



# ESSA-SPORT

Improving the Supply of Skills to the Sector

# NATIONAL REPORT

Analysis of labour market  
in the sport and physical  
activity sector



Slovenia

September 2019

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS .....</b>	<b>2</b>
<b>1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT .....</b>	<b>4</b>
<b>2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET .....</b>	<b>7</b>
<b>3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR.....</b>	<b>11</b>
<b>4. SPORT LABOUR MARKET STATISTICS.....</b>	<b>20</b>
<b>5. NATIONAL EDUCATION AND TRAINING SYSTEM.....</b>	<b>34</b>
<b>6. NATIONAL SPORT EDUCATION AND TRAINING .....</b>	<b>42</b>
<b>7. RECOMMENDATIONS .....</b>	<b>45</b>





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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) 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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2

# 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	Ljubljana
Official EU language(s)	Slovenian
EU member country	Since 1 May 2004
Currency	euro. Euro area member since 1 January 2007
Schengen	Schengen area member since 21 December 2007

Geographical Size	20 273
Population:	2 080 908
GDP per capita in PPS <sup>1</sup>	87

Political system
<p>Slovenia is a parliamentary democratic republic with a head of government - the prime minister - and a head of state - the president - who is directly elected. The government holds executive and administrative authority. The prime minister and ministers are elected by the Parliament. Slovenia has no regions, but is subdivided into 212 municipalities.</p>

Trade and economy
<p>The most important sectors of Slovenia's economy in 2018 were industry (27.2%), wholesale and retail trade, transport, accommodation and food services (20.7%) and public administration, defence, education, human health and social work activities (15.9%).</p> <p>Intra-EU trade accounts for 76% of Slovenia's exports (Germany 19%, Italy 12% and Austria 7%), while outside the EU 3% go to both Serbia and Bosnia &amp; Herzegovina.</p> <p>In terms of imports, 67% come from EU Member States (Germany 16%, Italy 13% and Austria 9%), while outside the EU 6% come from Turkey and 5% from China.</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 8 members of the European Parliament from Slovenia.

Unemployment rate	4.3%
Job vacancy rate <sup>2</sup>	2.3%

## b) Characteristics of the overall labour market

### 1) The total employment in Slovenia

<b>TOTAL EMPLOYMENT</b>	962.000
<b>+ % of the population aged 15-64</b>	<b>71,2%</b>
<i>Total population aged 15-64</i>	1.352.000

<b>TOTAL UNEMPLOYMENT</b>	53.000
<b>+ % of the active population</b>	5,1%

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

Male	54,0%
Female	46,0%

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

15 - 24	7,1%
25-49	78,5%
50+	14,4%

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

Employed	87,6%
Self-employed	12,4%

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

Full time	90,2%
Part time	9,8%

<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	8,4%
Medium education	56,1%
High education	35,5%

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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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**3**

# 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 Education, Science and Sport. Within the Ministry is the Sport Directorate which mainly performs the tasks of the State as determined by the Sports Act. It deals with matters of public interest related to the co-financing of sports programmes at the national level and ensures the implementation of the Sports Act in areas facilitating a smooth functioning of sports organisations and associations, the members of which are sports professionals, experts and athletes. It also drafts implementing regulations and other acts ensuring smooth systemic and financial support for the area of sport.<sup>4</sup>

#### b) Sport Strategy

##### National Program of Sports of the Republic of Slovenia 2014–2023<sup>5</sup>

At its 23rd regular session on 2 April 2014, the National Assembly of the Republic of Slovenia adopted the National Program of Sport in the Republic of Slovenia 2014 – 2023 (NPS), which stipulates that the Directorate for Sport of the Ministry of Education, Science and Sport shall prepare an implementation plan for the implementation of the NPS with which identifies activities and operators for the implementation of measures that will meet the following goals of the NPS on quality sport for active citizens of Slovenia:

-  increase the proportion of sports active 1 adult population in Slovenia to 70%;
-  increase the proportion of regularly active adults in Slovenia by 5% in the total proportion of sports active adults in Slovenia
-  increase the proportion of sports active population in professionally managed programs by 3 percentage points
-  keep the number of athletes in competition systems
-  retain the number of top athletes 2
-  increase the visibility of sport as an important social subsystem.

The implementation plan for the implementation of the NPS was created as a result of the cooperation of the Expert Council of the Republic of Slovenia for Sport, the Directorate for Sport Ministries of Education, Science and Sport, the civilian sports sphere, and experts in the field of sports and other fields affected by the NPS. The implementation plan is intended primarily for public institutions to provide adequate management support to NPS providers (sports associations and their members, public institutions, schools, private individuals, etc.) and consequently to all the people of Slovenia to ensure quality sports activities as the main goal of the NPS.

The implementation plan concretises and implements the guidelines and actions of the NPS. In particular, it focuses on defining professional, organizational and management tasks that are closely related to sports. These tasks are defined in the annual sports program, which is co-financed annually by national and local sports budgets and the Sports Foundation. In addition, the implementation plan provides starting points for

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<sup>4</sup> See <https://www.gov.si/en/state-authorities/ministries/ministry-of-education-science-and-sport/>








<sup>5</sup> For full details of the strategy see <https://e-uprava.gov.si/drzava-in-druzba/e-demokracija/predlogi-predpisov/predlog-predpisa.html?id=4983>



designing projects that could be used by the state or direct contractors to obtain European funding for the implementation of the NPS programs.

In the part where sports intertwine with other areas of society, identify the starting points for the appropriate placement of sport in the strategies and policies of those areas, and thus seek to encourage their interaction for the common public good. The implementation plan ensures the implementation of longer-term goals and actions of the NPS, defines the short-term activities of the NSP, a timetable for their implementation and their bearers, determine the content of the IPS, the contractors and the necessary resources for the implementation of the IPS. An implementation plan is a dynamic document that must respond to findings on the implementation of the NPS in individual areas (monitoring indicators) and changes in other sectoral strategies and policies, and any changed social circumstances.

The Ministry responsible for sports is responsible for adjusting the implementation plan accordingly. The substantive framework of the implementation plan is represented by seven sets of measures of the NPS. Their common purpose is to provide opportunities for quality sports Engaging with increased accessibility to sports, competitiveness of sports organizations and quality of sports programs.

-  sports programmes (substantive basis of sport),
-  sports facilities and areas for sport in nature (material basis for the implementation of sport),
-  development activities in sport (support for adequate and secure implementation of sports activities for each individual),
-  organisation in sport (ensuring competitive and transparent functioning of sport organisations),
-  sports events and sports promotion (strengthening of sport promotion and creating social and economic benefits),
-  social and environmental responsibility in sport (ensuring an encouraging and sustainable environment for the development of sport),
-  support mechanisms for sport (supportive social environment for the development of sport and prevention of abuse in sport).

### **c) Financing**

One of the central issues of National Programme of Sport 2014-2023 is the volume of programmes which the programme should provide with the public finances. The objectives of the National Programme of Sport 2014-2023 will otherwise be achieved with a substantial co-financing of the population, enterprises and with voluntary work; however, public finances and support mechanisms operate as a multiplier of these funds as they promote the development of sports activities. In order to achieve the desired impact of sport on the culture of the nation, it will be necessary to retain these resources and to raise the level of public resources to the level significant for the developed European countries, i.e., at least € 100 per capita<sup>100</sup>. National Programme of Sport 2014-2023 is thus co-financed by several public resources in accordance with the determined activities and their delivery organisations.

The resources necessary for carrying out annual programmes of sport at the national level shall be determined by the ministry, responsible for sport, for the state appropriations, and the Council of the FSO for funds from games of chance. On the proposal of the competent local authorities the municipal councils place in the annual sport programmes those sports contents of the national programme, which are important for the local community and take into account the traditions and the specificity of sport in the local community.

Selection of programmes to deliver the annual sports programme should be carried out according to a specific procedure defined by the law, governing sport. It derives from the meaningful application of law, governing general administrative procedure (public call, decision, the appeal body), and supports the reduction of bureaucratisation of sports organisations' functioning (databases, electronic application, a contract for the implementation of the sports programme without programs. The basis for the evaluation of programmes of competitive sports is classification of sports into groups according to various indicators (e.g., international competitiveness and the prevalence of sport discipline, quality of sporting achievements, the prevalence of sport discipline in the Republic of Slovenia, the importance of sport discipline for the environment, the number of adequately qualified and trained personnel, etc.). Local communities determine the number of classes and the level of valuation indicators. For other programmes that are more of a single nature (e.g. the construction of sports facilities, sports events, books), it is necessary to define the importance of the programme for the implementation of the national programme actions in sports, the degree of realisation of the programme or the ability to put it in place and quality aspects of the programme, as for example contributing to the sustainable development, the proportion of trained personnel or the extent of voluntary work with professionally trained personnel.

Elements of definition of co-financing of the sport programme shall be defined primarily in relation to the quantitative aspects of the programme: the programme, the size of the training group, the value of professional staff hours of work, the value of hiring a sports facility, the material costs for carrying out the programme, etc. With a view to promoting high-quality professional work in sport, the programmes, guided by a professionally more educated and trained staff, should be on equal terms, co-financed more.

Local communities and the state may in order to perform public services<sup>101</sup> in sport establish public institutes or according to the law, governing public procurement, sign concession contracts with other sports organisations complying conditions to perform public service.<sup>6</sup>

#### **d) Key organisations**

##### **1) Sport Foundation<sup>7</sup>**

#### **Provision of continued funding for sport**

The Foundation will endeavour to establish a permanent source of funding through gambling concessions. It will therefore continuously analyse the situation in the gambling market and seek to actively and passively intervene in it. Through its operations, it will seek to maintain or increase its resources so as to provide users with a long-term reliable source of financing.

#### **Dedicated use of public funds in sport**

The Foundation will strive to make the most dedicated use of its funds. Through its mode of operation, it will seek to establish better management of sporting resources.

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<sup>6</sup> This section references National Program of Sports of the Republic of Slovenia 2014–2023

<sup>7</sup> <http://www.fundacijazasport.org/si/>

## Coordination of different interests in the field of sports

The diversity of the Foundation's structure allows for a democratic exchange of views and views of representatives of various fields of interest in sport. Thus, the Foundation represents an important space for understanding and rapprochement, and consequently leads to a better form of organizing sports in Slovenia.

## Recognition inside and outside the sport area

The Foundation seeks to make the public aware of it as a non-profit organization committed to obtaining the greatest possible funds through which it qualitatively finances four important parts of sport: sports activities from top sport to children and youth sports, sports facilities, sports research and development, and sports publishing.

### 2) Olympic Committee of Slovenia Association of Sports Federations

The Slovenian Olympic Committee was founded on 15 October 1991 and official admitted as a member of the International Olympic Committee on 17 January 1992.

Slovenian Olympic Committee ensures the participation of Slovenian athletes at the Olympic Games, the Mediterranean Games, European Youth Olympic Festival, Youth Games and the Alpe-Adria Youth Games three countries. It is also involved in programmes related to such areas as dual career and anti-doping.

### 3) Sports Union of Slovenia

The Sports Union of Slovenia is a mass social organization of sport for all in Slovenia, bringing together various sports organizations from all over Slovenia active in the field of sports recreation and sports education.

### 4) Slovenian Anti-Doping Organisation (SLOADO)

Together with the Slovenian sports federations SLOADO is trying to protect athletes' rights to compete in a doping free sport. SLOADO is an independent national anti-doping organization (NADO) established on 25th of September 2013 by the Olympic Committee of Slovenia – Association of Sport Federations. With the vision to protect fundamental rights of athletes to train and compete in doping free environment the organization's programs are comprehensive, including in- and out-competition, results management, therapeutic use exemption process, educational and outreach programs and all other activities that are defined by UNESCO Convention against doping in sport.<sup>8</sup>

### e) Promoting and supporting sport and physical activity among young people<sup>9</sup>



The National Programme of Sports of the Republic of Slovenia 2014–2023 provides general framework for the promotion and support of sport and physical activity. The sub-sections on sport programs, sport events and the promotion of sport, as well as on social and environmental responsibility in sport, contain various measures with the aim of promoting and supporting sport activities aimed at young people. Below, some of the aim provided in the programme are listed:

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<sup>8</sup> <http://www.fundacijazasport.org/si/>




<sup>9</sup> <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/73-sport-youth-fitness-and-physical-activity-slovenia>



-  ensure at least one hour of quality guided sports exercises daily for everyone in the group of children and youth;
-  update and increase the quality and attractiveness of existing leisure programs for children's and young people's sports education;
-  provide at least two hours of free, quality guided leisure activities per week for pupils and high school students;
-  encourage the integration of schools and sport, charity and other associations on the local level for the implementation of mobile programmes for children and youth with special needs;
-  update and increase the quality and attractiveness of affordable sports activities in universities' extracurricular activities;
-  develop a national campaign to promote sports behaviour;
-  promote the ambassador for sport, tolerance and fair play;
-  have a national campaign to promote regular sporting, more exercise, healthful eating and the maintenance of a healthy living environment.

The programme provides specific measures aimed at monitoring and evaluating activities

Several other initiatives promote and support sport and physical activity among young people:

-  Let's Learn Swimming (Naučimo se plavati), which has existed since 1994. The main purpose of this programme is to increase the number of swimmers and improve the swimming abilities of children and young people through swimming courses and swimming tests. Data obtained from the programme are used annually for a national-level analysis of swimming knowledge.
-  Young Mountain Hiker (Mladi planinec), which has existed since 1969. It directs youth toward healthy living in nature by familiarizing them with the basics of mountaineering activities and safety measures in the mountains.
-  programmes for the inclusion of young people with disabilities in sports and sports organizations.

#### **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.

Slovenia (N = 1,042)

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.

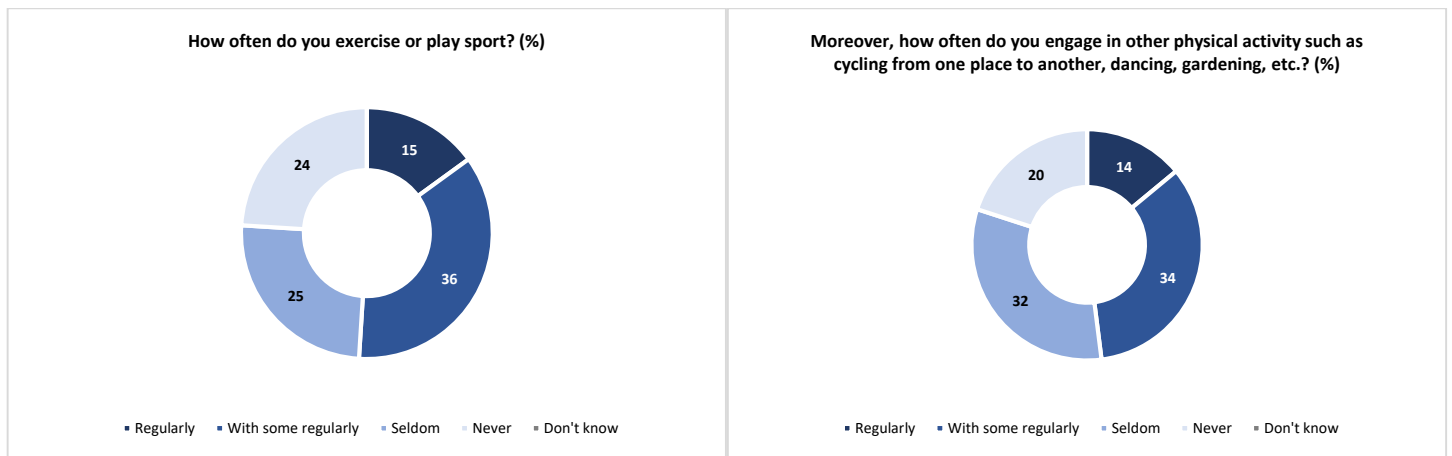
This data can be relevant to the labour market statistics presented in section 4. For example, one would expect that a high level of national participation in sport and physical activity could result in more paid and

volunteer positions to serve the needs of those people, whether it is coaches, referees, managers or other sport professionals.

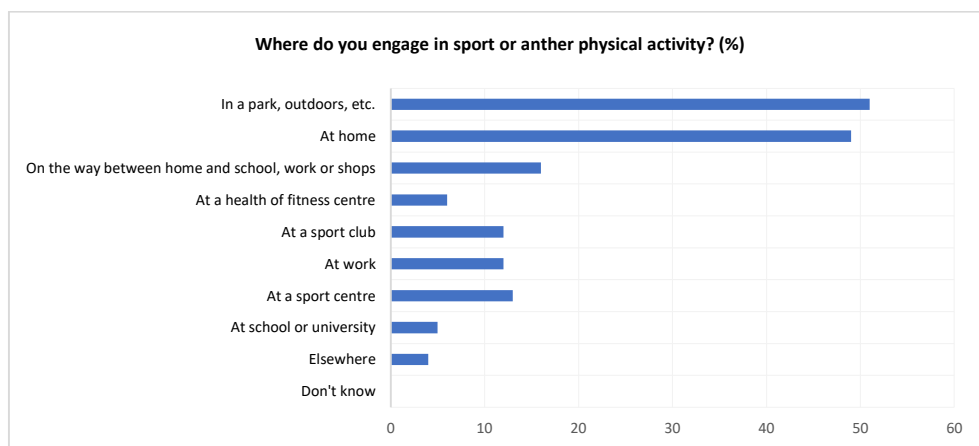
The full Special Eurobarometer 472 national factsheet can be found here:

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

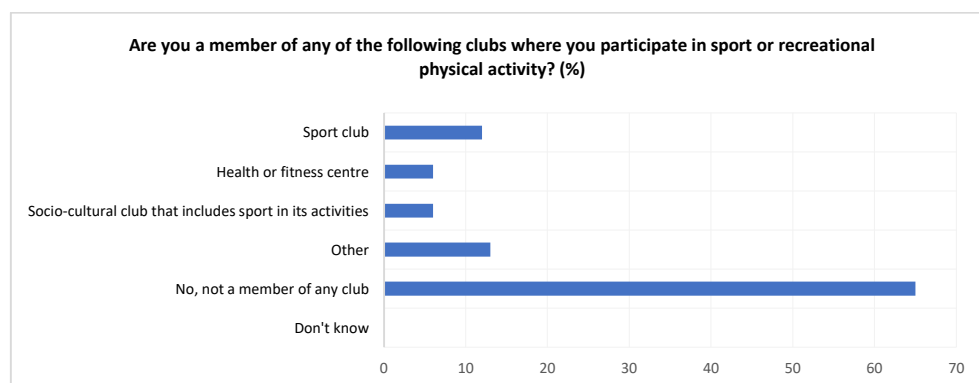
### 1) Participation in sport or exercise



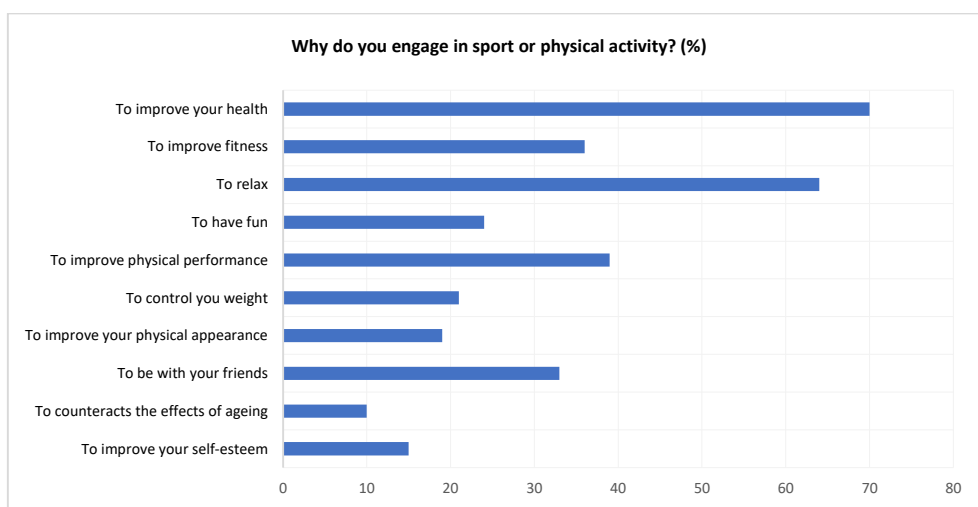
### 2) Location of engagement in sport or physical activity



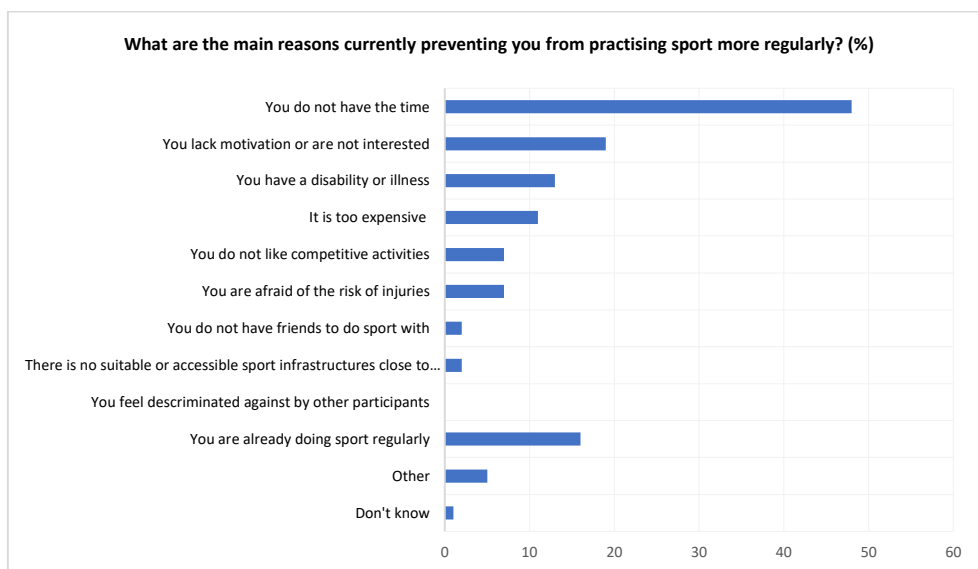
### 3) Club membership



#### 4) Motivation to participate



#### 5) Barriers to participation

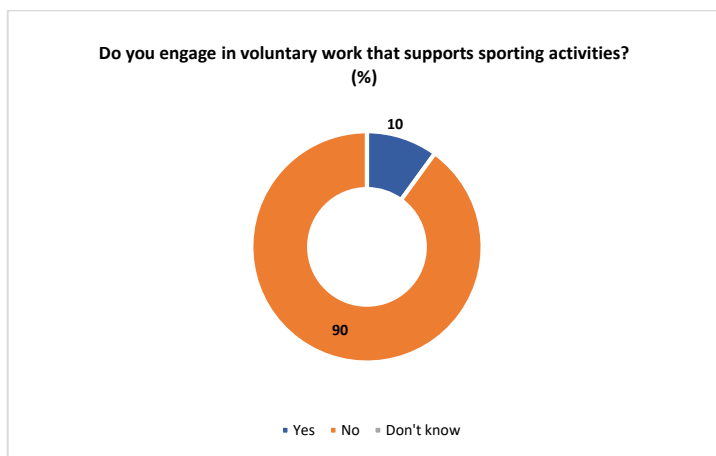


#### 6) Barriers to participation





## 7) Engagement in voluntary work in sport





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4

# SPORT LABOUR MARKET STATISTICS

## 4. SPORT LABOUR MARKET STATISTICS

The following summarises and highlights some of the main findings of the Slovenian statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in Slovenia in 2018 was 3,788. This represents a growth rate of 10.12% 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.

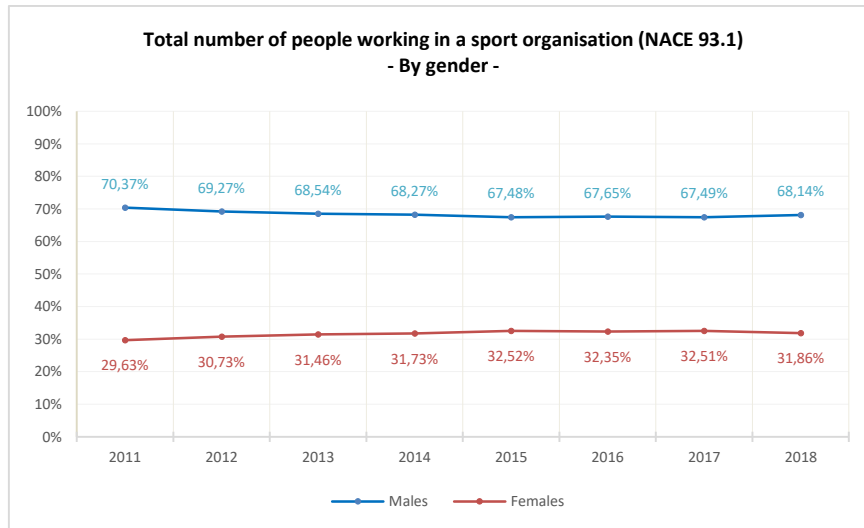
### 1) Total Number of People Working in All Occupations in Slovenian Sports Organisations and Growth Rate



The total Slovenian working population in sports organisations (all occupations) as of 2018 is 3,283. This compares with a figure of 2,430 in 2011. Thus, there is an increase during this period of 853 (35.10%). When the evolution is analysed year after year, it is important to note that the number of people working under the NACE code 93.1 in Slovenia slightly increased every year since 2011.

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

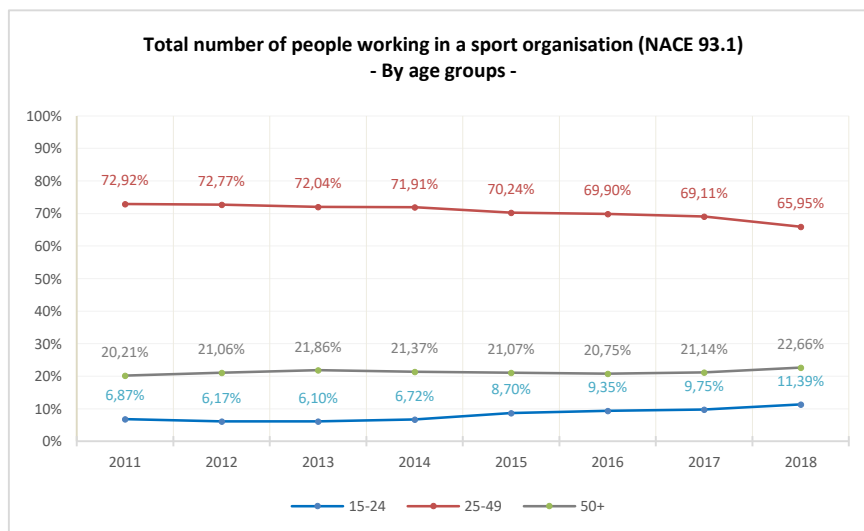
Regarding the growth rate, the graph shows a slight increase (2.2%) for the female employees in sports organisations over the eight-year period. The percentage of female was 31.86% in 2018 (male = 68.14%). The gender gap is narrowing but not by very much.



### 4.1.3 All People Working in Slovenian Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	374 (11.39%)
25-49 years old	2,165 (65.95%)
50+ years old	744 (22.66%)



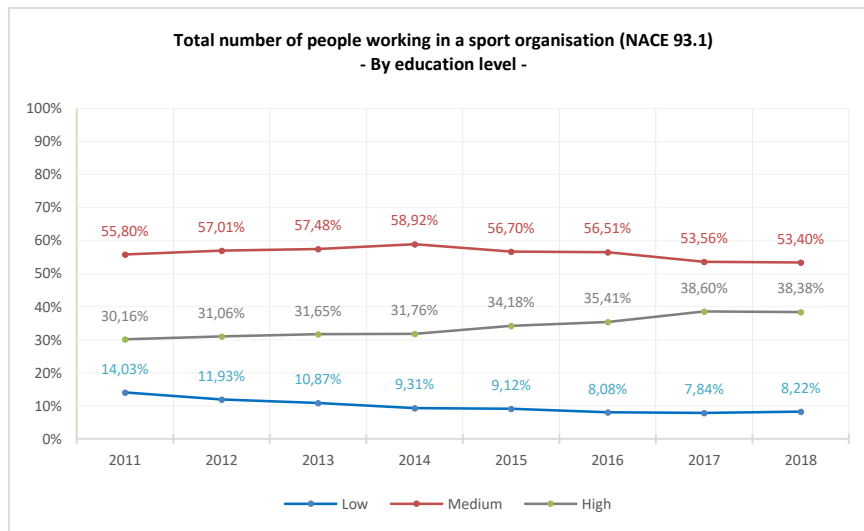
During the eight-year period, the proportion of 25-49-year-olds fell from 72.92% to 65.95% to the other groups' benefit, in particular the 15-24-year age group which increased from 6.87% to 11.39%. This shows a slightly rejuvenating workforce in sports Slovenian sports organisations.



### 3) All People Working in Slovenian Sports Organisations by Level of Education

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

Low (ISCED 0-2)	270 (8.22%)
Medium (ISCED 3-4)	1,753 (53.40%)
High (ISCED 5-8)	1,260 (38.38%)



2011-2018 shows that there are more people with higher education qualifications working in sports organisations (from 30% in 2011 to 38% in 2018) which is partly offset by the decline in those with low level qualification. 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.

### 4) All People Working in Slovenian Sports Organisations by Type of Contract

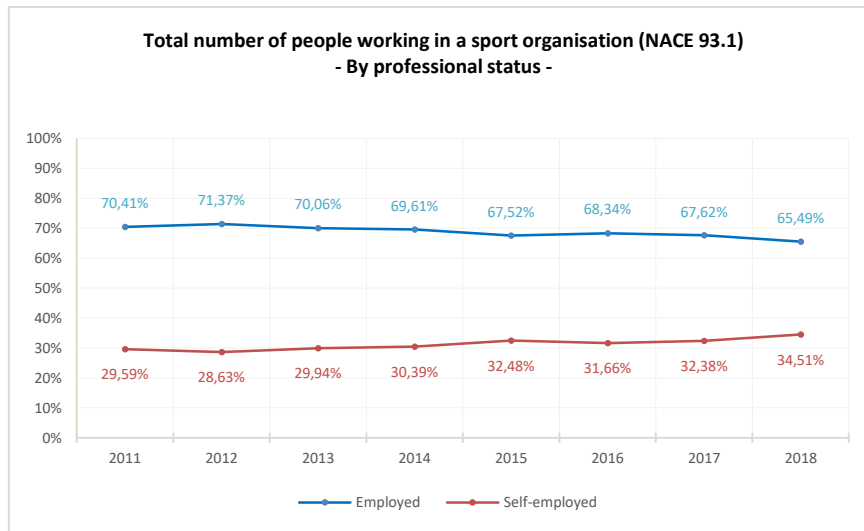
No data available for this section.

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

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

Employed 2,150 (65.49%)

Self-employed 1,133 (34.51%)



2011-2018 shows an increase in the percentage of self-employed (by 5% of the total workforce) as employed staff decreased by the same percentage. The gap between the professional statuses has slightly decreased from a 70/30 ratio to a 65/35 ratio in 2018 and may reflect a trend in the Slovenian market overall.

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

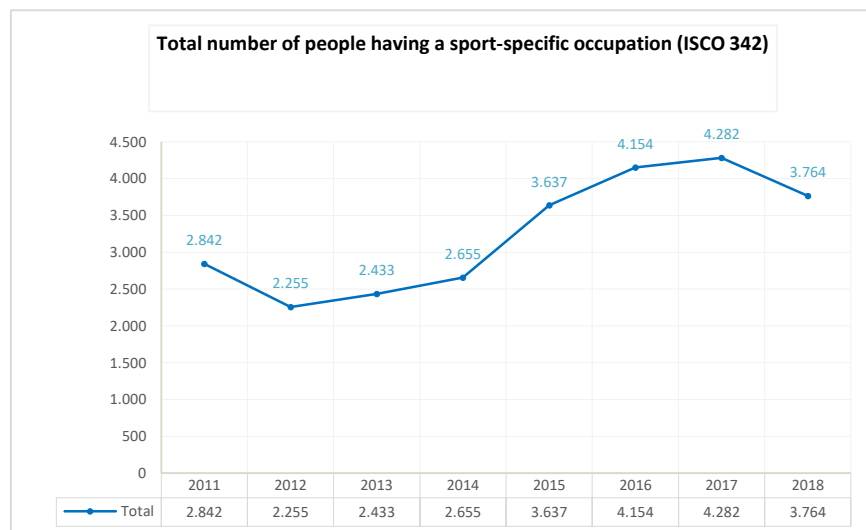
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

- 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 3,764. This compares with a figure of 2,842 in 2011.



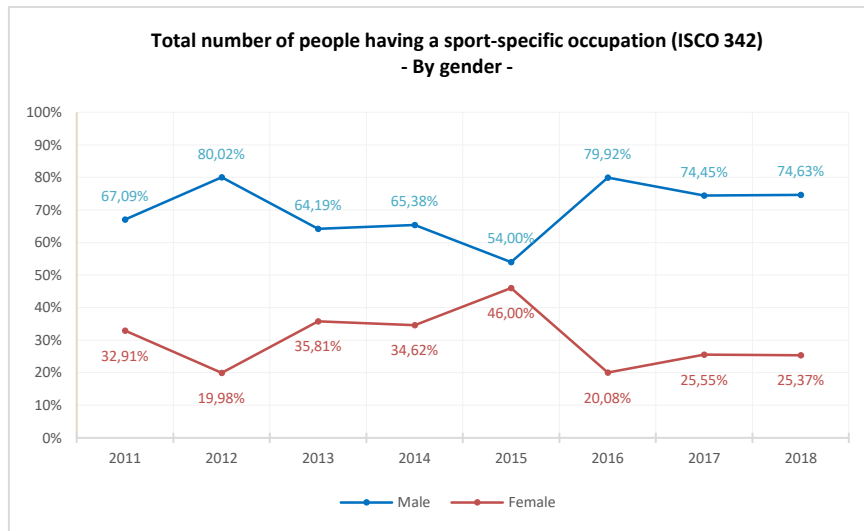
Thus, there is a significant growth of 32.44% during this period. There is clearly a higher demand for Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders now than there was in 2011 and this suggests a need for work-related training in these occupations. After three slight years of growth from 2012 to 2014 there was a higher uplift from 2015 to 2017. In 2018, the number increased. It will be important to monitor if this is the restart of a negative trend or if the increase returns for 2019 onwards.

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

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

Male 2,809 (74.63%)

Female 955 (25.37%)



This shows a significant decrease of females (7.5%) as male employees increased by the same percentage. Therefore, the gap between males and females has increased and shows less parity. In 2015, the parity was fairly even with 46% of females but fell to 25.37% in 2018.

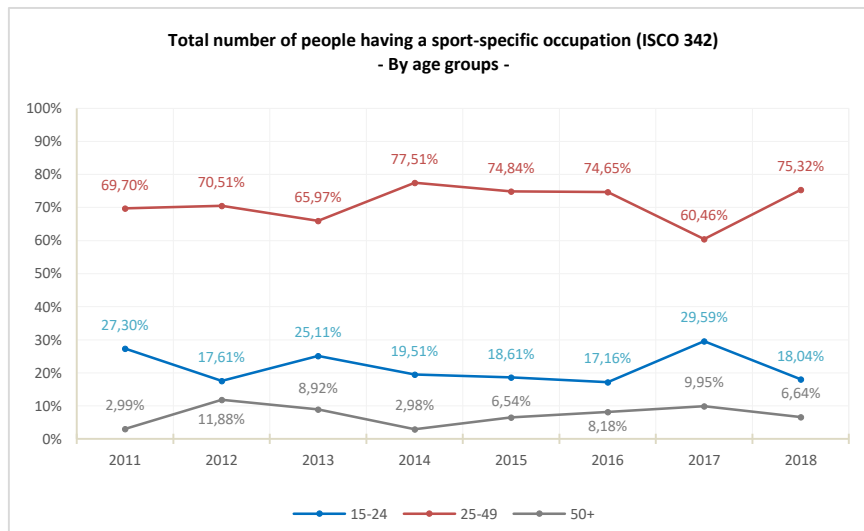
When the evolution is analysed year after year, it is interesting to note that the number of male employees increased markedly in 2016 and starts decreasing after this. There is also a peak of females in 2014. It may be that, given the small numbers in the workforce, even small changes create big percentage variations. Further research should be done in order to find the reasons for these variations.



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

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

15-24 years old	679 (18.04%)
25-49 years old	2,835 (75.32%)
50+ years old	250 (6.64%)



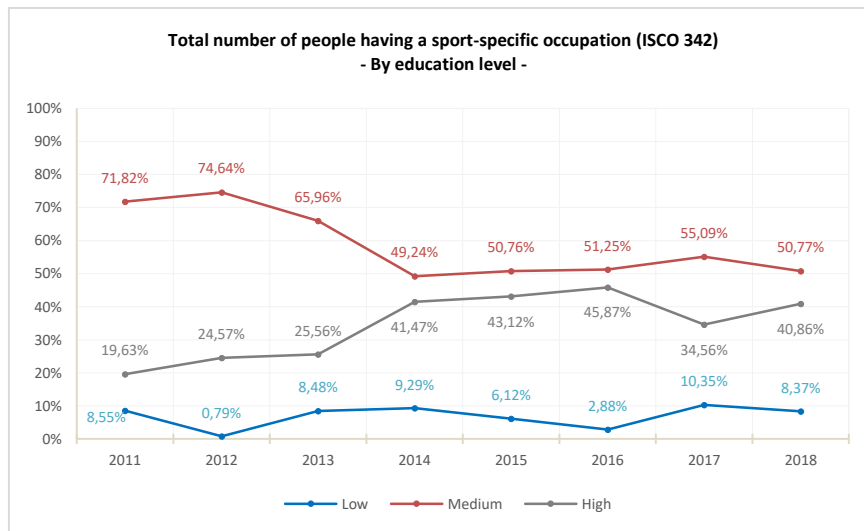
It is interesting to note that the 15-24 age group proportion fell (by 9% of the total workforce) mainly to the 25-49 benefit (+5.5%). The 50+ group age also increased by 3.5%.

This would suggest the sports specific workforce is getting slightly older. The higher number of older people in sport specific occupations may suggest a greater need for specific training (CPD) in employing organisations. It may also be a concern that fewer younger recruits are joining these occupations and that the sector needs to attract these.

#### 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)	315 (8.37%)
Medium (ISCED 3-4)	1,911 (50.77%)
High (ISCED 5-8)	1,538 (40.86%)



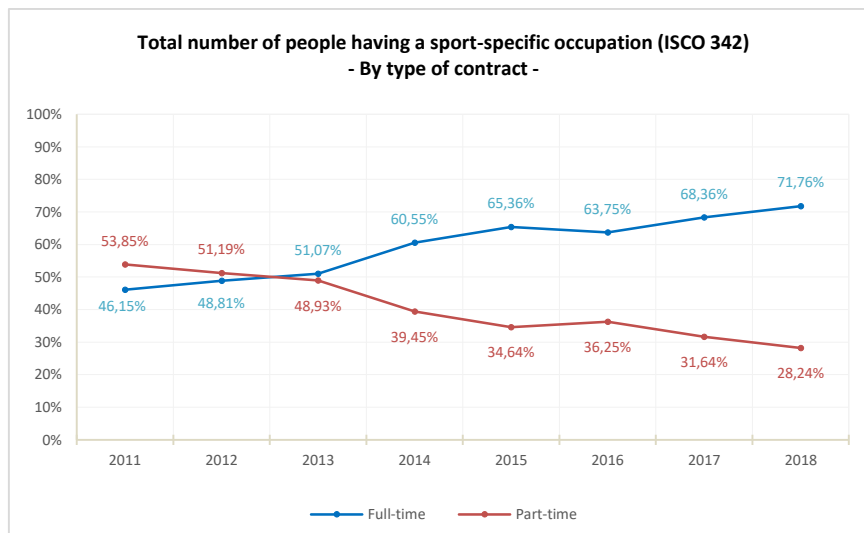
2011-2018 shows a large (-21%) decrease in the medium education group, a growth (20%) in the high education group and a relative stability in the low education group. The growth of people with higher education achievements may demonstrate a need for higher level skills in Slovenia or that the higher education system is now producing more graduates than before.

## 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 2,701 (71.76%)

Part-time 1,063 (28.24%)



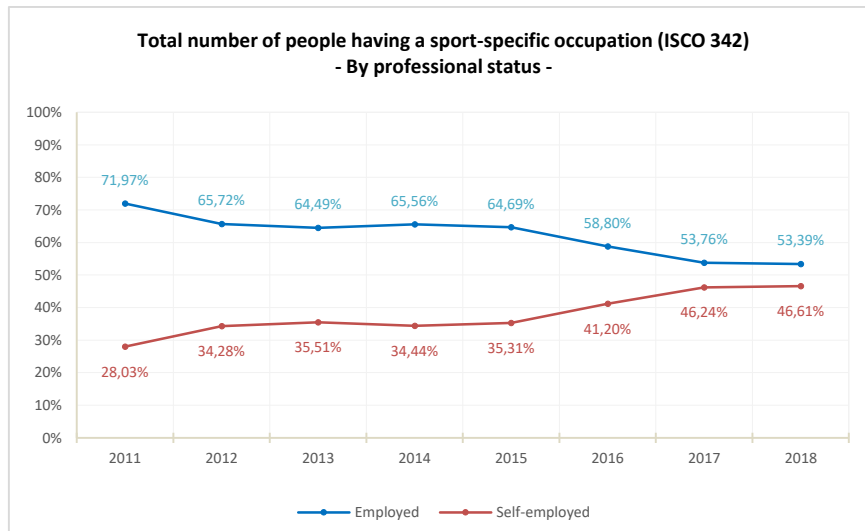
The situation has clearly changed since 2011 when the number of part-time contracts exceeded the number of full-time contracts by 219 (7.7% of the workforce). In 2018, 71.76% of people working with a sport specific occupation worked with a full-time contract. Thus, there has been a clear shift in the direction of full-time employment.

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

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

Employed 2,007 (53.39%)

Self-employed 1,752 (46.61%)



The ratio of employed (full- and part-time) versus self-employed has evolved from 72/28 in 2011 to 53/47 in 2018. The tendency towards self-employment has increased over the years and may represent overall employment patterns in the general Slovenian labour market or a specific trend in the sport and physical activity sector.

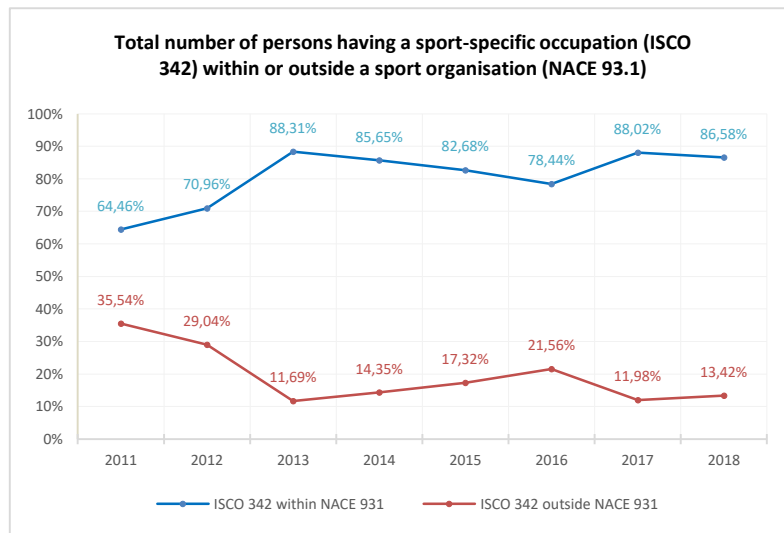


## 7) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

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

In sports organisations 3,259 (86.58%)

In other types of organisations 505 (13.42%)



This compares with 2011:

In sports organisations 1,832 (64.46%)

In other types of organisations 1,010 (35.54%)

Thus, the percentage of those working in sports specific occupations in sports organisations has increased by about 18% of the workforce which means that less and less people are hired outside those organisations.

### c) Total Employment in the Sports Sector

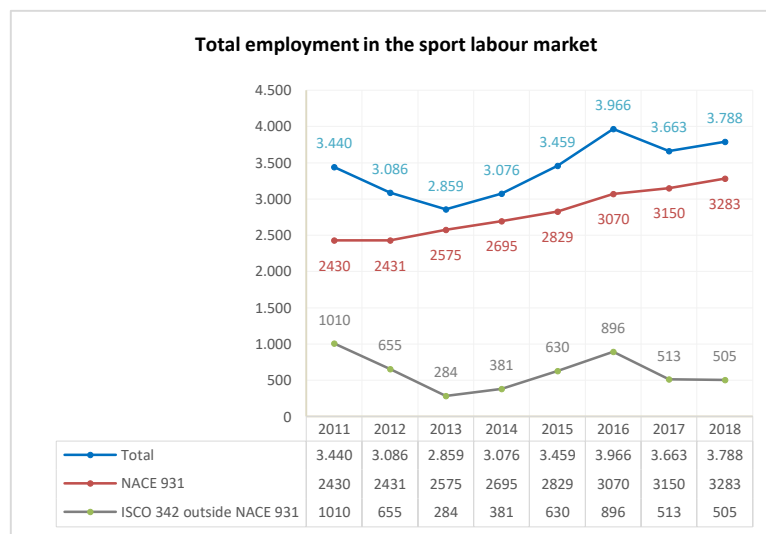
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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 Slovenia.



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

2011                    3,440

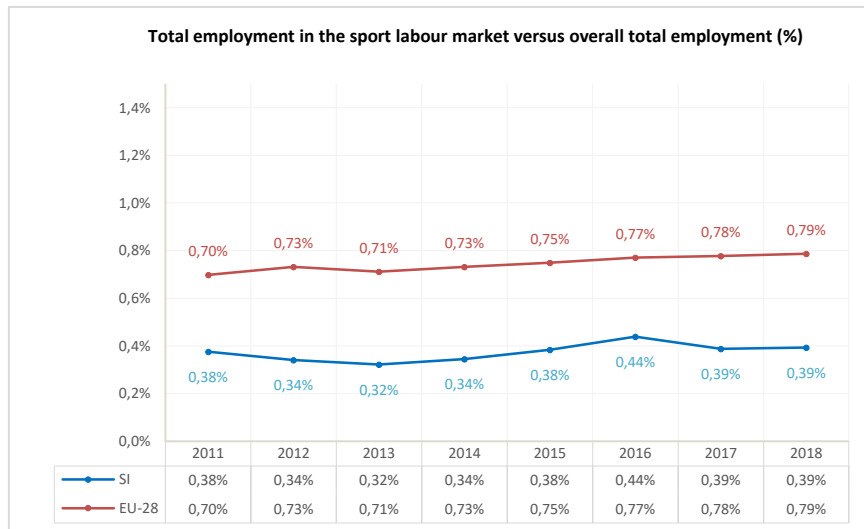
2018                    3,788

This shows an overall growth rate of 10.12%.

Is it interesting to note that peaks in 2011 and 2016 are related to a higher number of people having a sport specific occupation outside sports organisations.

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

The size of the Sport and Physical Activity workforce in Slovenia is lower (by 0.4%) than that in the EU 28 as a proportion of total employment. In Slovenia 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 been little change over the eight-year period.



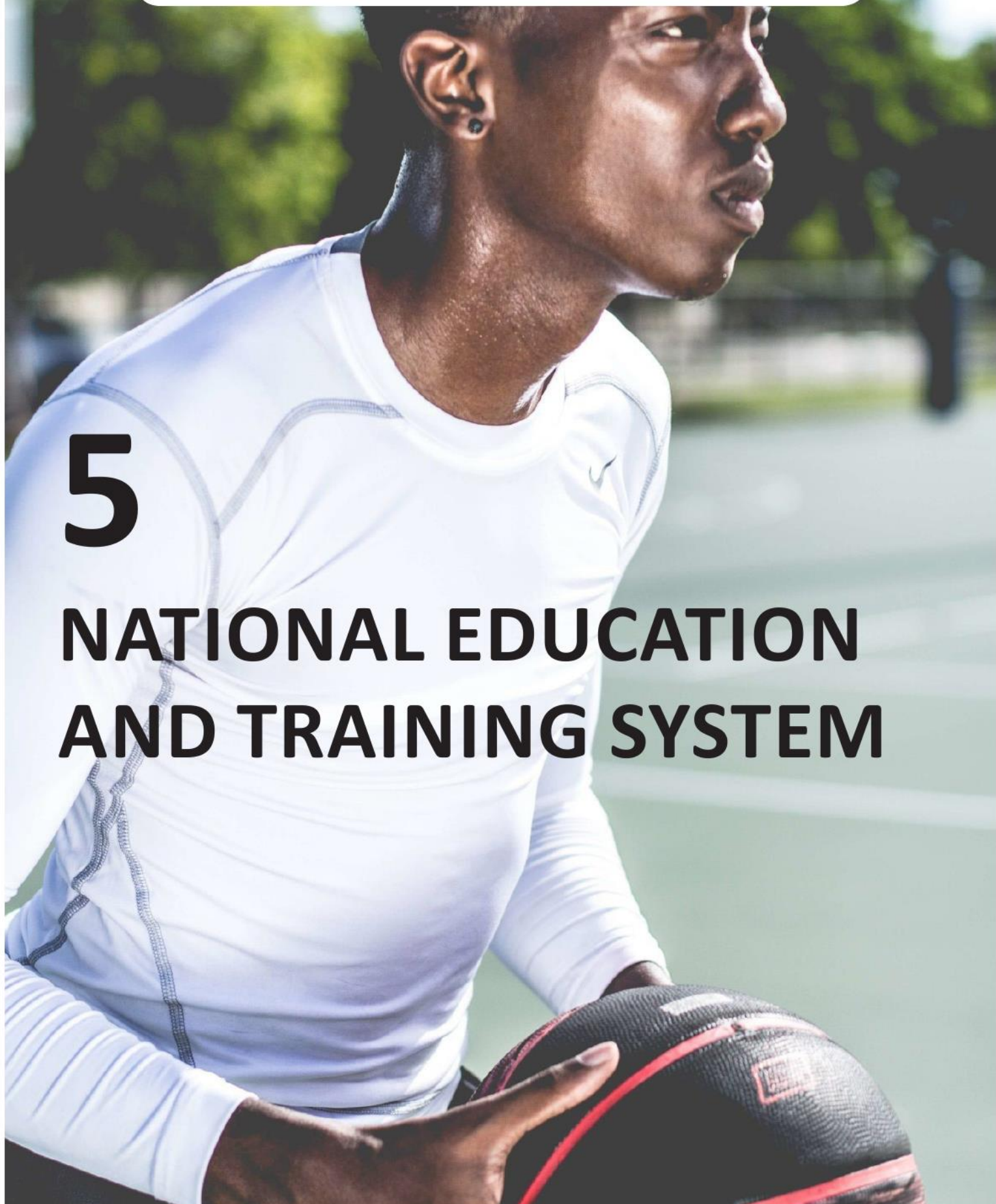


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**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**





## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

### a) Responsible Ministry<sup>10</sup>

The Ministry of Education, Science and Sport is the responsible ministry that carries out administration services in the field of education.

Education is designated by legislation as a public good in the care of the state. It is considered to be a part of public service, and it is provided by accredited public and private institutions and individuals. This has been the case since Slovenia declared independence in 1991, transitioned to a new constitutional and political system and reformed its public service.

The reforms that took place after 1991 introduced the possibility for education programmes to be provided by private educational institutions alongside public ones. Domestic as well as foreign private persons and legal entities may found private kindergartens, schools and tertiary education institutions. Basic schools are the one exception: their founders may only be domestic legal entities or private persons. As specified by law in 2016 this restriction does not apply to schools that are accredited as implementers of international programmes.

The national government is primarily concerned with public educational institutions. It plays several roles in the management of these institutions. To summarise, the government is: the regulator, the founder, the property owner (with the exception of public universities), the main provider of financing and the supervisor.

In educational institutions that are founded by municipalities, the national government plays a regulatory and a supervisory role. It provides funding for the salaries (with the exception of kindergartens) and subsidises municipalities' budgets.

### b) Stages of the education system<sup>11</sup>

The Slovenian education system is organised into several levels of education:

Pre-school education is optional, and encompasses the centre-based early general pre-school education and care. Children can enrol as early as at the age of 11 months and attend it until they start basic school.

Compulsory basic education is organized in a single-structure nine-year basic school attended by pupils aged 6 to 15 years.

Upper secondary education takes 2 to 5 years (typical age of students: 15-19). Educational programmes include vocational, professional and general programmes.

Tertiary education includes short-cycle higher vocational education and higher education study programmes. First cycle higher education programmes encompass professional and academic study programmes (typical age of students: 19-22). Short-cycle higher vocational education is provided by higher vocational colleges that offer two-year vocational education (typical age of students: 19-21). The first, second and third cycle study programmes are offered by public or private universities and single higher education institutions.

Adult education is marked by its considerable diversity of programmes and institutions.

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<sup>10</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-77\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-77_en)

<sup>11</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia_en)

### **c) Higher Education<sup>12</sup>**

In Slovenia, there are several types of higher education institutions, namely universities, faculties, art academies and independent higher education institutions. There are four universities (University of Ljubljana, University of Maribor, University of Primorska and University of Nova Gorica), a public independent institution of higher education (Faculty of information studies Novo mesto), one International Association of universities (EMUNI-EURO Mediterranean University) and 44 private higher education institutions in Slovenia.

The traditional higher education study programmes are offered by public or private universities and single higher education institutions. Higher education is governed by special regulations, taking into account the constitutionally guaranteed autonomy of public higher education institutions.

Slovenia has established an independent National Agency for the Quality of Higher Education (NAKVIS), which is responsible for quality assurance in higher education, and for the development and advisory work in this field.

The performance of activities related to higher education is of special public interest; therefore they can only be carried out by those institutions that have been established in accordance with the law. The state shall ensure, via NAKVIS and the relevant authorities, that all the newly established institutions of higher education comply with statutory requirements before they commence operation, in order to provide students with high-quality and uninterrupted study.

Slovenia joined the Bologna Reform in 1999, as a result of which a three-cycle study structure was introduced in 2004. Higher education attainment and student's performance are measured in ECTS (the European Credit Transfer and Accumulation System) credits.

From the academic year 2010/11 onwards it is possible to enroll into the renewed "Bologna" study programmes at all three levels (undergraduate and postgraduate study programmes).

### **d) Vocational Education and Training (VET)<sup>13</sup>**

Formal vocational education and training (VET) in Slovenia starts at upper secondary level and is provided mainly by public schools. The Ministry of Education, Science and Sport is solely responsible for preparing legislation, financing, and adopting programmes, standards and qualifications.

The Institute of the Republic of Slovenia for VET (CPI) is responsible for VET at the practical level; it monitors and guides the development of VET, provides inservice teacher training and vocational standards. The CPI also acts as a link between ministries, schools and social partners.





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<sup>12</sup>[http://www.mizs.gov.si/en/areas\\_of\\_work/directorate\\_of\\_higher\\_education/higher\\_education\\_system\\_in\\_slovenia/](http://www.mizs.gov.si/en/areas_of_work/directorate_of_higher_education/higher_education_system_in_slovenia/)


<sup>13</sup> <https://www.cedefop.europa.eu/en/publications-and-resources/publications/8122>

## 1) VET programmes

After completing compulsory basic education, VET students can enrol in the following upper secondary programmes:

-  Technical upper secondary programmes (ISCED-P 354): four-year programmes that lead to vocational matura (two general and two vocational – theoretical and practical – exams). These programmes consist of 40% general subjects and four to 12 weeks of work-based learning. After passing the vocational matura, students can either enrol in higher vocational education (ISCED-P 554), in first-cycle professional education (ISCED-P 655), or enter the labour market.
-  Vocational upper secondary programmes (ISCED-P 353). For the three-year labour-market-oriented programmes there are two paths:
  -  school path: approximately 20% (at least 24 weeks) of the programme is carried out with an employer and the rest of the programme at the school (consisting of general subjects and VET modules)
  -  apprenticeship path: a minimum 50% of the programme is carried out at an employer, while at least 40% – general subjects and VET modules – is carried out in schools

After final exams, students from both paths can enter the labour market or enrol in two-year vocational technical education programmes at ISCED-P 354 that lead to vocational matura;

-  short vocational upper secondary programmes (ISCED-P 353): two-year programmes that qualify learners for less demanding occupations (at assistant level) or continuing education in vocational programmes.

Learners with vocational or general matura can enrol in two year higher vocational programmes (ISCED-P 554), which are provided by public vocational schools and private providers. These programmes include 40% of work-based learning in companies.

## 2) Adult learning and CVET

Adults can enrol in the same formal VET programmes as young people. Organisation and means of assessing knowledge are adjusted to suit an adult learner (such as the use of modules and allowing exemptions). Adults can also participate in continuing VET, usually provided by private companies; regulation of provision of such programmes is not part of legislation. Many activities to support adult education are organised by adult education guidance centres and a network of independent learning centres.




The national vocational qualifications (NVQ) system is intended for adults over 18 who would like to verify the knowledge gained outside formal education. The system has been in place since 2000.

Improving VET response to labour market needs has been at the heart of the development of competence-based curricula since 2006.





### e) National Qualifications Framework<sup>14</sup>

The Slovenian Qualifications Framework (SQF) was formally launched at the end of 2015, with the adoption of the NQF Act on 12 January 2016.

The main objectives of the SQF are:

-  to support lifelong learning;
-  to connect and coordinate Slovenian qualifications subsystems;
-  and to improve the transparency, accessibility and quality of qualifications.

The NQF Act stipulates that the national coordination point for the SQF and EQF operates within the Institute for Vocational Education and Training (CPI). The national coordination point is tasked with, among other things:




-  ensuring access to information on and the promotion of the SQF and EQF
-  managing the process of approving and registering qualifications
-  coordinating the positioning of the SQF within the EQF
-  and cooperating with relevant EU institutions.

The national coordination point also provides administrative and general support to the seven member expert committee that is appointed by the Minister of Labour. This expert committee brings together representatives of three ministries (in charge of labour, education and economic development), as well as of employers and employees. Among other tasks, the expert committee defines standards for the integration of additional qualifications into the SQF. The committee also monitors the overall development of the SQF, EQF and the qualifications framework for the European Higher Education Area (EHEA).

Turning to the substance of the SQF, the system includes formal education qualifications (at all levels) as well as qualifications obtained outside the system of formal education (National Vocational Qualifications and supplementary qualifications).

In line with the EU-level policies, learning outcomes represent the core of the SQF. This is meant to contribute to the comparability and transparency of qualification systems, lifelong learning, recognition of non-formal and informal learning, quality assurance and a better integration between education and the labour market.

The SQF contains ten levels. Level descriptors refer to learning outcomes in three categories: knowledge, skills and competences.

-  Knowledge is defined as the result of learning and the assimilation of concepts, principles, theories and practices. Acquisition of knowledge takes place in various settings: in the educational process, at work and in the context of private and social life.
-  Skills, the second outcome, may be cognitive (such as the use of logical, intuitive and creative thinking) or practical (for instance, manual, creative skills, use of materials, tools and instruments).
-  Lastly, competences refer to the ability to use and integrate knowledge and skills in educational, professional and personal situations. They are classified in terms of complexity, autonomy and responsibility.





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<sup>14</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-77\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-77_en)

The 10-level SQF is clearly related to eight EQF levels through descriptors for both frameworks, and SQF descriptors from levels six to 10 are related to descriptors in the qualifications framework for the European Higher Education Area (EHEA). A detailed explanation is provided in the report on referencing the SQF to the EQF QF for the European Higher Education Area.




#### **f) Quality Assurance** <sup>15</sup>

Responsibility for the quality of education in Slovenia is shared among

-  educational institutions
-  public institutes
-  evaluation bodies and agencies, and
-  the Government.

Responsibilities for administrative control lie with the inspection authorities while the use of public funds is supervised by the Court of audit. The Ministry of Education is responsible for promoting the processes of evaluation and quality assurance in pre-school education, basic and upper secondary schools and, to a certain extent also in short-cycle higher education programmes.

Self-evaluation of institutions, external evaluations of programmes and institutions and evaluation of the entire education system are stipulated by the law. Each year educational institutions must conduct a self-evaluation and report on it to their management bodies. Thereby they use traditional forms; i.e.

-  annual analysis of overall students' success
-  reports of the school inspectorate, and
-  analyses of the results of external students' examinations and the findings of national and international research.

Law specifies the systematic external assessment of pupils and upper secondary students as a form of external evaluation. This type of assessment is important both for individual institutions as for annual evaluation of basic school and upper secondary school system. The evaluation of the pre-university education system involves analysis of learning outcomes, findings of evaluation research and targeted research projects, as well as reports on the introduction of innovations in kindergartens and schools.

To assure quality in higher education there are procedures for accreditation of higher education institutions and study programmes, as well as internal and external evaluations in place. Since 2010, all have been the responsibility of the National Agency for High Quality Assurance in Higher Education, except for internal evaluation procedures that are in the domain of higher education institutions.

The Ministry of Education, Science and Sport promotes these activities with funding instruments, as well. It has prioritised the funding of R&D projects linked to quality assurance and it has been developing with projects the evaluation models in school and kindergartens, e.g. Development and implementation of the system of quality evaluation and assurance in educational organisations.

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<sup>15</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-68\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-68_en)



### **g) Apprenticeships <sup>16</sup>**

In Slovenia, apprenticeship had been a typical route to occupations for generations up to the late 1970s when it was discontinued. An attempt to reintroduce it in the 1990s proved unsuccessful. Since 2012, with renewed attention in EU policies and national developments, apprenticeship has been a policy priority for the Slovenian government and the social partners. Their continuing dialogue and work have resulted in the adoption of the Law on Apprenticeship (2017) by the Parliament of the Republic of Slovenia on 8 May 2017, setting up the legal basis for the apprenticeship pathway in the country.



Offering a new way to enter the labour market and to reinforce the competences required in working life are the main reasons for reintroducing the apprenticeship system. With the adoption of the new Apprenticeship Act in 2017, a pilot implementation of the apprenticeship path in four upper secondary VET programmes (ISCED-P 353) has started. Along with companies and schools, chambers also have a significant role in assessing suitability of training places, approving apprenticeship agreements and monitoring companies. Companies are supported to train apprentices.

### **h) Recognising and validating non-formal and informal learning and learning pathways<sup>17</sup>**

The Vocational and Technical Education Act is the legal basis for the recognition of informally acquired knowledge in secondary vocational education. Statutory instruments regulate recognition of higher vocational education.

The certification of non-formally acquired knowledge is the responsibility of the Ministry of Labour, Family, Social Affairs and Equal Opportunities.


In Slovenia, two legally-regulated channels or two fundamental purposes of recognising non-formally and informally acquired knowledge were introduced:

-  for further integration into formal education (continuation of interrupted education or continuation at a higher level, change in the direction of education, etc.) and
-  recognition of professional competence (system of national vocational qualifications) in the labor market.

In the latter case, a valid certificate of a national vocational qualification (NPK) can be obtained through the evaluation process.

National vocational qualifications can be acquired by young people who have become apprentices and have appropriate work experience or wish to progress in the careers without having to obtain a higher level of vocational education or complete a formal education programme.




The process of acquiring the NPK has 4 phases:

-  Identification of the individual's skills and knowledge is carried out through counseling conducted by specially trained consultants. The counselor provides the candidate with information about the process of verification and validation of the NPK, helps in identifying non-formally and informally acquired knowledge and possibilities for the candidate's demonstration, advises on the appropriate qualification, and helps to create a portfolio (personal collection folder).



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<sup>16</sup> [https://www.cedefop.europa.eu/files/8122\\_en.pdf](https://www.cedefop.europa.eu/files/8122_en.pdf)

<sup>17</sup> <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/64-validation-non-formal-and-informal-learning-slovenia>

-  Documentation of an individual's knowledge and skills is carried out by collecting evidence in a personal collection folder (see also the National Reference Point for Occupational Qualifications Slovenia).
-  Evaluation in the NPK system is carried out in two phases: on the basis of the validation of the evidence in the personal collection folder and on the basis of a direct examination of the candidate.
-  Recognition – in the recognition process, the candidate is officially recognized for the knowledge, skills and competencies acquired through non-formal or informal learning, and a public document is issued: a certificate of a National Vocational Qualification.

Procedures for the validation of skills and competencies gained through non-formal and informal learning are based on the:

-  European guidelines for validating non-formal and informal learning (CEDEFOP, 2015)
-  Recommendation of the Council (of the European Union) on the validation of non-formal and informal learning

Procedures for obtaining formal education qualifications on the basis of skills and competencies gained through non-formal and informal learning are arranged in respective acts, depending on the type of education in which the individual is enrolled.

There is no national system for validation, and thus, skills audits are a matter of each institution or field. The same goes for the development of the professional competencies of staff involved in the validation processes. There is no single overarching policy to facilitate the comprehension.





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6

# NATIONAL SPORT EDUCATION AND TRAINING



## 6. NATIONAL SPORT EDUCATION AND TRAINING

### a) Physical education in schools<sup>18</sup>

It is mandatory for primary schools to provide 2–3 lessons (45 minutes each) of physical education (PE) per week. In secondary schools, it is mandatory to provide 1–3 lessons (45 minutes each) per week.

The Ministry of Education, Science and Sports runs a national scheme for after-school HEPA promotion entitled Healthy Lifestyle (Zdrav življenjski slog). The aim of the project is to encourage primary school children to adopt a healthy lifestyle. The programme currently reaches 20–30% of the primary school population and provides a further five hours of physical activity per week on top of the mandatory PE lessons during school hours. The National Programme for Nutrition and HEPA 2015–2025, implemented in 2015, also promotes active travel to school.

The action plan for national programme envisages promotion of extracurricular activities in the field of sport and is backed by the following measures:

1. impacting the content and organizational update of sports programmes and promoting their implementation at the place of study,
2. co-financing year-round sports programmes offering an important health effect at the place of study,
3. co-financing sports events at the university and national level that have a high health impact,
4. promoting lower pricing for sports services and free programmes for students.

### b) Sport education governance

In Slovenia the general formal education institutes in Higher Education and formal Vocational Education and Training offer education and training in the sport sector mainly for coaching and sport management and research. Alongside the formal education system there is a by the government formalized sectoral vocational and education system for sport coaches, trainers, instructors, referees/officials and sport managers. Special courses and educational activities for coaches, trainers, instructors and sport managers are offered by all kind of institutes or organisations such as sport federations, sport for all organisations, branch organisations, private educational institutes, professional sport clubs and public authorities for functions and tasks in sport organisations and clubs, fitness and outdoor sports. Courses for referees and officials are mainly offered by federations and sport for all organisations while sport and para-medical courses are often organised by professional sport clubs. The national government role towards the non-formal educational system in the sport sector is regulating the access of the education and training, the curriculum, level of teachers, assessment, audit and monitoring, further education, licensing and funding. It provides financial support to educational providers, clubs and participants based on the number of assessed participants. The government makes use of conditional grants based on qualifications criteria. In Slovenia there are provisions for quality assurance organised by the educational providers including inspection of the conducted training programs.<sup>19</sup>

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<sup>18</sup> <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/73-sport-youth-fitness-and-physical-activity-slovenia>

<sup>19</sup> 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



### c) Sport in higher education

In Slovenia, sport related academic programmes are available at the University of Ljubljana, at the University of Maribor, and at the University of Primorska. In particular, the Faculty of Sport University of Ljubljana offers Bachelor (e.g., Sports Education, Kinesiology, Sports Training, Sports Recreation), Master's (e.g. Sports Education, Sport and Health, Sports Training, Sport management) and Doctorate (e.g., Kinesiology) programmes, also in relation to different macrosegments (source: <http://www.fsp.uni-lj.si/study/>); the University of Maribor offers a Sports Coaching Master's degree (source: <http://www.um.si/studij/dodiplomski-studij/Documents/PEF.pdf>); and finally, Applied Kinesiology Bachelor, Master's, and Doctorate programmes are available at the University of Primorska<sup>20</sup>

### d) Sport qualifications

Sport qualifications of coaches, trainers, instructors (in sport disciplines) referees and officials are embedded in a separate sport qualification with a formalized link to NQF. Handball and football follow the international standards of coaching qualifications according to the international sport federation but these qualifications are also integrated in the national sport qualification framework.<sup>21</sup>

### e) Recognition of non-formal and informal learning

In general context there is Concept of key competences framework developed at the level of the Ministry of Education, Science and Sport. National examples:

1. GEES: Gold in Education and Elite Sport: The GEES project financed by Erasmus + Sport Program includes Faculty of Sports, University of Ljubljana as a partner in consortium of 9 participant nations such as Belgium, France, Italy, Poland, Spain, Sweden, The Netherlands and UK. The general objective of the project is to implement EU Guidelines, focusing on the main competencies of athletes to develop a DC and a life after sport and on the quality of services offered to athletes for dual career.
2. AFTERMATCH: The AFTERMATCH project is a collaborative partnership initiative for the promotion of dual career of athletes. The AFTERMATCH project's approach is based on this basic question: "which competences, acquired during sport career, can be successfully transferred in the labor market in order to offer athletes the opportunity to recycle and spend their knowledge in and for the companies? And how?".

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<sup>20</sup> As above

<sup>21</sup> As above



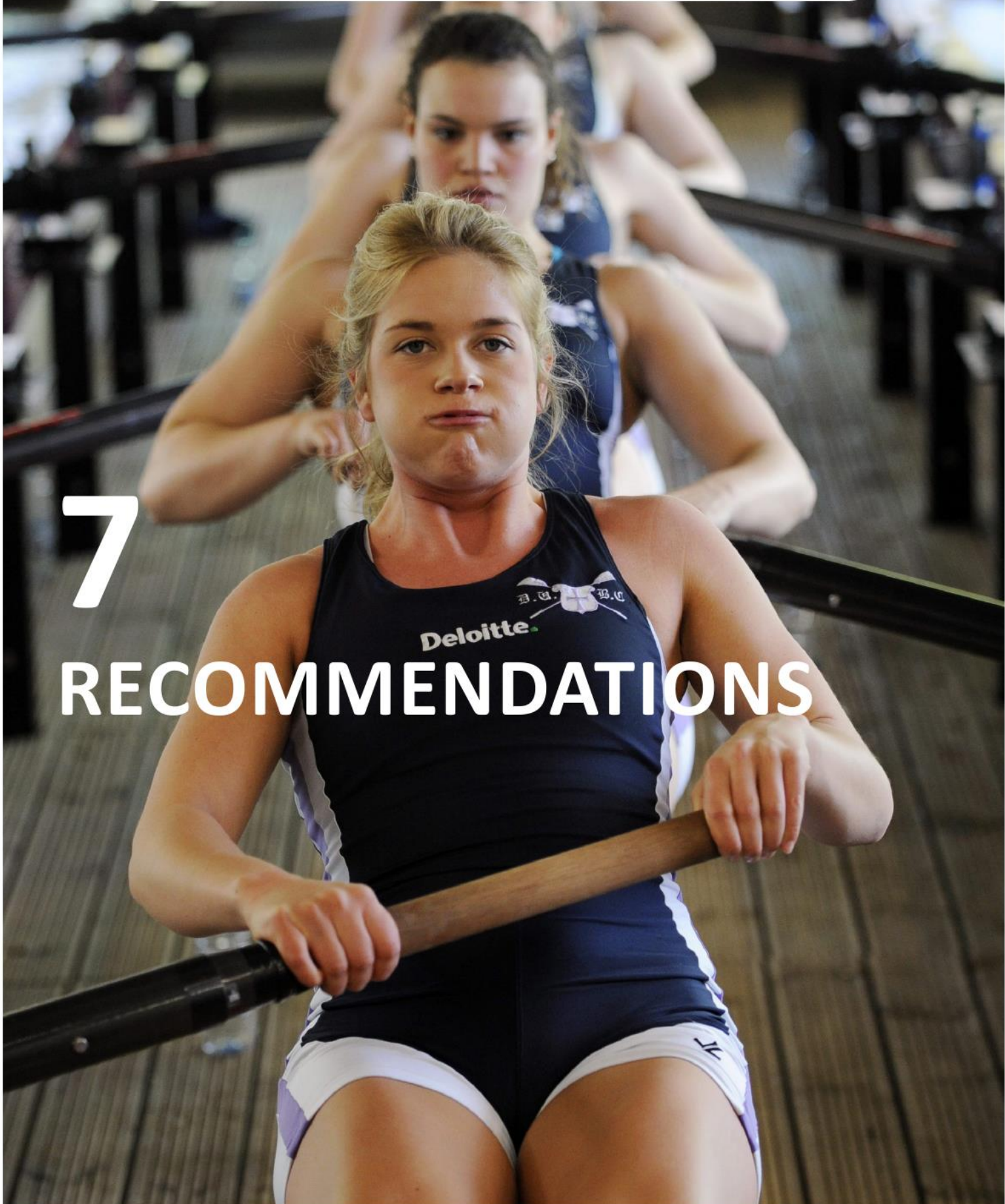


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Improving the Supply of Skills to the Sector

7

**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 Slovenia 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 Slovenia 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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