectator Violence and Misbehaviour at Sports Events, European Anti-Doping Convention, UNESCO International Convention against Doping in Sport and Convention on the Manipulation of Sports Competitions, which is signed and foreseen to be ratified.

Since 2004 when Slovakia has become a member of the European Union the Ministry of Education, Science, Research and Sport has been dealing with sport-related EU agenda. It is responsible for preparation and implementation of the EU conclusions and recommendations of the Council of the EU in sport field as well as for taking active part in the EU bodies and forums: meetings of directors and ministers responsible for sport and the EU working groups, in particular Working Party on Sport of the Council of the EU.

Cooperation in the field of sport within the Council of Europe is based on these documents, adopted by the Slovak Republic:

-  The European Sport Charter
-  The Anti-Doping Convention
-  The European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches

The Ministry of Education, Science, Research and Sport is engaged, through active participation of the its representatives, into work of these forums of the Council of Europe:






-  Ad Hoc European Committee for the World Anti-Doping Agency - CAHAMA;
-  Standing Committee of the European Convention on Spectator Violence and Misbehaviour at Sport Events and in particular at Football Matches - T-RV;
-  Monitoring Group of the Anti-Doping Convention of the Council of Europe - T-DO.

Slovakia is a state party of the UNESCO Convention against Doping in Sport, which was ratified on 15 January 2007. Since then representatives of the Ministry of Education, Science, Research and Sport and the Slovak Anti-doping Agency regularly participate in sessions of the Conference of State Parties.



#### e) National strategy<sup>5</sup>

The Conception of State Policy in the Field of Sport - Slovak Sport 2020 (2012 - 2020) is the basic document that deal with the topic of promoting sport and healthy lifestyle of children and youth in Slovakia in general.





The Conception of Sport deals with other topics such as:

-  elite sport support,
-  sport for people with disabilities
-  sport funding and legislation,
-  international cooperation,
-  education in the field of sport, science and research.




The Conception of Sport has two strategic objectives:

-  Healthy and active society
-  Successful representation of Slovakia





Specific objectives and priorities include:

-  Sport promotion as a recommended mode of active leisure time for the general public, especially for children and young people
-  Improvement of the quality of sport representation and the preparation of sportsman
-  Revitalisation and building of a sport infrastructure and building of a National Football Stadium
-  Sport promotion for people with disabilities

The Conception of Sport provides:

-  an analysis of situation in individual areas connected to priorities (sport promotion, sport representations, sport infrastructure, sport for people with disabilities etc.),
-  defines responsible bodies, strategic objectives,
-  proposes actions to achieve them.

Key elements of Sport and Health part and its proposed actions:

-  Sport for all - health-oriented physical activities, e.g. construction and development of sports infrastructure for recreational sport activities of the population, organization of events and edification, support of local sport organizations in engaging the public in sports activities and others.
-  Physical and sport education at elementary and secondary schools, e.g. to increase of the number of physical education hours at schools, more attractive content of physical education lessons, educating teachers in Physical Education innovations, national competitions and projects for school sport promotion and others.
-  Leisure time Sports Activities for children and youth, e.g. support for sport clubs at schools, youth clubs, low-threshold and community centers, publishing of good practice examples, teachers and youth coaches appreciation, and others.
-  Sport competitions for children and pupils of kindergartens, elementary schools and secondary schools, information for public about the offered sports activities through the

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<sup>5</sup> <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/73-sport-youth-fitness-and-physical-activity-slovakia>

portal [www.skolskysport.sk](http://www.skolskysport.sk), organization of sport competitions as motivation for pupils to be more physically active and others.

- ✧ Sports activities for university students, e.g. improvement of sport infrastructure at universities, creation of sport centres, promotion of collective sports and others.

Target groups are:

- ✧ public
- ✧ children, pupils and students
- ✧ athletic youth
- ✧ top athletes and representatives
- ✧ citizens with disabilities

The Ministry of Education, Science, Research and Sport of the Slovak Republic is responsible for the Conception of Sports' coordination and implementation.

Strategic Partners are:

- ✧ governmental and state organisations e.g. various ministries in the area of their competence,
- ✧ non-governmental field: the Slovak Olympic Committee, the Slovak Paralympic Committee, sport unions and associations, sport clubs and physical education unions, foundations,
- ✧ local self- governments (municipalities) and self-governing regions,
- ✧ schools, physical and sport education teachers,
- ✧ families,
- ✧ private sector – sponsors/donors.

The implementation period for the Conception of Sport was set for the period 2013 to 2020.

The Conception of Work with Sport-talented Youth for the period 2015 - 2020 is another document of the Ministry of Education, Science, Research and Sport of the Slovak Republic that presents:

- ✧ system of care for talented athletic youth
- ✧ key changes in the system of care identification
- ✧ further actions drafting.

The Conception of Work with Sport-talented Youth does not specify the implementation methods.

Implementation and evaluation of the Conception of Work with Sport-talented Youth being taken into action is the responsibility of the Ministry of Education, Science, Research and Sport of the Slovak Republic. There are no documents on its monitoring and evaluation available yet.

#### **f) 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.



Slovakia (N = 1,089)

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.

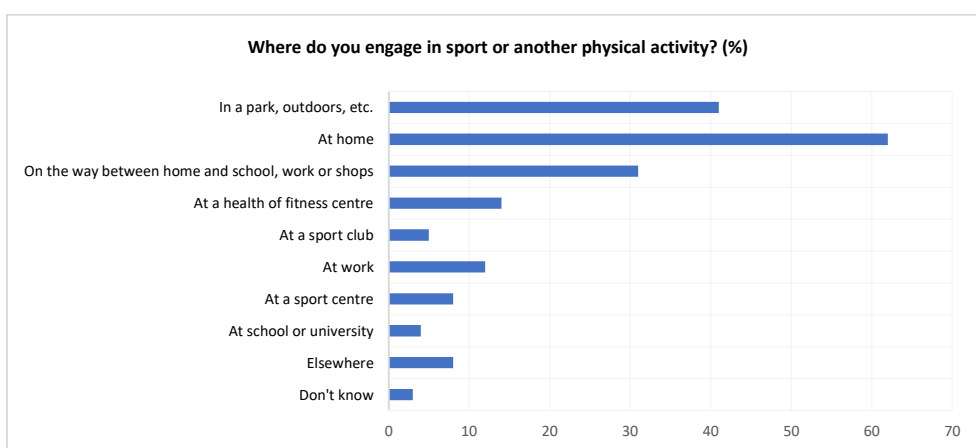
The full Special Eurobarometer 472 national factsheet can be found here:

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

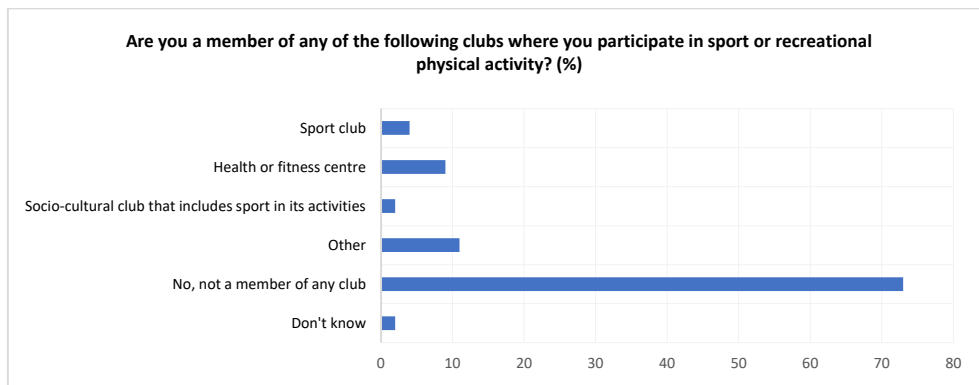
### 1) Participation in sport or exercise



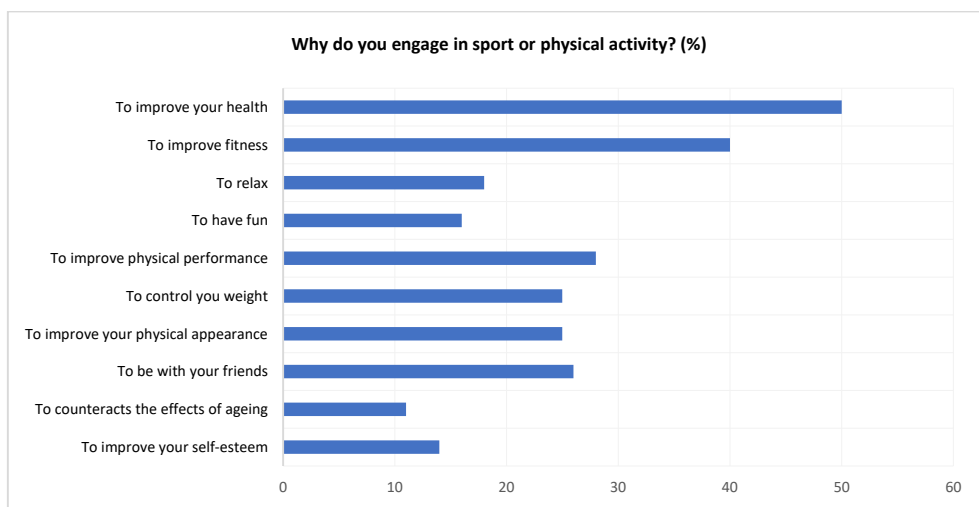
### 2) Location of engagement in sport or physical activity



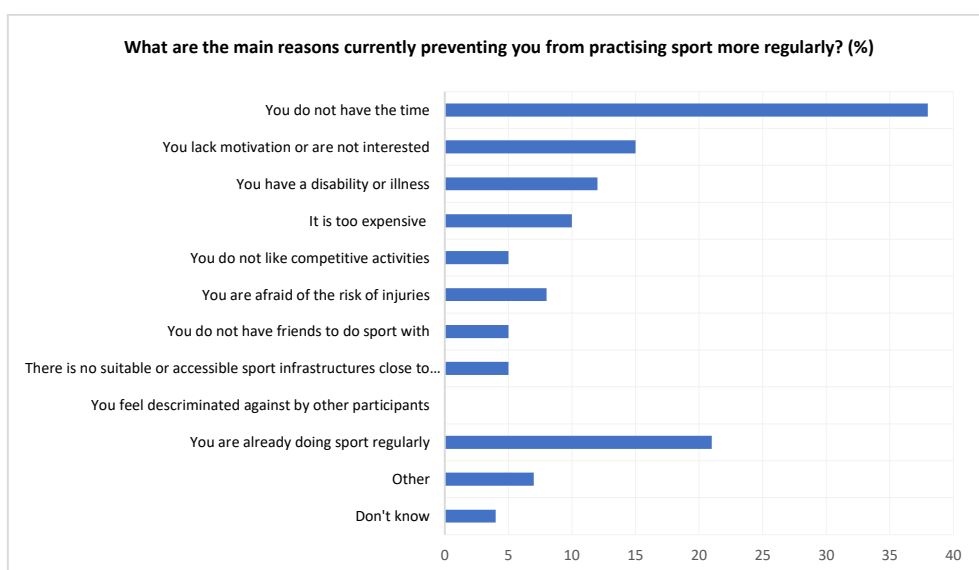
### 3) Club membership



### 4) Motivation to participate

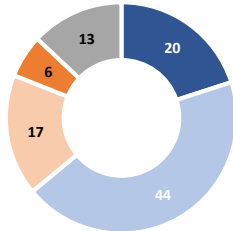


### 5) Barriers to participation



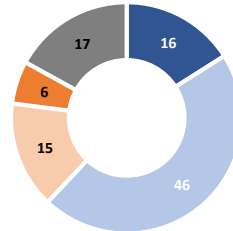
## 6) Opportunities to participate

The area where you live offers you many opportunities to be physically active



■ Totally agree ■ Tend to agree ■ Tend to disagree ■ Totally disagree ■ Don't know

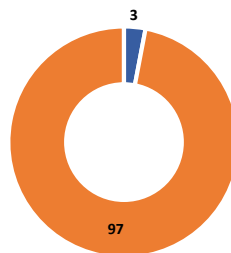
Local sport clubs and other local providers offer many opportunities to be physically active (%)



■ Totally agree ■ Tend to agree ■ Tend to disagree ■ Totally disagree ■ Don't know

## 7) Engagement in voluntary work in sport

Do you engage in voluntary work that supports sporting activities? (%)



■ Yes ■ No ■ Don't know





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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 Slovakian statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Slovakia in 2018 was 9,762. This represents a growth rate of 45.79% since 2011.**

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

### a) Total Number of People Working in Sports Organisations

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

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

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

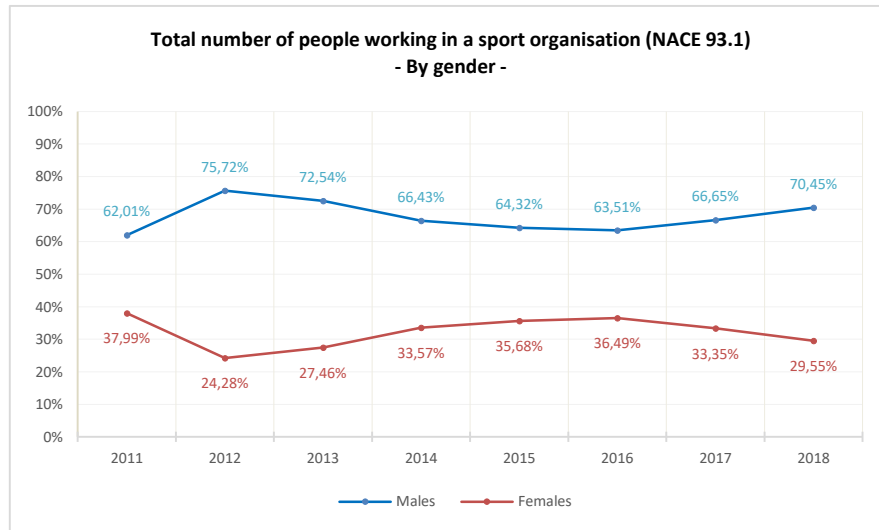
### 1) Total Number of People Working in All Occupations in Slovakian Sports Organisations and Growth Rate



The total Slovakian working population in these organisations (all occupations) as of 2018 is 9,098. This compares with a figure of 5,803 in 2011. Thus, there is an increase during this period of 3,295 (56.78%). When the evolution is analysed year after year, it is interesting to note that the number of people working under the NACE code 93.1 in Slovakia significantly increased until 2014 before decreasing in 2015. Then the growth was slightly positive for 3 years and decreased again in 2018.

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

The number of male employees in 2011 exceeded the number of females by 1,394 (24% of the total workforce). In 2018, this number exceeded the number of females by 3,721 (40%). The graph below shows that the gap between genders increased and there is less parity in Slovakian sports organisations than before. From 2011, the proportion of females fell to 29.55% (-7.5% of the workforce).

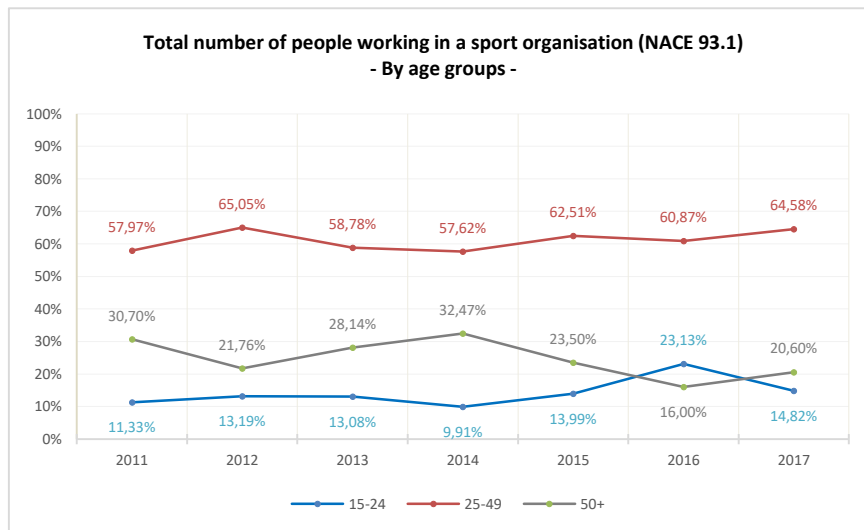


### 3) All People Working in Slovakian Sports Organisations by Age

Data for 2018 are incomplete as there are only data for the 25-49 group age.

In 2017 the workforce was broken down by age as:

15-24 years old	1,591 (14.82%)
25-49 years old	6,933 (64.58%)
50+ years old	2,212 (20.60%)



It is interesting to note that there are more people from the 50+ age group than in the 15-24 age group in 2017. However, the workforce in sports organisations is slightly rejuvenating as the proportion of 50+ decreased to the benefit of the 15-24 group.

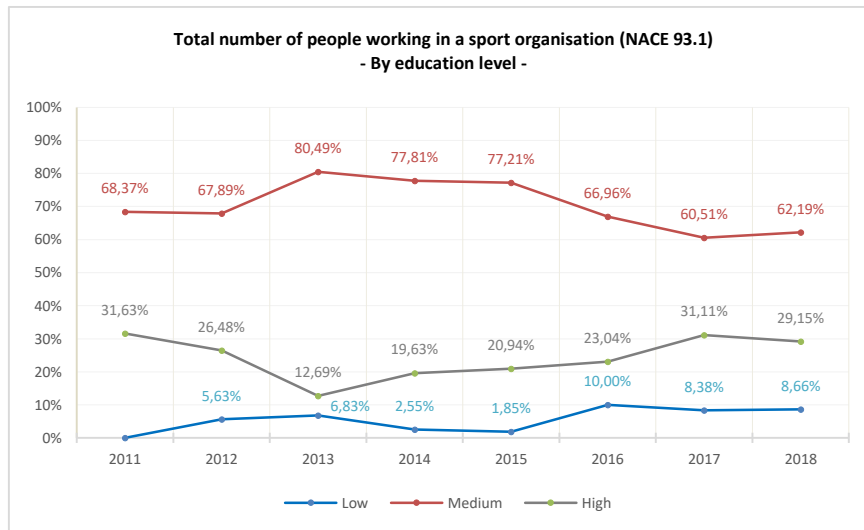
The 25-49 group age still represents the majority of the workforce in Slovakian sports organisations and increased by over 6.5%.



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

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

Low (ISCED 0-2)	788 (8.66%)
Medium (ISCED 3-4)	5,658 (62.19%)
High (ISCED 5-8)	2,652 (29.15%)



2011-2018 shows important changes in the proportion of education levels. Indeed, in 2011, the proportion of low education level was almost non-existent. However, this group increased by about 8.5%.

Over the eight-year period, the high education level decreased by 2.5% and the medium education level decreased by 6%.

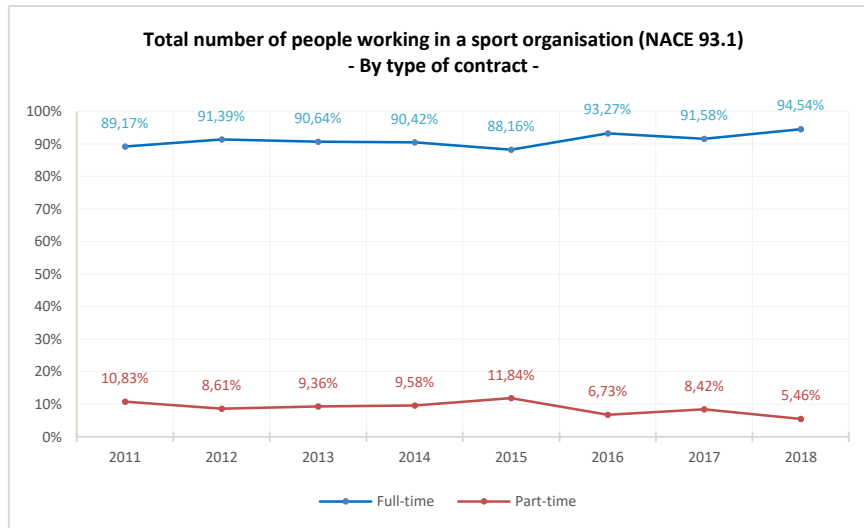
This may indicate a greater need for initial and basic training in the Slovakian sports organisations.

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

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

Full-time 8,601 (94.54%)

Part-time 497 (5.46%)



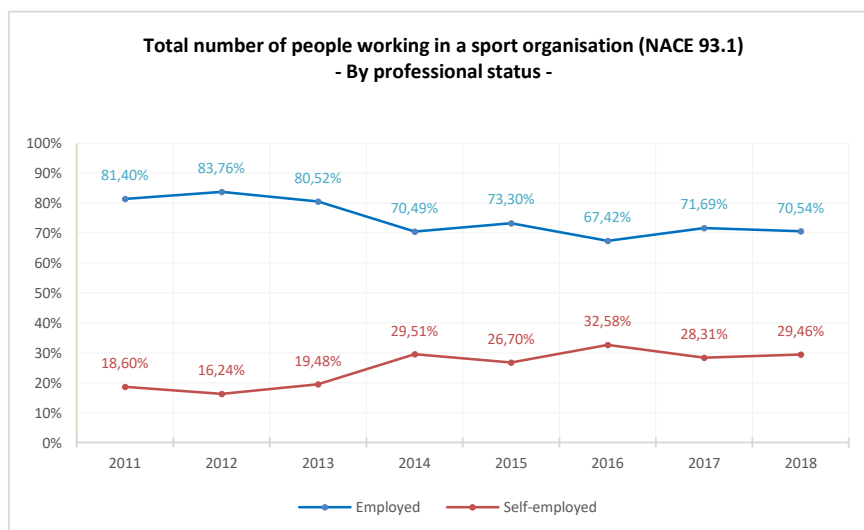
2011-2018 shows a significant decrease in the proportion of part-time jobs (by about 5.5%) and an increase in the number of full-time jobs by the same percentage.

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

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

Employed 6,418 (70.54%)




Self-employed 2,681 (29.46%)



2011-2018 shows a decrease in the percentage of employed (11%) to the benefit of self-employed staff. It is interesting to note that the gap between both professional statuses has decreased from an 80/20 ratio in 2011 to a 70/30 ratio in 2018. The increase of self-employed may suggest a preference in the Slovakian market overall.

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

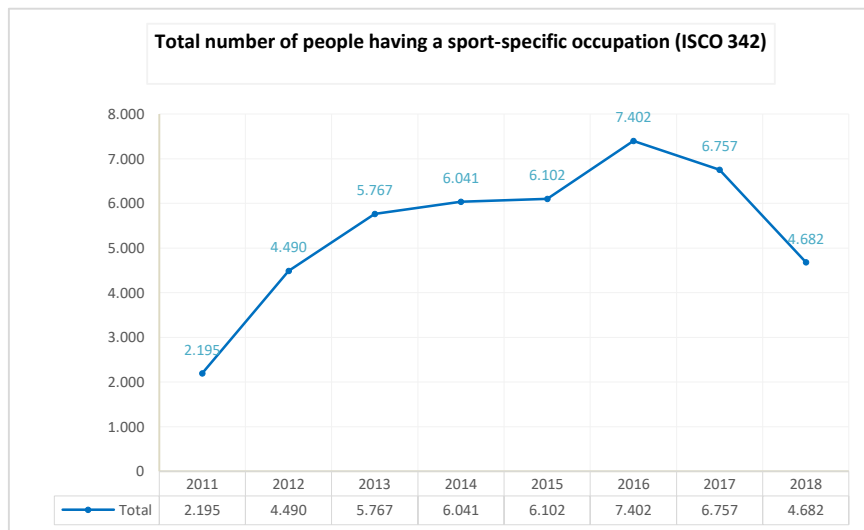
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

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

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

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

The total working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 4,682. This compares with a figure of 2,195 in 2011.



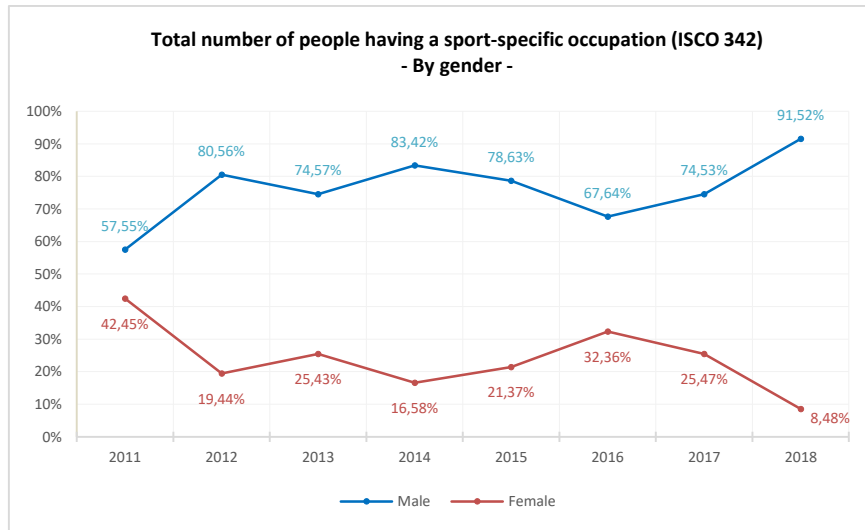
Thus, there is a growth during this period of 113.30% but it is important to underline that the rate has decreased since 2017. If the evolution is analysed year after year, the curve could be divided in 4 parts: first a sharp increase from 2011 to 2013 followed by a two-year period of slight increase. In 2016, a peak is present and after this, the growth became negative until 2018. Further research should be done to find what has caused these variations (change of Eurostat methodology or real change in the Slovakian sport market).

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

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

Male 4,285 (91.52%)

Female 397 (8.48%)



This shows a considerable change from 2011 when 57.55% of those working in sport specific occupations were male and 42.45% were female – a margin of less than 15%. The number of males employed now exceeds the number of females by 83.04%. This is a greater margin than the number of males over females in the working population of sports organisations. It is interesting to note that after a high increase in female employment to 2016 there was a large decrease in 2017-2018 resulting in the wide gap between male and female, it is important to monitor this situation as it is clear that the sport specific occupations are almost all occupied by male employees.

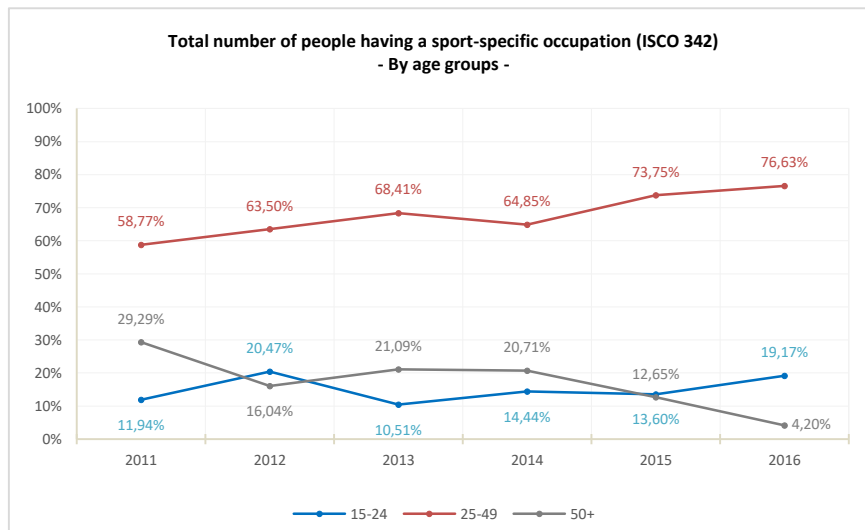


### 3) People Working in Sport Specific Occupations by Age

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

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

15-24 years old	3,738 (19.17%)
25-49 years old	10,068 (76.63%)
50+ years old	2,999 (4.20%)

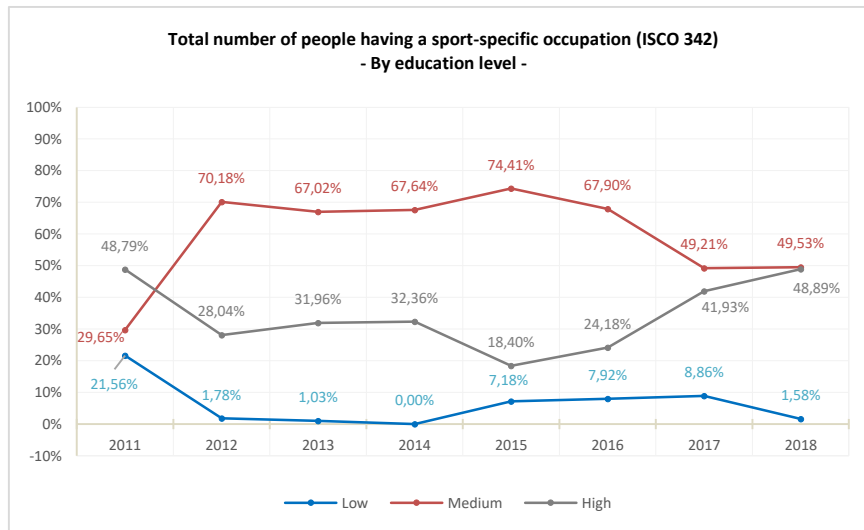


2011-2016 shows a large increase in the 15-24 group age (7%) and in the 25-49 group age (18%). The graph also shows a large negative growth rate for the 50+ group age (25%). This would suggest the sports specific workforce is getting slightly younger. This contrasts with the age of the working population in sports organisations as whole (NACE 93.1) where we see a slight aging tendency. The higher number of young people joining sport specific occupations may suggest a greater need for initial and basic training in employing organisations.

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

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

Low (ISCED 0-2)	74 (1.58%)
Medium (ISCED 3-4)	2,319 (49.53%)
High (ISCED 5-8)	2,289 (48.89%)



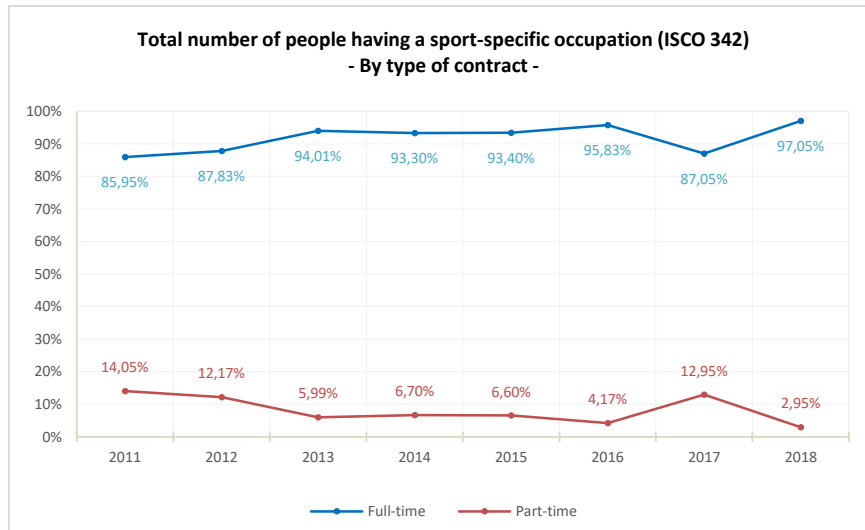
2011-2018 shows an impressive 20% decrease in the low education group and a considerable increase (50%) in the medium education group. Proportionally, the high education group remains the same although this group declined notably in the period 2011-2015 but recovered to 2011 levels by 2018. It is important to highlight that there are now almost no people with low education attainment in sport specific occupations as almost the whole workforce (98.42%) is represented by medium and high workforce.

## 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 4,544 (97.05%)

Part-time 138 (2.95%)

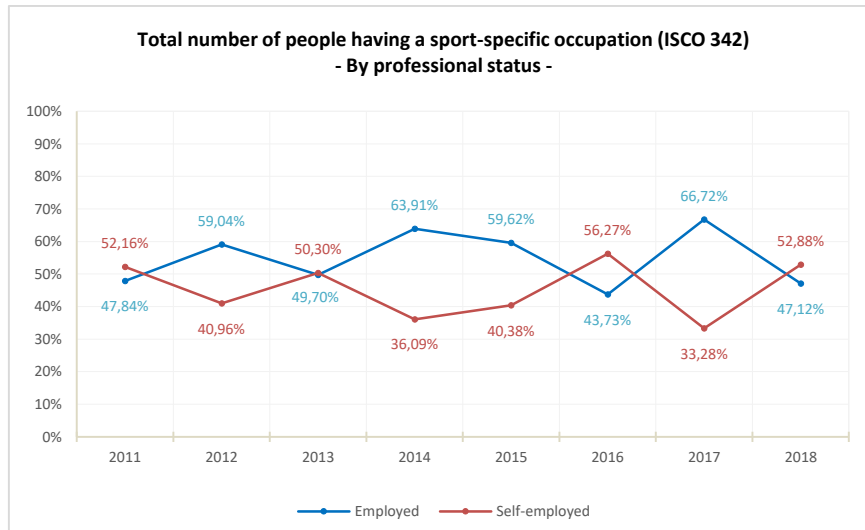


2011-2018 evolution shows a large growth in full-time contracts. Indeed, the proportion has increased by 11% as the part-time contracts decreased by the same percentage. In 2018, full timers represent 97% of all people having a sport specific occupation which is a very high number by European standards where part-timers represent 49.8% of the market.

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

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

Employed 2,206 (47.12%)  
Self-employed 2,476 (52.88%)



2011-2018 shows a slight increase in the percentage of self-employed (0.6%). The preference for self-employment people is increasing over the years (except a large decrease in 2018) and may represent preferences in the Slovakian labour market overall. The chart shows there have been significant fluctuations over the eight-year period which would be worthy of further research.

The graph shows that in 2018, the number of self-employment is higher than employed people. It will be important to monitor if this is the start of a trend or just a short-lived state.

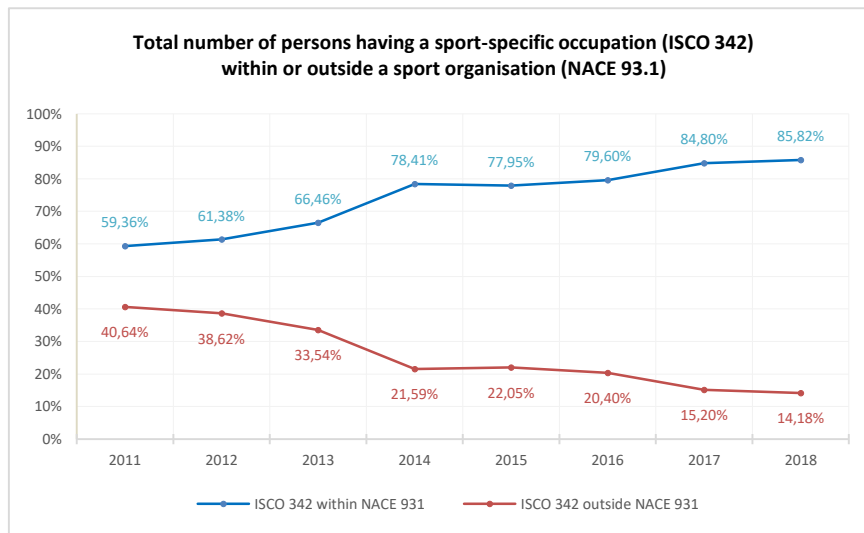


## 7) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

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

In sports organisations 4,018 (85.82%)

In other types of organisations 664 (14.18%)



This compares with 2011:

In sports organisations 1,303 (59.36%)

In other types of organisations 892 (40.64%)

The graph clearly shows that the number of sport specific occupations outside sports organisations fell from 40.64% to 14.18% (-26.46%). This means that more and more sport specific occupations are hired in the sports organisations.

### c) Total Employment in the Sports Sector

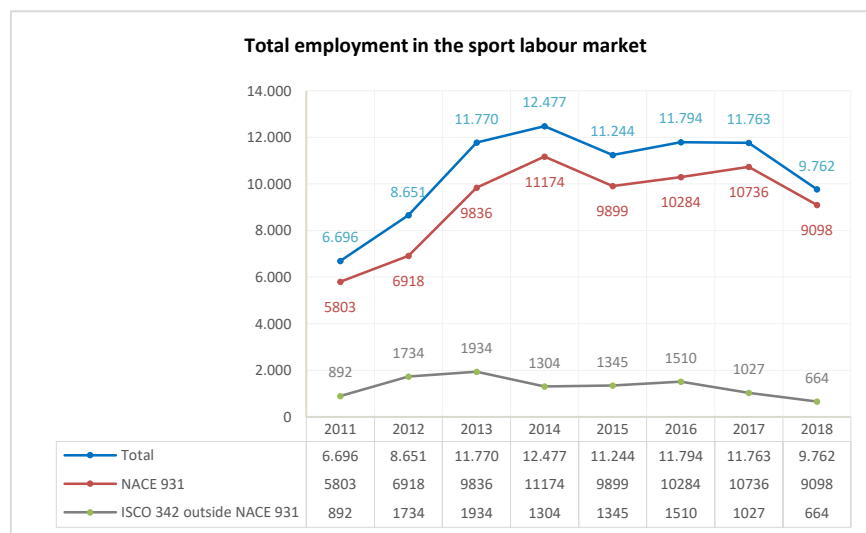
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

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

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

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

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



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

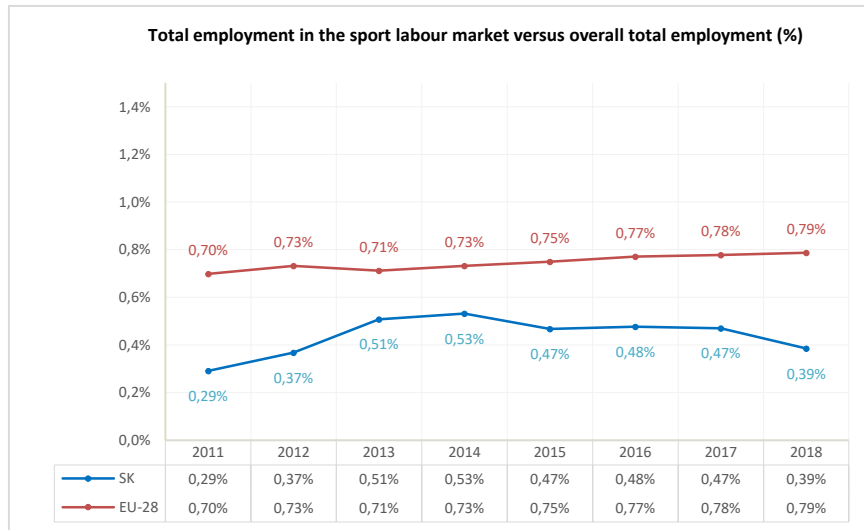
2011                    6,696

2018                    9,762

This shows an overall increase rate of 45.79%.

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

The size of the Sport and Physical Activity workforce in Slovakia is lower (by 0.4%) than that in the EU 28 as a proportion of total employment. In Slovakia 0.39% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. There has, however, been a 0.1% gain over the period.



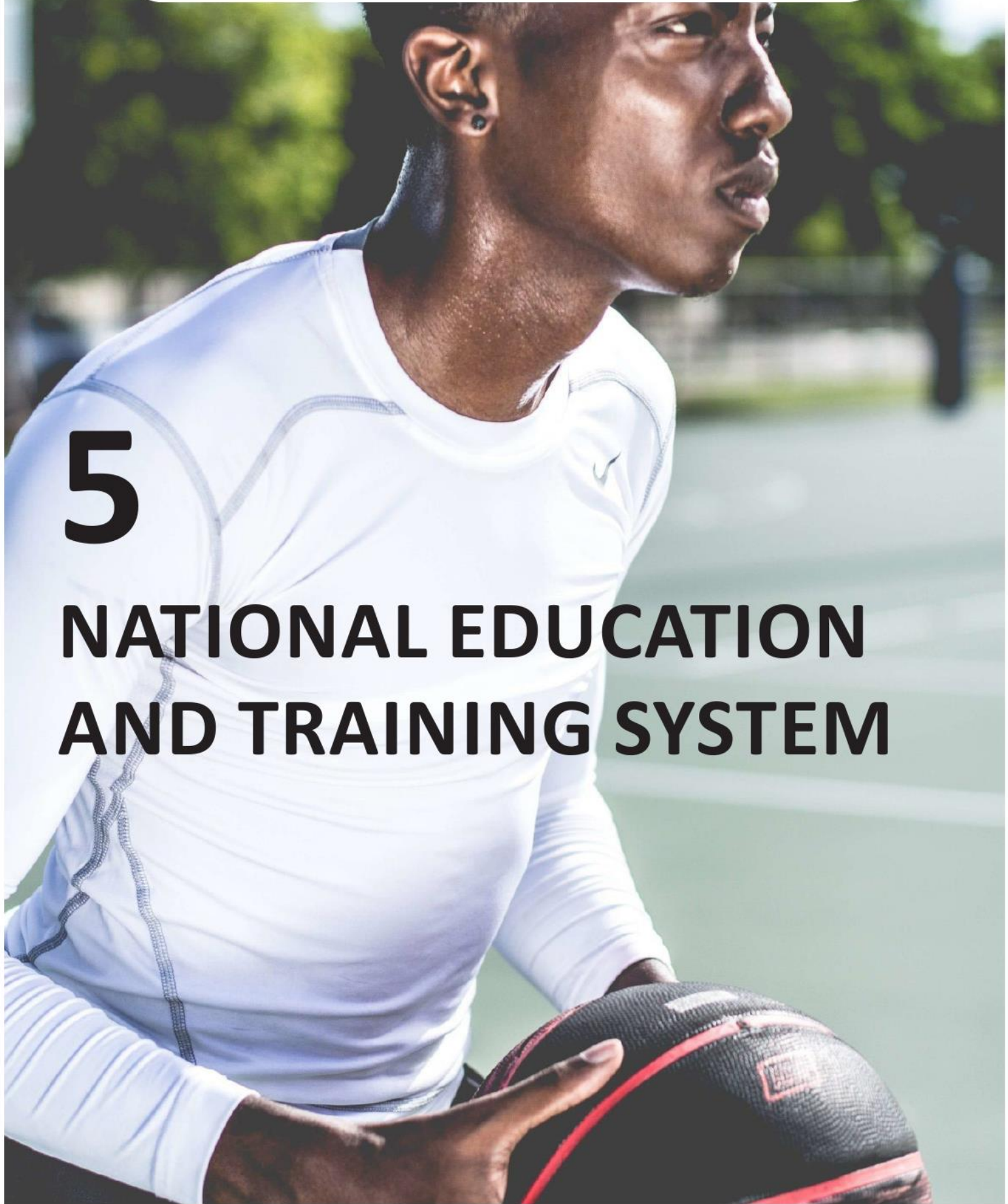


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**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**



## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

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

The Ministry of Education, Science, Research and Sport of the Slovak Republic is the central body of the state administration of the Slovak Republic for pre-primary, primary, secondary and higher education, educational facilities, lifelong learning, science and technology, and of the state care for youth and sports.

Within the area of its competence the Ministry establishes budget and profit-making organisations, and supervises and evaluates their activities. The Ministry manages schools and school facilities at the territory of the Slovak Republic through generally binding rules, by providing vocational guidance to all founders; it administers the network of school and school facilities in the Slovak Republic.

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

Pre-primary education is the first stage of the education system. Kindergartens for children between ages of three and six provide pre-primary education.

Compulsory school attendance lasts ten years (between the age of 6 and 16) and pupils complete it by finishing the first year of upper secondary education or by reaching the age of 16.

Primary and lower secondary education are a 9 year long single structure system (primary education lasts 4 years, lower secondary education lasts 5 years). Primary and lower secondary education takes place at primary schools, where children start to fulfil their compulsory school attendance at the age of six.

Upper secondary education starting age is 15 and its organisation structure divides into general, vocational and art education. Four, five or eight-year Gymnasia (age of 11- 18) provide general upper secondary education. In addition to upper secondary vocational education, secondary vocational schools also provide educational programmes of post-secondary education and tertiary professional education. Study at secondary vocational schools lasts from two to five years. Conservatories, which are a specific type of school providing lower and upper secondary education as well as tertiary professional education, provide art education.

Higher education has three levels - Bachelor, Master and PhD study programmes – fully within the competence of universities and higher education institutions.

Adult education provides a possibility to supplement, extend and enhance one's obtained education, re-qualify or satisfy one's interests (universities of the third age, language education). It takes place in further education institutions, schools and non-school institutions.

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<sup>6</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-72\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-72_en)



<sup>7</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/slovakia\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/slovakia_en)



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

Higher education institutions are legal entities and their organisation and activities are decided by the bodies of academic self-government in compliance with the Act on higher education.

Higher education institutions can be classified as

-  Universities or
-  Vocational higher education institutions.

Universities provide education in study programmes of all three levels and perform basic research and applied research and development.

Vocational higher education institutions provide higher education mainly in study programmes of the first level and perform mainly applied research.

Regarding the system of funding and ownership, higher education institutions are divided into public, state owned and private higher educational institutions. In addition, higher education may be also provided by foreign higher education institutions.

#### 1) Public higher education institutions

Public higher education institutions are public service and independent institutions founded and closed by law. The law also determines their name, classification, and seat. If a public higher education institution is divided into faculties, the faculties are founded with the institution. Public higher education institutions are autonomous and self-governing and they are managed by self-governing bodies according to the internal rules of the higher education institutions.

#### 2) State higher education institutions

State higher education institutions include police, military and healthcare higher education institutions. State higher education institutions are linked by their budget to the State budget as contributory or budgetary organisations of the respective ministry. The fields of study offered by state higher education institutions are not exclusively limited to these institutions; study programmes in the given fields of study, providing they meet the accreditation conditions, may be also provided by public and private higher education institutions.

#### 3) The private higher education institutions

A private higher education institution is a legal entity with its seat in the Slovak Republic or another member state; it was founded for the purpose of education and research. The Government of the Slovak Republic gives an approval to private entities to operate as private higher education institutions. The Accreditation Commission gives a statement to the application.

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<sup>8</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-72\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-72_en)

#### 4) Foreign higher education institutions

Foreign higher education institutions provide higher education in the Slovak Republic in compliance with the legislature of their home country based on the authorisation granted by the Ministry of Education, Science, Research, and Sport of the Slovak Republic.

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

VET at lower, upper and post-secondary levels is delivered by secondary VET schools. VET schools, similarly to general education schools, are highly regulated through legislation and detailed curricula, although they are legal entities and are also obliged to adjust their curricula within the limits set by the national curricula. Most VET schools are public, similarly to other types of schools. Most learners at upper secondary VET (86%) are in public schools. VET can be currently offered as:

- (a) school-based programmes with practical training (mainly) in school workshops
- (b) dual VET, where learners (or their parents) have contracts with enterprises for provision of in-company training, while companies and schools have agreements on provision of dual VET specifying in detail duties of both partners
- (c) mixed scheme, with school-based learning along with training provided by a company within the framework of school-company contract specifying numbers of trainees and a share of training performed by the company

A fully new VET governance architecture was created in 2009 and was slightly revised in 2015 and 2018. It consists of the following coordinating and advisory bodies:

- (a) National VET Council is the coordinating body affiliated to the government that discusses VET policy (for example, regional and sectoral strategies). 18 working groups covering selected study fields support adjustments in VET programmes to match them better to labour market needs. A working group for the verification of labour market needs focuses on assessing self-governing regions activities regarding entry-regulations into secondary education
- (b) Regional VET Councils are composed of representatives of state, self-government, employers and employees. They are advisory bodies of heads of the eight self-governing regions linking VET (they prepare regional VET policy documents, discuss number of places to be offered in respective schools and programmes, etc.
- (c) Sectoral (Skills) Councils established originally as working groups participating on creation of the National System of Occupations within a respective ESF project are currently regulated by the Act on Employment Services (5/2004) as a voluntary independent association of employers' representatives, trade union representatives, educational institutions and other organisations, state administration and self-government authorities. The 'Alliance of Sectoral Councils' is an umbrella organisation for 24 Sectoral Councils. Sectoral Councils provide expertise to policy-makers concerning labour market needs in terms of knowledge, skills and competences required in occupations, and support the creation of a national occupations system. They also cooperate in creation of national qualifications system.

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<sup>9</sup>[https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Slovakia\\_2018\\_Cedefop\\_ReferNet.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Slovakia_2018_Cedefop_ReferNet.pdf)

(d) Institutions of the world of work selected from chambers and employers' associations ('sectoral assignees') are set by legislation to represent employers' interests by VET study fields as professional counterparts to education authorities and experts. 'Sectoral assignees' are to play a prominent role in adjusting VET to labour market needs and in assuring its quality

(e) The 'Employer Council for Dual VET' encompassing 'sectoral assignees' involved in dual VET, set by the Act on VET (61/2015), coordinates their activities;

(f) Expert groups and ad hoc working groups affiliated to the State Institute of Vocational Education covering respective fields of study focus on diverse curricula issues and conditions of provision of VET (material, spatial and equipment-related requirements).




Since 2009, the influence of employers on VET policy has been in gradual increase also concerning school-based VET. Employers' representatives originally participated on voluntary basis on design of national curricula, on adjusting school curricula to local needs, and final examination of learners. Now, VET schools must submit their school educational programmes (autonomously elaborated school curricula) to 'sectoral assignees' unless they were elaborated in cooperation with companies participating in dual VET or discussed with companies offering practical training within the mixed scheme.

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

The sequence of steps for the elaboration of the National Qualifications Framework of the Slovak Republic was approved by the Government Resolution no.105/2009 of 4 February 2009. It is based on the Recommendations of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. The Slovak Republic has decided on its implementation.

In accordance with its principles, EQF supports the integration of formal and non-formal education and informal learning, therefore also the educational programmes of non-formal education, or more precisely educational activities, have to be integrated in the individual reference levels following the EQF descriptors.

The development of the National Qualifications Framework of the Slovak Republic has 3 main phases:

-  defining the structure, number of levels and the descriptors of each level of the qualifications framework,
-  classifying state educational programmes, study and educational programmes of further education into the individual levels of the qualifications framework,
-  relating levels of the national framework to the levels of the European Qualifications Framework.






The National Qualifications Framework of the Slovak Republic is based on 8 qualifications levels, which is a structure approved by the ministry of education in March 2011. Descriptors within the Slovak qualification framework, which were approved in May 2015, were subsequently reviewed.

The draft version of the qualifications framework includes a set of descriptors determining the level of knowledge, skills and competences, which are necessary to acquire at a certain qualifications level. Descriptors of individual levels were revised by an expert group composed of parties from different areas of education, employers' and professional organisations and associations.

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<sup>10</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-72\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-72_en)

Assessment and subsequent inclusion of educational programmes, study programmes, and educational activities and qualifications are based on the work group's professional output and the Slovak qualification framework descriptors. Classification into relevant levels of the Slovak qualification framework is determined by the work group members, who work directly under the National coordination unit for the implementation of the European qualification framework. Since 2014, this unit operates at the State Institute of Professional Education. The tasks of the National coordination unit include:

-  comparing qualification levels within the framework of the national qualification systems with the levels of qualification frameworks
-  ensuring that the methodology used for comparison of the national qualification levels with European qualification framework (EQF) is transparent with the aim to make the comparison between them easier, on the one hand, and to guarantee the publishing of the respective decisions, on the other hand,
-  providing the access to information and coordination for stakeholders concerning the extent to which the national qualifications are compatible with the EQF through national qualification systems,
-  promoting the participation of all those involved according to valid national regulations and procedures, institutions of higher education, institutions of vocational education and training, social partners, sectors and experts in the field of comparison and use of qualifications at the European level,
-  coordination of the reference process of the Slovak qualification framework with the European qualification framework.

The referencing report of the Slovak Qualifications Framework (SKKR) to the European Qualifications Framework was accepted by the EQF Advisory Group in October 2017.

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

National/regional quality assurance approaches applied so far are traditional in terms of governance and methodology. The European quality assurance in VET (EQAVET) principles have not yet been implemented, although a new strategy paper for implementing quality assurance responding to international impulses has been prepared by the education ministry (Ministry of Education, Science, Research and Sport, 2016).

The State School Inspectorate is a main stakeholder that checks VET quality. It is a state administration body headed by the chief school inspector appointed for a five-year period by the education minister. By law, the inspectorate is independent in its evaluation work based on annual plans and resulting in yearly reports on the status of education and upbringing.

The main responsibility for checking quality lies with the schools themselves. An important 2013 amendment to the Higher Education Act (131/2002) stipulated introduction of internal quality assurance systems and measures to strengthen selection of teaching staff assessed together with the content of programme documents during the accreditation process. Nevertheless, further intervention proved to be needed. Two new pieces of legislation, an amendment of Higher Education Act and a new Act on Quality Assurance in Higher Education (269/2018), came in force from November 2018. A fully independent accreditation agency is in process of establishment with the envisaged full membership in ENQA (76) from 2020. The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) should be more strictly followed. Institutional accreditation based on strong internal quality assurance procedures should be introduced.

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<sup>11</sup>[https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Slovakia\\_2018\\_Cedefop\\_ReferNet.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Slovakia_2018_Cedefop_ReferNet.pdf)

Detailed accreditation of further education programmes and authorised institutions for examinations are stipulated by the Lifelong Learning Act (568/2009). Despite addressing quality in its recent amendments, this legislation focuses on 'input' assessment. Evaluation processes are still under development. Assessing course provision by graduates' rating was suggested by the education ministry, however not put in place so far. New legislation is needed to address quality assurance in more detail and in the full range, as the current Lifelong Learning Act applies to programmes provided by the education sector only. Quality assurance in other sectors depends on sectoral authorities and is regulated in various ways.

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

There is no genuine apprenticeship in Slovakia although learners in school-based three-year programmes comprising high share of work-based learning were traditionally called apprentices. This term, however, disappeared from legislation which denotes all initial VET learners as students and not employees of companies where the training takes place. This also applies to learners from a mixed scheme with part of training received in a company within the framework of school-company contract, and to dual VET.

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

There is no genuine and appropriately developed national model for validation of non-formal and informal learning. Although the 2007 and 2011 lifelong learning strategies addressed this issue, a legislative basis is still missing. The Lifelong Learning Act(568/2009) created some preconditions for gradual progress but it refers only to recognition of further education results (outcomes) based on assessment against qualification standards leading to a full or partial qualification; the former corresponds to all requirements of an occupation and the latter only to some knowledge, skills and competences related to the respective occupation.

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<sup>12</sup>[https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational Education Training Europe Slovakia 2018 Cedefop ReferNet.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Slovakia_2018_Cedefop_ReferNet.pdf)

<sup>13</sup>[https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational Education Training Europe Slovakia 2018 Cedefop ReferNet.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_Slovakia_2018_Cedefop_ReferNet.pdf)





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# NATIONAL SPORT EDUCATION AND TRAINING



## 6. NATIONAL SPORT EDUCATION AND TRAINING




The new Sports Act (No. 440/2015) brought changes of the whole system in sport sector, including education of sport experts. New sport act is quite comprehensive and among other areas it regulates two professions in the sport field: coach and sport instructor. Coach - depicting five qualification levels and sport instructor - recognising three qualification levels. The two highest levels (4 = Bc. – 5 = MA.) can be obtained only at universities (Faculties of Sport). The lower qualification levels (3 – 1) for both coaches and sport instructors can be obtained at secondary sport (vocational) schools, national sport federations in collaboration with universities or faculties of sport and PE, depending on study programme. More specificities on these sport qualifications are stated in the sport act and the by-law document.

In Slovakia, sport related academic programmes are available at the Faculty of Physical Education and Sports of the Comenius University of Bratislava including Bachelor, Master's and Doctorate programmes on Coaching, Sports and Health, Sports and Regeneration, Sports Management, Coaching and Teaching of Physical Education, and Sports and Health and Physical Education Teaching.



For recognition and validation of outcomes of non-education in the sport field, its quality and qualifications are responsible national sport federations in Slovakia in their respective sport. All those issues concerning education of sport experts within formal education system are in responsibility of secondary sport schools or universities.<sup>14</sup>

### a) Physical education in schools<sup>15</sup>

In addition to special departments of the Ministry of Education, Science, Research and Sport of the Slovak Republic, three other organizations intervene in the development of physical education in schools:





-  National Institute for Education - creation of a state educational programme,
-  Institution for Teachers' Education and Training (training of physical education teachers and creation of methodologies for individual subjects,
-  The National Sport Centre - administration of the school sport information portal.

Steering documents for physical education in schools:

-  State educational programme
-  School educational programme

The State educational programme for ISCED 0, 1, 2 and 3 is issued by the The Ministry of Education, Science, Research and Sport of the Slovak Republic.





The State Educational Programme determines:

-  main compulsory content of education and its layout,
-  conditions for education,
-  objectives,
-  key competencies,

<sup>14</sup> The first three paragraphs of this section reference 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

<sup>15</sup> The remainder of this section reference the European Commission's Youth Wiki pages <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/73-sport-youth-fitness-and-physical-activity-slovakia>



-  educational standards,
-  profile of a graduate,
-  framework for education plan and curriculum,
-  principles for the creation of school educational programmes.




State Educational Programmes for ISCED 1 and 2 were innovated in 2015 by National Institute for Education.

The State Educational Programme for ISCED 1 includes 7 training areas, including "Health and Movement". In schools it is implemented within compulsory physical and sport education.

The State Educational Programme for ISCED 2 includes 8 training areas, including "Health and Movement". In schools it is implemented within compulsory physical and sport education.

The State Educational Programme for ISCED 3 includes 7 training areas, including "Health and Movement". In schools it is implemented within compulsory physical and sport education but also biology subject.

The time subsidies for subjects of physical and sports education are determined by the framework curricula that are part of the State Educational Programme. The school decides to divide the classes into school years.

-  ISCED 1 - 8 lessons (45 minutes) of physical education within 4 years
-  ISCED 2 - 10 lessons (45 minutes) of physical education within 5 years
-  ISCED 3 - 8 hours within 4 years.

The School Educational Programme is issued by school, it is in line with the State Educational programme. It also sets out a framework education plan and curriculum for individual subjects (including physical and sports education), hourly subsidies, educational and performance standards, methods, teaching forms and strategies, individual thematic units, evaluation methods, learning resources and others.

In school educational programmes, schools determine distribution of compulsory hours to the years set by the State Educational Programme.

Primary schools can set classes with more hours of physical and sports education - 12 hours of Sports classes focused on the development of some sports.

There are no sports classes at high schools, talented students can have an individual plan and they are sporting at clubs outside of schools.

#### **b) Physical activities outside the curriculum but within the school day**

Schools can organize physical activities outside compulsory school lessons, during sport days, club activities, engaging in competitions at regional or national level. Schools can provide facilities (playgrounds, gyms) for an unorganized children and youth sports.

For the activities, including sports, *education vouchers* for elementary and secondary school pupils can be used. The education voucher is worth 32 € (for 2019), which is the annual state contribution to the pupil's interests in education financed by the MESRS. Vouchers are used to pay trainers, buy material, transport to competitions, and others.

The Conception of State Policy in the Field of Sport - Slovak sport 2020 includes a part devoted to sport outside of school: the starting point (weak infrastructure) and goals and measures (financial support for sports clubs, analysis of children's and youth's involvement in extracurricular sports activities, support for the development of sport in primary and secondary schools).

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### **c) Education and methodical guidance of physical education teachers**

Training of trainers and teachers of physical and sports education takes place at sports secondary schools and universities in the relevant higher education departments.

Further education and methodical guidance of physical education and sports teachers is provided by the Institution for Teachers' Education and Training (organizing courses, publishing papers and methodologies).

The National project OP Education Qualification Improvement of Physical Education and Sports Teachers was implemented by the National Sport Centre (an organization managed by the Ministry of Education, Science, Research and Sport of the Slovak Republic), the project was completed in 2015 and its target group was physical education teachers at elementary and secondary schools.

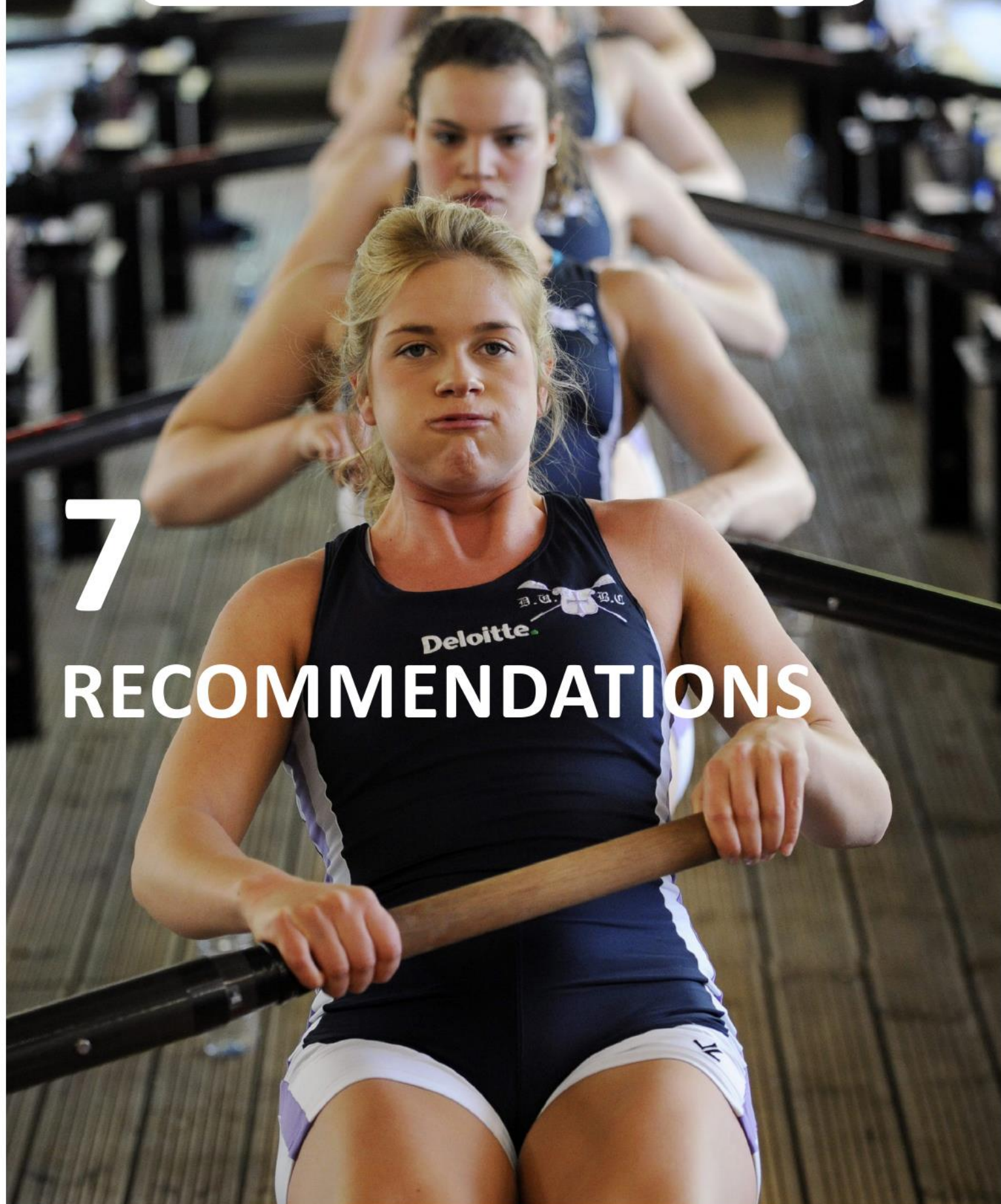


**ESSA-SPORT**

Improving the Supply of Skills to the Sector

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**RECOMMENDATIONS**





## 7. RECOMMENDATIONS

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

For countries such as Slovakia 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 Slovakia 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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