



**ESSA-SPORT**

Improving the Supply of Skills to the Sector

# NATIONAL REPORT

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



**Sweden**

*September 2019*

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	2
1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT .....	4
2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET .....	8
3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR.....	13
4. SPORT LABOUR MARKET STATISTICS.....	22
5. NATIONAL EDUCATION AND TRAINING SYSTEM.....	33
6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM .....	39
7. FINDINGS FROM THE EMPLOYER SURVEY .....	50
8. REPORT ON NATIONAL CONSULTATIONS .....	53
9. NATIONAL CONCLUSIONS .....	55
10. NATIONAL ACTION PLAN AND RECOMMENDATIONS .....	57
BIBLIOGRAPHY.....	59



This national report has been produced by *Arbetsgivar Alliansen* who are a full partner and national coordinator in the ESSA-Sport project, using the methodology and structure provided by the coordinator EOSE.







**ESSA-SPORT**

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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 and to build a lasting consultation network at national and European level to take forward the conclusions and recommendations made in national and European Reports.




The project has identified skill needs and future priorities based on national and European level research and consultation activities.

The consortium, composed of 20 national coordinators and 5 European networks, is proud to have generated new knowledge and data as well as consultation activities at all levels to support policy and priority actions in the sport and physical activity sector.

### a) The National Report

This National Report presents the main findings collated and analysed through the ESSA-Sport project at the national level.

Each nation in Europe has its own specificities, realities and challenges in terms of employment and skills in sport and the aims of the national report are:

-  to describe the national sport and education systems
-  to present new knowledge gathered for the sector in terms of employment and skills
-  to propose concrete conclusions and recommendations/ priority actions for implementation at the national level.

### b) The sport and education system

The first step of the overall process was for all national coordinators to conduct a series of desk research activities using a common methodology.

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

Section 3 presents the characteristics, evolution and future perspective of the national sport and physical activity sector/system.

The overall national education and training system is presented in Section 5 whereas the way it is specifically organised in the sport and physical activity sector is presented in Section 6.

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### **c) Sport Labour Market Statistics**

Section 4 of the national report focuses on the work carried out by national coordinators and main findings obtained in an attempt to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

Indeed, to make an impact on the sector and allow it to unlock its potential to improve people's lives, it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies. This information has been missing for many years since the last (partial) attempt to get a European map of employment for the sector took place in 2004 (Vocasport project, EOSE 2004 ).

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

NACE is the statistical classification of economic activities in the European Community, while ISCO is the International Standard Classification of Occupations. The ESSA-Sport consortium has been successful in collecting the most relevant NACE and ISCO data related to the sport sector, gathered from National Statistics Offices and the European body Eurostat. This data on the size and characteristics of the sport labour market at the national level is presented in section 4.

### **d) European Employer Skills Survey**

Following the desk research and collection of available statistics for the sport labour market, the focus was then to design and launch the first ever European Employer Skills Survey for the sport and physical activity sector. The objective was to consult the widest variety of employers from the sector and collate data on the labour market, skills needs, gaps and shortages, future tendencies/perspectives, realities and difficulties to recruit and retain staff and volunteers.

In the context of a dynamic and complex labour market, gathering information on current and future skill needs can support better matching of education, training and employment.

In recent years, better understanding of labour market needs and skills matching have featured prominently on the policy agenda of many countries, driven by both rapid technological advances and global competition. Skills matching can also help reduce unemployment, particularly among young people. It helps to build a better life for individuals by improving employability, social mobility and inclusion.

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

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

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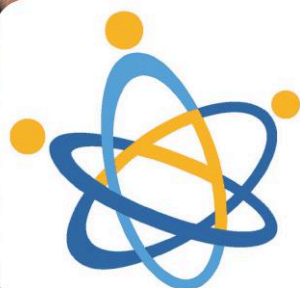
### e) Consultations and conclusions

Once all of the employment and skills data had been gathered from sources of labour market statistics and the Employer Skills Survey conducted, the aim in each country was then to discuss and consult on the data with relevant national stakeholders, through meetings, round-tables, one-to-one discussions etc. A summary report on consultation activities implemented at the national level is presented in Section 8.

Finally, it was the aim of the ESSA-Sport project to implement a bottom-up approach and present national findings and conclusions from the entire project and all activities including desk research, data collection and consultation.

The development of recommendations and actions for the sector to tackle the identified challenges will ensure the legacy of the ESSA-Sport project as the sector builds on the data collected for sustained reforms to improve skills of paid staff and volunteers and meet the potential of the sport and physical activity sector. National conclusions and recommendations are presented in Sections 9 and 10 of this report.





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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

#### 1) Sweden Country Information



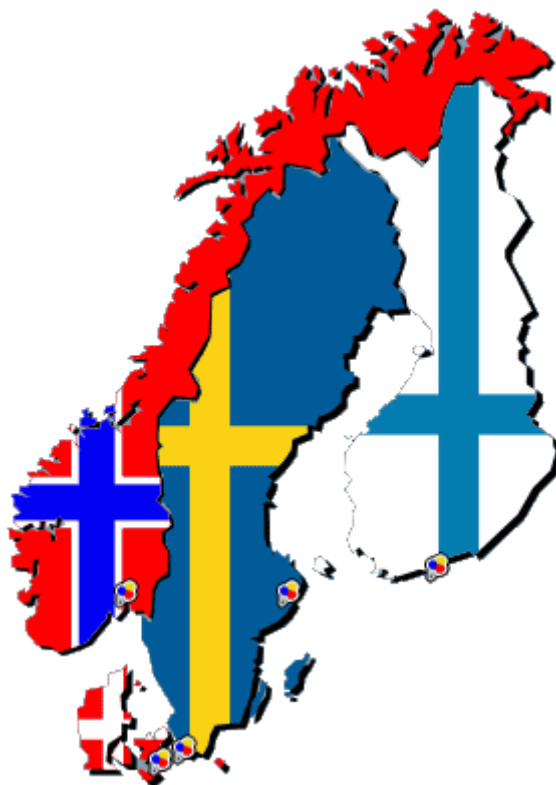
Capital	<b>Stockholm</b>
Official EU language(s)	<b>Swedish</b>
EU member country	<b>since 1 January 1995</b>
Currency	<b>Swedish krona SEK.</b>
Schengen:	<b>Schengen area member since 25 March 2001</b>
Geographical Size	<b>438.6 - Surface area in thousands of square kilometres</b>
GDP per capita in PPS <sup>1</sup>	<b>123</b>

**Table 1) Total population per gender and categories of age**

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)				
		Female	Male	0-14	15-24	25-54	55-64	65+
<b>2016</b>	9 995 153	49,9	50,1	1 687 712	1 154 646	3 918 440	1 145 476	2 016 811
<b>2015</b>	9 851 017	49,9	50,1	1 648 901	1 168 411	3 853 638	1 140 941	1 987 294
<b>2014</b>	9 747 355	50	50	1 615 192	1 189 193	3 796 354	1 143 483	1 951 885
<b>2013</b>	9 644 864	50	50	1 580 169	1 207 419	3 750 713	1 150 333	1 911 738
<b>2012</b>	9 555 893	50	50	1 549 101	1 224 972	3 714 365	1 162 321	1 868 633
<b>2011</b>	9 482 855	50,2	49,8	1 523 570	1 237 408	3 689 726	1 174 578	1 823 929
<b>2010</b>	9 415 570	50,2	49,8	1 502 535	1 243 496	3 666 900	1 188 628	1 776 565
<i>Please indicate the source</i>		SCB						

<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.





Sweden is located in the northern parts of Europe. To the west is Norway, In the south neighbouring Denmark and to the east we find Finland.

## 2) Political system

Sweden is a constitutional monarchy and parliamentary democracy with a head of government - the prime minister - and a head of state - the monarch. The government exercises executive power. Legislative power is vested in the single-chamber parliament. Sweden is a unitary state, divided into 20 counties and 290 municipalities.

## 3) Trade and economy

The most important sectors of Sweden's economy in 2016 were public administration, defence, education, human health and social work activities (21.5 %), industry (19.9 %) and wholesale and retail trade, transport, accommodation and food services (17.9 %).

Intra-EU trade accounts for 59% of Sweden's exports (Germany 11%, Denmark and Finland both 7%), while outside the EU 10% go to Norway and 7% to the United States.

In terms of imports, 71% come from EU Member States (Germany 19%, the Netherlands 8% and Denmark 8%), while outside the EU 8% come from Norway and 6% from China.

## 4) European Parliament

There are 20 members of the European Parliament from Sweden.

Unemployment rate	<b>6.1%</b>
Job vacancy rate	<b>2.1%</b>
Inflation rate	<b>2%</b>

## b) Characteristics of the overall labour market

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

	TOTAL ACTIVE POPULATION <sup>2</sup>	TOTAL UNEMPLOYED PERSONS	NUMBER OF PERSONS IN EMPLOYMENT <sup>3</sup>						
			TOTAL EMPLOYED PERSONS	BY GENDER (%)		BY AGE (%)			
				Female	Male	15-24	25-54	55-64	65+
2016	5 276 600	366 500	4 396 000	50.1	49.9	10.4	70.2	16.7	2.7
2015	5 223 300	386 100	4 330 000	50	50	11.1	69.8	16.5	2.6
2014	5 183 400	411 000	4 242 100	50.1	49.9	11	69.2	17	2.8
2013	5 115 600	410 900	4 168 800	50.1	49.9	11.3	68.8	17.7	2.2
2012	5 060 100	403 000	4 137 400	50	50	11	69	17.5	2.5
2011	5 016 300	390 400	4 123 600	50	50	11	69	18	2
2010	4 948 300	424 500	4 049 900	49.5	50.5	11.4	69.3	17.7	1.6
Please indicate the source									
SCB									

Table 3) Total number of employed persons per economic sectors (NACE Rev.2 Codes<sup>4</sup>)

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS				
	2011	2012	2013	2014	2015
A - Agriculture, forestry and fishing	95 611	95 242	96 292	95 165	93 889
B - Mining and quarrying	8 295	8 820	9 081	9 145	8 734
C - Manufacturing	497 000	480 000	470 000	460 000	455 000
D - Electricity, gas, steam and air conditioning supply	45 000	45 500	45 000	44 000	44 500
E - Water supply; sewerage, waste management, remediation activities	17 600	18 200	18 700	19 100	19 300
F - Construction	285 379	287 061	285 567	287 464	293 920
G - Wholesale and retail trade; repair motor vehicles/motorcycles	487 000	492 000	495 000	496 000	500 000
H - Transportation and storage	195 000	194 000	192 000	186 000	183 000
I - Accommodation and food service activities	140 000	149 000	158 000	160 000	163 000
J - Information and communication	170 500	172 000	174 000	178 000	179 000
K - Financial and insurance activities	90 200	90 300	90 600	91 100	91 900
L - Real estate activities	69 000	70 800	74 000	74 500	77 000

<sup>2</sup> The Active Population also called Labour Force, is the population employed or unemployed

<sup>3</sup> Employment is defined as the number of people engaged in productive activities in an economy. The concept includes employees, self-employees and family workers.

<sup>4</sup> See <http://ec.europa.eu/eurostat/documents/3859598/5902521/KS-RA-07-015-EN.PDF>



<b>M - Professional, scientific and technical activities</b>	108 000	110 500	111 200	113 700	117 500
<b>N - Administrative and support service activities</b>	98 500	101 000	103 000	106 000	110 000
<b>O - Public administration and defence; compulsory social security</b>	252 000	259 000	263 000	265 000	271 000
<b>P - Education</b>	462 000	472 000	479 000	482 000	500 000
<b>Q - Human health and social work activities</b>	720 000	738 000	750 000	765 000	785 000
<b>R - Arts, entertainment and recreation</b>	84 500	87 200	90 000	90 800	91 400
<b>S - Other service activities</b>	110 300	113 500	117 100	118 400	118 400
<b>T - Activities of households as employers</b>	Not known				
<b>U - Activities of extraterritorial organisations and bodies</b>	Not known				
<i>Please indicate the source</i>	SCB				



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**3**

# THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



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

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

In sports, we still believe that something special happens when we meet in an association. It's a place where people become healthier, happier and where they meet over class and other barriers. One of the objectives of sports' great journey for change is for even more people to feel welcome and have the opportunity to develop in the new sports that are developing throughout Sweden. Everybody must have a chance to experience success and setbacks, feel motivated and have the opportunity to learn new things in our associations. The focus on personal development provides the basis for life-long physical exercise. It also provides better conditions for those who dream of championships and medals.

Sports issues are processed at the Government Offices by the Ministry of Health and Social Affairs. In the Government's proposal for the central government budget, sports are included in the area of Policy for the Civil Society under expenditure area 17, *Culture, media, religious communities and leisure activities*. In the Swedish Parliament (Riksdag) sports issues are prepared in the Committee on Cultural Affairs.

Central government sports policy is regulated through legal provisions. An Ordinance concerning the Allocation of Government Grants to Sports Activities (Swedish Code of Statutes 1999:1177) was established in 1999. This stipulates the objectives and purposes of central government sports policy and the conditions for allocating grants and reporting, etc. The same year, the Riksdag passed a law establishing that the Swedish Sports Confederation "examines matters concerning the allocation of government grants to sports activities in accordance with what the Government has decided".

The overall sports policy objectives that are set out in the Ordinance concerning the Allocation of Government Grants to Sports Activities are concretised in three main ways. In the Budget Bill, the Government comments on the direction and development of sports policy. For appropriations from the national budget, the Government also issues what it terms 'guidelines' to the Swedish Sports Confederation every year. These determine central government sports policy's objectives and purposes and the requirement for reporting, distributed over different branches of activities. Finally the Government also issues appropriations directions (addressed to the Legal, Financial and Administrative Services Agency) which determine the grant's appropriation items and special conditions.

Public health involves the initiatives that are taken to prevent ill-health. This area includes everything, from broad measures to promote public health to specific issues such as alcohol, tobacco and protection against communicable diseases. The field of sports contains both public health issues, such as getting people to be physically active and exercise, and democratic perspectives, such as encouraging people to engage and assume responsibility in non-profit activities. The area also includes initiatives to bring the experience of sporting events to the public.

#### b) National or regional laws which seek to regulate sport and any employment laws that impact on sport

Historically speaking, the sports movement has enjoyed a special position with a high level of autonomy; it has not been unregulated but has been governed by its own regulatory framework and to a lesser extent by legislation, so that, for example, there is no legislation on non-profit organisations. This strong tradition of self-determination can also be seen in the meeting with labour law. Certain areas and issues that are normally regulated in the field of labour law are now to be found elsewhere. A clear example of this is represented by the collective agreement partners in the football agreement, where Swedish Elite Football (SEF) and the Swedish Football Series (SFS) are partners instead of the traditional partners. Similar

tendencies may be seen in work environment regulations where there is a complete lack of provisions from the Swedish Work Environment Authority, whereas the sports sector's own regulatory framework contains a number of regulations on protection and similar matters. This image is confirmed by the fact that there is hardly any practice with regard to sportsmen as employees. There are two probable explanations for this. One is that there is a tradition of solving conflicts by mutual agreement, both centrally and locally. The other explanation is arbitral proceedings. In the sports sector, there is an advanced system of arbitral tribunals, particularly when it comes to purely sporting matters but these arbitral tribunals are often qualified to solve labour law disputes as well. The fact that the organisation of employees takes place via the football players' player association, instead of via a traditional trade union may be linked to the lack of a clear alternative, even though ice hockey players and football players are now organised by the largest trade union, Unionen.

The sports movement is also undergoing a change in the sense that it is becoming commercialised and professionalised. This development can be seen in the privately-owned sports limited companies that are being formed. Because of the attitudes of individual members, trade unions did not previously enter into disputes nor were they able to come to practical solutions since they involved non-profit organisations. The same type of consideration cannot be counted upon now that sport is often run as limited companies, even if they are owned by non-profit associations. Now that a sportsman must be considered to be an employee, labour law legislation applies to the full.

A collective agreement for hockey provides an example of the way in which several fundamental principles in general labour law have had to be sacrificed in order to adapt to the special conditions that apply. The clearest example is security of employment. The main rules on indefinite term (permanent) employment are being replaced by fixed-term employment becoming the norm. Within the sports sector, permanent employment is considered impossible in view of the type of work. Few employers would have the financial capacity to employ sportsmen permanently since it is impossible to predict how they will perform. On the other hand, it is possible to find other solutions in the collective agreements that have been entered into. The same phenomenon applies with regard to obligation to work; traditional labour law is not compatible with the conditions applying to sports. A hockey player's main occupation is to play ice hockey in the team in which he or she is employed. Apart from this, other occupations have to be considered, such as participating in different events on behalf of sponsors. This has been solved via collective agreements by clearly defining the extent of a player's obligation to work so that it also includes such events. Even without a collective agreement, similar occupations should be included among one's obligation to work, if you look at practice from the Labour Court. The sportsman ought to be very familiar with the fact that such tasks actually exist and that they are often of a more limited extent.

Apart from this, the issue may be regulated in the individual employment contract. This is also the source of one of the contradictions existing between sports and general labour law. Apart from collective agreements and for those sportsmen not covered by the collective agreements, many issues are regulated at the individual level. One of the basic principles of security of employment is that notice of termination of contract may only take place if there are actual grounds for this. Attempts are made to agree on this rule as well in individual contracts (doping as grounds for cancelling the contract).

The Employment Protection Act's provisions in this regard are not optional and it is very probable that doping is an actual ground for termination of contract, if not also dismissal, but the Act is not optional in this regard. Even here, there is thus a regulatory framework that in one respect comes into conflict with mandatory labour law. Finally, the different construction of the application and validity used for the Swedish Hockey and Football Agreements should also be mentioned. The Hockey Agreement has a narrow area of application and applies only to those playing in the Swedish Hockey League. If a team is demoted



after a season, the collective agreement may no longer apply, according to the partners, despite the fact that the agreement may not have expired in terms of time. Because of this, there may be issues concerning industrial peace and other effects of collective agreements that are normally solved in other ways.

### **c) Swedish sport**

The sports movement in Sweden is organised through the Swedish Sports Confederation (RF) and the different national sport federations of which individual sports associations are members. Sports are based on a democratic organisation, which can be compared with a pyramid. At the bottom are the individual sportsmen/women who are members of an association, the association is member of a National Sport Federation and the National Sport Federations are members together of the Swedish Sports Confederation. Alongside this is also a parallel structure with district federations and district sport federations.

The individual sportsman/woman is member of an association and thereby bound by association statutes, so must comply with the regulatory framework of the overall sports federation. Some federations have started limited companies (what is termed privately-owned limited sports companies) and since the late 1990s member associations in the national sports federations have been able to transfer the right to participate in competitive activities to the privately owned limited sports companies. The statutes of the Swedish Sports Confederation and the national sports federations regulate the conditions for the privately-owned limited sports companies.

In addition to this, we have the labour market's organisation via employer organisations and trade unions. Within the sports sector are two large organisations: the employer organisation, Arbetsgivaralliansen and the trade union, Unionen.

Sports of the future in Sweden must be inspired by curiosity and the changes taking place in society. It must be possible to take part in many different ways in a sport with a wider selection. Modern associations must be even better at attracting people's interest in a way that makes more people discover how rewarding it is to be part of them.

In recent years, we have seen sports where it is possible to plan your own training and where participants are able to challenge themselves and watch how their own development proceeds. Sporting activities where we can focus on ourselves rather than only comparing ourselves with others. This is something that all associations – regardless of sport – are inspired by.

A new view of exercise and competition is beginning to gain support at all levels. How, for example, do we plan competitions so that they are meaningful? More and more people regard sports as a training for life and both federations and associations are talking about the right to physical literacy for everyone. In such sports, everyone is given a good foundation to stand on while those who wish to are able to compete as much as ever, but we turn this into part of their lifestyle. The focus must lie on development, instead of results.

Associations must be even more welcoming. They must not only allow everyone to take part, but must adapt themselves so that even more people want and are able to, on their own terms. All associations should do their best to get rid of both visible and invisible thresholds. We open doors when we think creatively about rules, costs and our culture.

The sports movement today has 3.2 million members and just over 800 000 voluntary leaders in 20 000 associations. Activities are led almost exclusively by voluntary leaders. Sport is to be found in all the

municipalities in this country and is more popular than any other leisure time activity for children and young people. Through its physical activity, sports are an enjoyable counterweight to an increasingly sedentary daily life and represent a meeting place in a society where segregation and social exclusion are growing challenges. The main reason for active sportsmen/women and leaders going to the playing field, sports hall or out in the forest in all weathers is that it is fun. It is thus not only training or competitions in themselves that attract, but the sense of community and the happiness in doing something together with other people, that the Swedes regard as the prime strength of association sports.

The sports movement has begun a journey for change towards 2025. The objective of life-long sports training in an association requires that the sports associations manage both to develop elites and to offer a broad spectrum of sports and sport for exercise and to ensure that these are connected. An entire life with sports ensures a stronger Sweden. The 20 000 sports associations are members of 71 national sport federations that are based on different sports, such as, for example, the Swedish Handball Association or the Swedish Swimming Federation. The district sport federations are the regional organisations of the national federations. The number of these district federations and their tasks vary. The Swedish Sports Confederation and its districts support, lead and represent the Swedish sports movement that we also talk about as the sport movement. They play an important role in reaching out to associations and influencing our decision-makers. The Swedish Sport Confederation Adult Educational Association is the sports movement's study and educational organisation. It can be found in all municipalities throughout Sweden. Every day, it meets trainers, leaders, parents, active and elected members in associations and national sports federations throughout the country. Its home grounds are the clubhouse and community centre.

The Swedish Olympic Committee contains 36 ordinary member federations (termed the national sports federations for the Olympic sports) and 14 so-called recognised federations (recognised by the International Olympic Committee, but not currently on the Olympic programme). The Swedish Olympic Committee's primary task is to prepare and lead Swedish participation in the Olympic Games aimed at competitive Olympic teams.

#### **d) Sports funding**

Contrary to what many people think, Swedish sports are largely financed by themselves. The 600 000 voluntary leaders are responsible for the largest contribution.

**Voluntary work:** In December 2018, Ersta Sköndal Bräcke University College and Statistics Sweden presented a study that estimated the financial significance of voluntary work at SEK 131 billion. The share of sports in this was estimated to be **SEK 21 billion per year**.

**Municipal support:** Municipal support varies from year to year and from municipality to municipality. The Swedish Sports Confederation estimates that the total amount allocated to sports per year by the municipalities is **SEK 10 billion**. Of these, **SEK 6-7 billion** is spent on running municipal facilities, **SEK 2.5 billion** to subsidies to premises and around **SEK 1 billion** to grants to associations.

**Sponsor income:** Sponsors provide support to sports at all levels, from the local businessman who pays for the youth team's track suits to the large company that has a cooperation agreement worth millions with a larger federation. It is difficult to say exact how much money is involved in total, but in 2017, the Institute for Advertising and Media Statistics (IRM) estimated the value at **SEK 5 billion** (*sponsorship amounts to 9.3 per cent of total advertising investment in Sweden and 70 per cent of this is sports-related sponsorship*).

**Fees:** Members contribute not only voluntary work but also money in cash through membership and training fees. The importance of fees for the average association has increased radically over the last

decade and now amounts to just over 30 per cent of total income. They involve a total of **SEK 3.7 billion** every year.

**Central government support:** For the year 2019, the Riksdag has approved an allocation of SEK 1 974 billion to the Swedish Sports Confederation. This sum includes the organisation grant to the Swedish Sports Confederation and the Swedish Olympic Committee and local activity support, etc., in accordance with the following:

Organisation grant to the Swedish Sports Confederation, the Swedish Olympic Committee and the national sports federations, and local activity support, etc.: SEK 1.22 billion

Boost for sport: SEK 569 million

Introduction of new arrivals: SEK 64 million

Upper secondary sports schools: SEK 43 million

Anti-doping initiatives: SEK 35 million

International cooperation: SEK 21.7 million

Sports research: SEK 20 million (SEK 7.5 million from the Ministry of Education and Research)

Other income: In 2017, the Swedish Sports Confederation received just over SEK 75 million for sponsorship and other services. The same year the Swedish Olympic Committee received SEK 62.5 million in sponsorship (this varies between Olympic Games years). The Swedish Inheritance Fund distributed project grants to non-profit organisations with activities for children and young people. SEK 173 million goes to the Swedish Sport Confederation Adult Educational Association via the Study Associations.

#### Other income:

**Sales of players:** For the elite clubs, processing and further sales of players is of great importance. There is a lack of a concerted set of statistics here. Referral to each club's annual report.

**Media income:** Increases for the highest football and ice hockey series.

**Arena income:** (tickets, restaurants, souvenirs). Lack of concerted set of statistics.

**Web sales:** Growing but lack of concerted set of statistics.

**Lotteries and bingo:** Classical income. Lack of statistics, but in 2017, the Swedish Sports Confederation stated that income from the sports sector's own gaming such as lotteries and bingo, amounted to some SEK 1.5 billion.

The public, commercial and civil sectors provide resources to the sports movement in the non-profit sector in different ways. Support from the public sector to the sports movement is paid from central government, county councils and municipalities.

Municipal grants can be divided into three categories. Cash grants, in the form of activity support, grants for leadership courses, and support to the costs of premises/facilities. There are also what are termed 'hidden subsidies' which consist of subsidised rents for premises, or free access to equipment and material. The third category is non-material support, such as administrative assistance for booking premises, advice and educational initiatives. County council grants are primarily paid to the various district federations of the sports movement. Central government support to sport consists of government appropriations and grants via the state-owned company Svenska Spel. Central government appropriations are funded via central government revenues, which mainly come from taxes. In recent years, public



support to sports has drastically increased and attention to this has been drawn by other cultural and public benefit organisations which have criticised the Government's initiatives, since they wish to see more even distribution between sports and culture.

The commercial sector primarily contributes to the sports sector via advertising, sponsorship and TV rights. A common attitude is that commercial income to the sports sector now dominates funding within the sports movement and that most sports associations receive a significant portion of their income from advertising and sponsorship. This is not the case, however, since public support to sports is still much larger than that from the commercial sector.

Civil society contributes primarily through voluntary, unpaid work, which represents great value to society. From the civil sector, resources are provided for support in the form, for example, of membership fees and lottery sales. According to the Swedish Sports Confederation, sports associations in Sweden receive over SEK 3.7 billion annually via membership and training fees alone. These amounts show that the civil sector contributes essential resources to the sports movement. The Swedish Sports Confederation's R&D report "Value for Money" (Hertting, 2009) states that the costs of taking part in sports have increased and that parents regard them as relatively high, but parents also consider that sports have a value that exceeds these costs. It also showed that there was a clear variation in costs related to age, and that the older the sportsman/woman was and the higher his or her level of training and competition intensity, the more expensive the costs were.

#### e) Points of departure for central government sports policy

Central government support to the sports movement has a long history. A first one-off grant was approved by the Government as early as 1877. Starting in 1913, permanent central government grants were given for sports activities that were approved by the Riksdag. This grant initially amounted to SEK 100 000. After that, the allocation has gradually increased. In 2017, total central government support to sports amounted to just over SEK 2.1 billion. The motives for central government sports support have varied over time and in pace with the development of society. On an overall level, however, the grant has always served two purposes. The first is to encourage and take advantage of the positive effects that voluntarily organised sports are regarded to lead to.

In the early 1900s, this tended to be formulated in the form of (male) character building, patriotism and the creation of a 'healthy mind in a healthy body'. Similarly, it is now said that sports and exercise are positive for public health and that they create pleasure, recreation and meaningful leisure time for both young and old. As an example to illustrate this, the Government states in its 1999 sports policy bill – Sports Policy for the 21<sup>st</sup> Century – that a high standard of public health is "an essential element of our society's welfare" and that it is therefore important that at an early stage children and young people acquire a habit of taking "regular exercise that lasts throughout their lives" and that the need for exercise of older people and those with disabilities deserves attention.

The second aim of central government is to support "a free, independent popular movement". This aim has two dimensions. Firstly, it is a recognition of non-profit sports organisations' many voluntary workers. From this perspective, central government support is a way of helping people to help themselves, where the objective of public funding is to strengthen the conditions of the sports movement to be and remain an extensive, multifaceted and independent mass movement in the non-profit sector of society. The other dimension involves the democratic ideals and values that are embedded in the popular movement perspective itself, such as equal conditions for everyone to join in and participate on the basis of their own abilities, equal terms for boys and girls, the integration of underprivileged groups and the safeguarding of

good ethics and sound ideals. It is important that the sports movement also works actively to ensure all members' real opportunities for influence and involvement.

Central government support to the sports sector increased dramatically over the first decade of the 21<sup>st</sup> century. A contributory factor behind this was that up and until 2010, the sports sector was allocated grants from the state-owned gaming monopoly Svenska Spel's surplus. Since 2011, this grant via Svenska Spel has been replaced by traditional central government appropriations via the central government budget.

#### **f) The benefits of sports**

With 3.2 million members in 20 000 non-profit associations and 650 000 leaders, the sports movement is creating a number of positive side-effects in terms of benefits to society. Since these benefits range over a number of areas, from health economics and self-esteem to tourism and integration, the Swedish Sports Confederation has engaged 16 researchers to illustrate a number of different areas.

This research shows that if the sports movement manages to reach 100 more young people, it means that:

- 5 of these young people will not suffer from depression
- 25 young people will not have symptoms such as stomach ache, headache, etc.
- 5 pupils will improve their school results thanks to fewer illnesses/symptoms
- There will be minor savings in medical and health care costs for a number of fewer visits to the doctor and lower consumption of anti-depressive medicines.

Society's costs for illness among older people are in the order of SEK 80 billion and research shows that with the aid of sports and physical activity, the potential for drastically reducing these costs is enormous.

#### **g) Professional sport**

The levels of sport and physical activity participation

Public health as a measure of physical activity. The following general recommendations applying to physical activity for adults are taken from the Swedish Professional Association for Physical Activity and adopted by the Swedish Society of Medicine:

Every adult, from 18 years old and upwards, is recommended to be physically active for at least 150 minutes per week. Intensity should be at least moderate. In high intensity, at least 75 minutes are recommended per week. Activities of moderate and high intensity can also be combined. Activities should be spread out over several of the days of the week and be undertaken in sessions of at least 10 minutes.

The following Nordic recommendation with regard to physical activity for children and young people is given by the Public Health Agency of Sweden: At least 60 minute's physical activity per day, both with moderate and high intensity. Activities can probably be divided into shorter intervals throughout the day and should be of different kinds. A Swedish study shows that only 33 per cent of 4-year olds achieve the daily recommendation.

48 per cent of Sweden's population achieve these objectives.

## **h) Participation per capita**

One way of measuring the extent of involvement in sports is to study central government support that, for a number of years, has been paid every time any person participates in sport. Sports participation related to this support is not an exact measure, but it is possible to see trends in the number of activities and the number of times young people have participated generated by these activities. In total, the number of participation times for children and young people between the ages of 7 and 20 has steadily declined since 2004, when over 59 million participation times were reported. In 2015, this figure was over 52 million which is a reduction of around 12 per cent. Participation has also declined in relation to population growth.

## **i) Venues/facilities**

The majority of the sports facilities are run by the municipality. The clubs using them pay a smaller fees since using them since one of the financing system for the sector is through subsidized rental fees.

On the other hand is the commercial part of the sector that's either rent their venues or invest and build their own. A downtown gym are usually hiring their facility but some are run the company. Big investment like ski resorts are usually privately owned even though there are some smaller that are own by sport clubs.

Later years some of the major facilities of the municipality are sold and run by private companies, often with the municipality and local clubs as a rental guests.

## **j) Trends and tendencies**

There is a growing amount of people taking part in organized individual training. Often trough gym and fitness center but also through private entrepreneurs. Often old athletes or private trainer who organize group classes. Either in a rented facility but often outdoors. Often inspired by boot camps, military training and classics sports like gymnastics and wrestling.





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4

# SPORT LABOUR MARKET STATISTICS



## 4. SPORT LABOUR MARKET STATISTICS

The major source for data is Statistics Sweden. Statistics Sweden is responsible for official statistics and for other government statistics. This means that they develop, produce and disseminate the statistics. In addition, they coordinate the system for the official statistics in Sweden. Some of the data for the report has been collected through the open database. Some of the more specific parts had to be bought and customized for this project with help of Statistics Sweden.

Statistics Sweden is in Stockholm and Örebro, and has about 1300 employees, of whom roughly 100 are field interviewers. They collect information for surveys around the country. In total, operations amount to over one billion kronor annually, of which half is from government appropriations.

Contact at Statistics Sweden during the Essa-project has been Lukas Gamerov. During the gathering and helping with analysing the data there has been contacts with statistics officer Lina Wahlgren at the The Swedish Sports Confederation.

When looking at the finding of the statistics there is one part that stands out. The total employment in the sport sector versus overall total employment. Sweden have a much higher number of employment than the rest of Europe. That highlights the process that the sport sector is in. Going from volunteer based to more professionals that are hired.

The biggest employer's organisation in Sweden, Arbetsgivaralliansen, organize employers in the sport sector. When checking their member statistics we see the same kind of trends. More organisations and clubs within sports are hiring staff and get to be employers. The existing organisations are growing in numbers of employees. So, during the recent years we see that the numbers are rising and we are not at the end yet.

Although Sweden have high numbers compared to most parts of Europe the employers survey clearly marks that we are just in the process of a more professionalized sector. A majority of the employers think that their organisation is growing and that they need to hire more staff within the coming years.

The following summarises and highlights some of the main findings of the employment data gathered in Sweden. This reveals that the total number of people working in the Sport and Physical Activity Sector in Sweden in 2018 was 83,882. This represents a high growth rate of 44.81% 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.



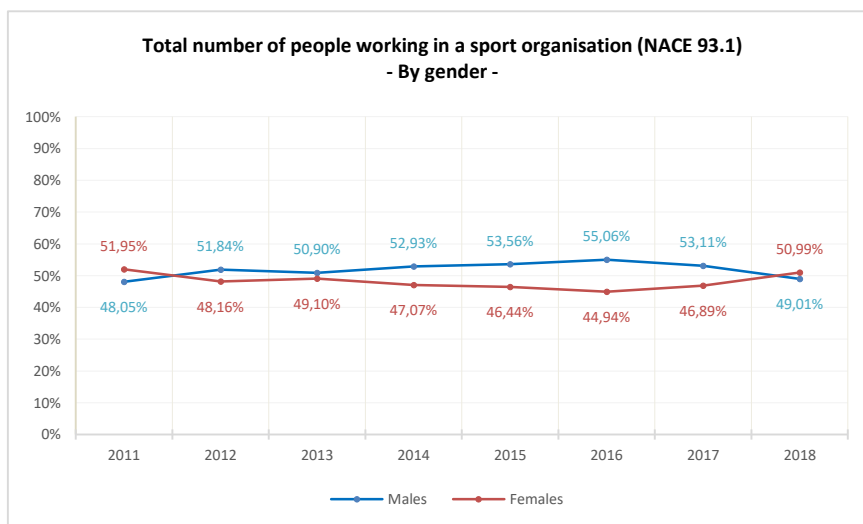
## 1) Total Number of People Working in All Occupations in Swedish Sports Organisations and Growth Rate



The total Swedish working population in sports organisations (all occupations) as of 2018 is 58,034. This compares with a figure of 42,643 in 2011. Thus, there is a growth during this period of 15,391 (36.09%).

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

The number of female employees in 2018 exceeds the number of males by 1,148 (0.98%). This situation is very uncommon and different to many other EU member states. There is gender parity in Swedish sports organisations with a ratio female/male of 51/49.

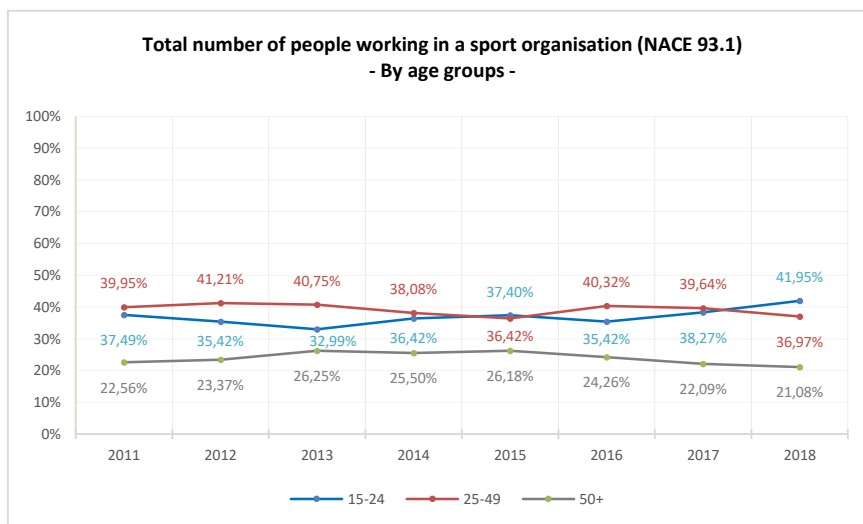




### 3) All People Working in Swedish Sports Organisations by Age

In 2018 the workforce was broken down by age as:

15-24 years old	23,348 (41.95%)
25-49 years old	21,454 (36.97%)
50+ years old	12,236 (21.08%)

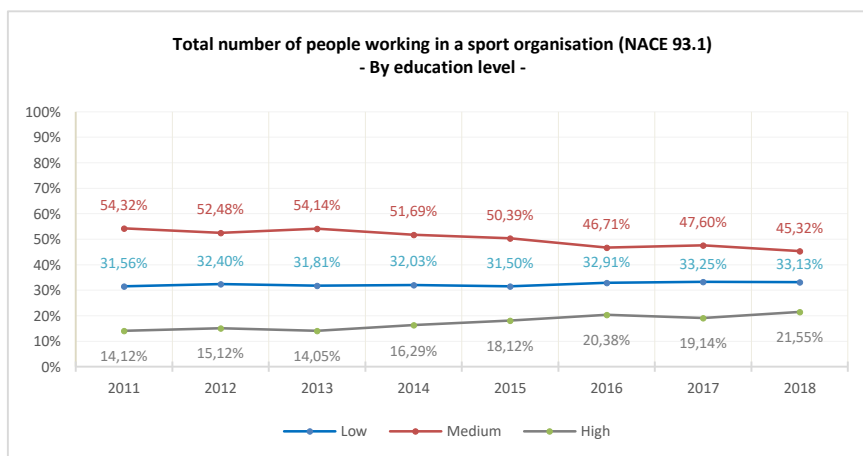


It is interesting to note a relative decline in the 25-49 age group (3%) and the 50+ age group (1.5%). The 15-24 age group increased by 4.5%.

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

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

Low (ISCED 0-2)	19,128 (33.13%)
Medium (ISCED 3-4)	26,170 (45.32%)
High (ISCED 5-8)	12,442 (21.55%)



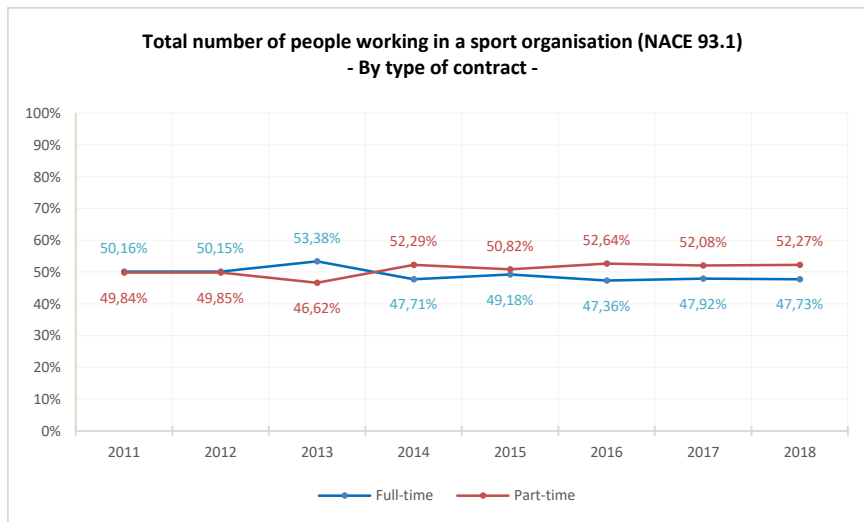
2011-2018 shows a decrease in the proportion of medium education group (9%) as the low education group increased by (1.5%) and the high education group increased by 7.5%. This move towards a of higher level education may suggest may suggest a greater need for specific training (CPD) in employing organisations or new requirements for higher level skills.

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

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

Full-time 27,677 (47.73%)

Part-time 30,306 (52.27%)



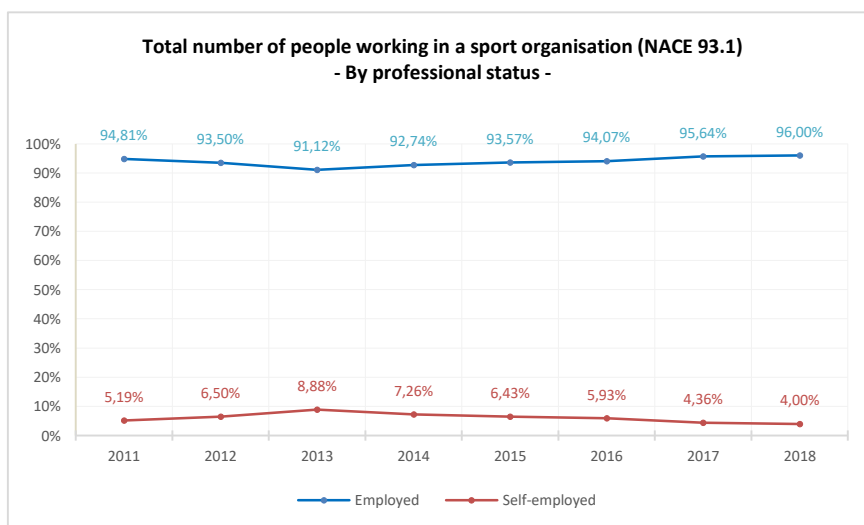
In 2018, sport organisations clearly involved more staff through a part-time contract (52.27%) than full-time contract (47.73%). The increase in part-time employment may suggest the need for more flexible training provision to meet the working styles of these staff.

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

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

Employed 55,652 (96%)

Self-employed 2,321 (4%)



2011-2018 shows that the number of employed staff slightly increased by 1.2% with the same decline in self-employed. It is clear that there is a preference for employed staff in the Swedish sports organisations.

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

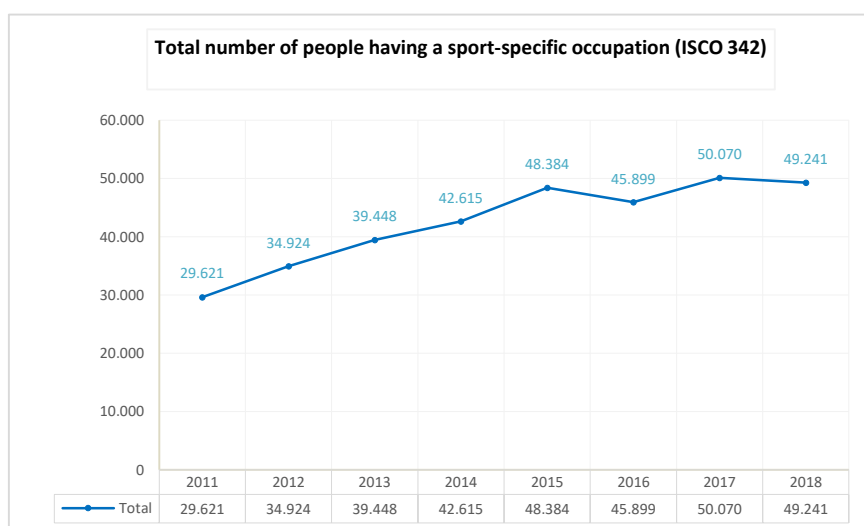
This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

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

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

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

The total working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 49,241. This compares with a figure of 29,621 in 2011.



There is a growth during this period of 66.24%.

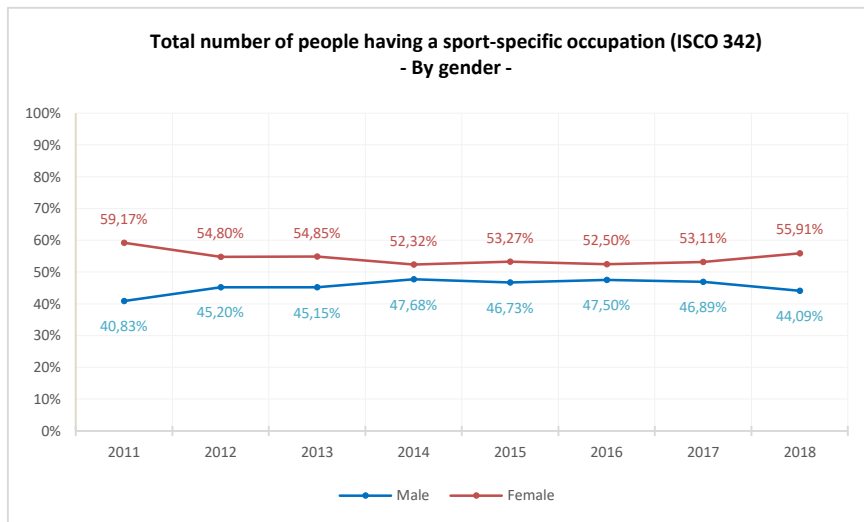


## 2) People Working in Sport Specific Occupations by Gender

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

Male 21,695 (44.09%)

Female 27,512 (55.91%)



This shows a relative change from 2011 as the proportion of females decrease by about 3.5% and the proportion of males increased by the same number. The workforce clearly involves more females which is similar to the NACE code 93.1 (to an even greater extent) but different than the European picture and many other countries.

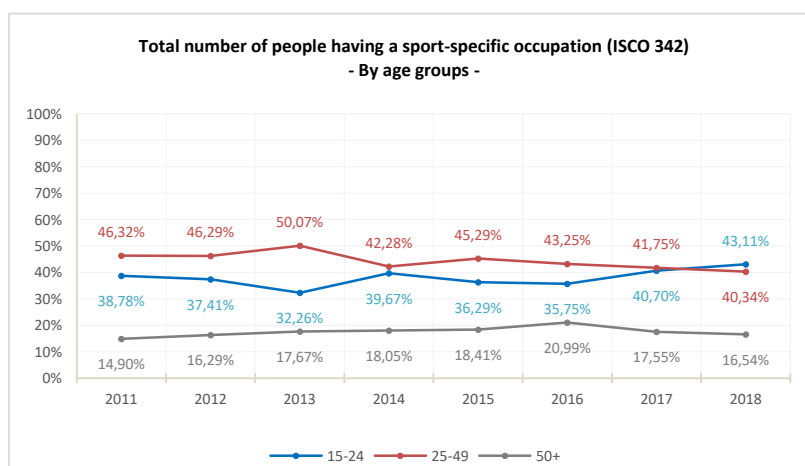
## 3) People Working in Sport Specific Occupations by Age

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

15-24 years old 21,182 (43.11%)

25-49 years old 18,822 (40.34%)

50+ years old 8,129 (16.54%)

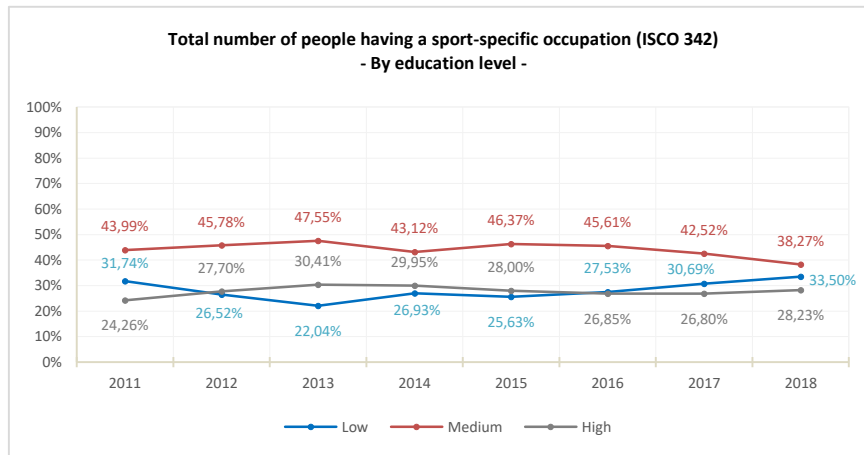


2011-2018 shows an increase of 4.5% in the 15-24 and 1.5% in the 50+ age group. The 25-49 age group decreased by 6%. The fact that more people are joining the industry in these age groups might suggest more need for retraining of people joining from other sectors and in-service training for the new arrivals.

#### 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)	16,414 (33.5 %)
Medium (ISCED 3-4)	18,747 (38.27%)
High (ISCED 5-8)	13,830 (28.23%)

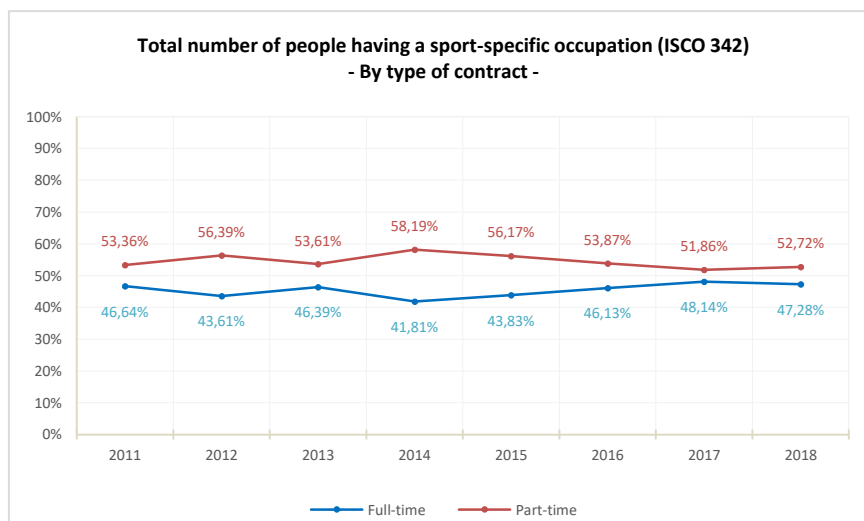


2011-2018 shows that the proportion of Low Education has increased by 2% and High Education by 4% while the Medium Education level decreased by 6%.

#### 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	23,228 (47.28%)
Part-time	25,900 (52.72%)



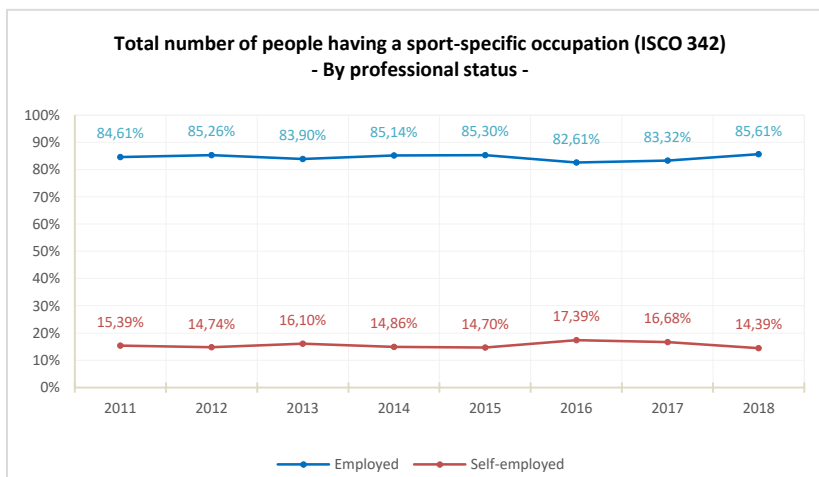
2011-2018 evolution shows that there is a need for both part-time and full-time contracts in sport specific occupation. Comparing to the people working in sport organisations, there is a significant difference as the full-timers represent 68% of people working in NACE code 93.1.

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

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

Employed 4,603 (85.61%)

Self-employed 1,558 (14.39%)



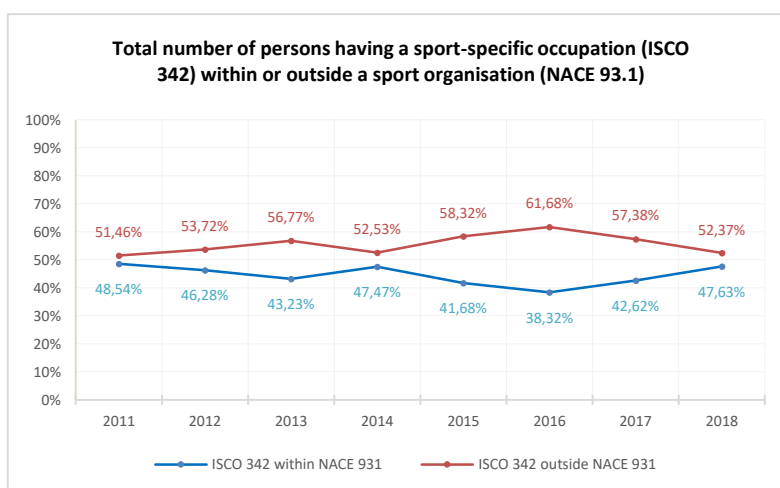
This shows only slight changes over the years as the proportion of employees increased by 1% as the proportion of self-employees decreased by the same percentage. The situation is different than in sports organisation where there is only 4% of people working as self-employees.

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

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

In sports organisations 23,453 (47.63%)

In other types of organisations 25,788 (52.37%)



This graph shows that the percentage of people working in with a sport specific occupation outside sports organisations decreased by 1%. More and more ISCO 342 are then hired outside sports organisations. It is once again interesting to note that the situation in Sweden is different than the European picture as there are more people working with a sport specific occupation outside sports organisation than inside.



### c) Total Employment in the Sports Sector

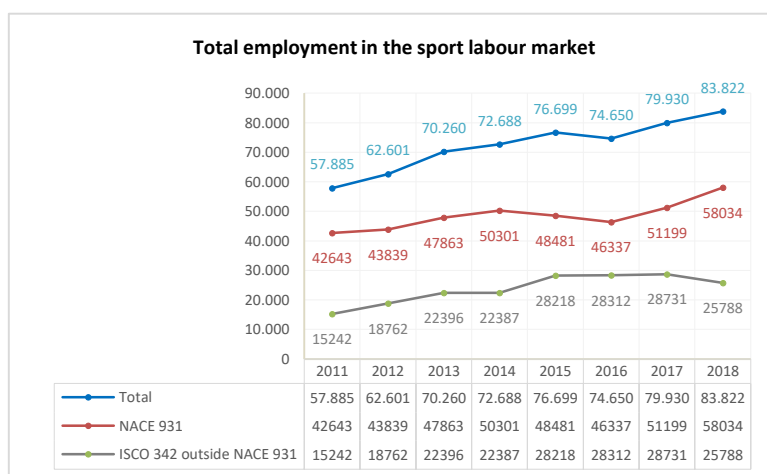
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- 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 Swedish.



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

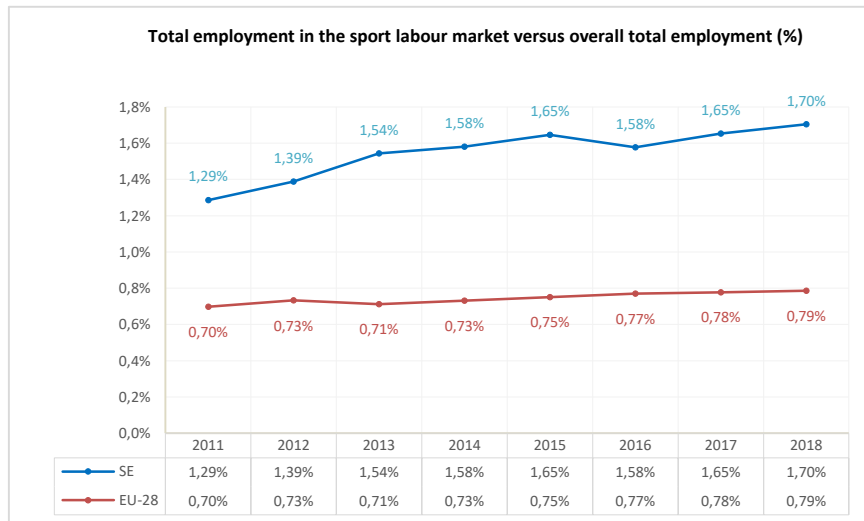
2011 57,885

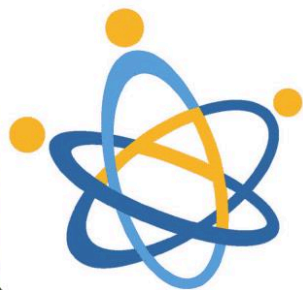
2018 83,822

This shows an overall increase rate of 44.81%.

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

The size of the Sport and Physical Activity workforce in Sweden is higher (by 0.91%) than that in the EU 28 as a proportion of total employment. In Sweden 1.7% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole.



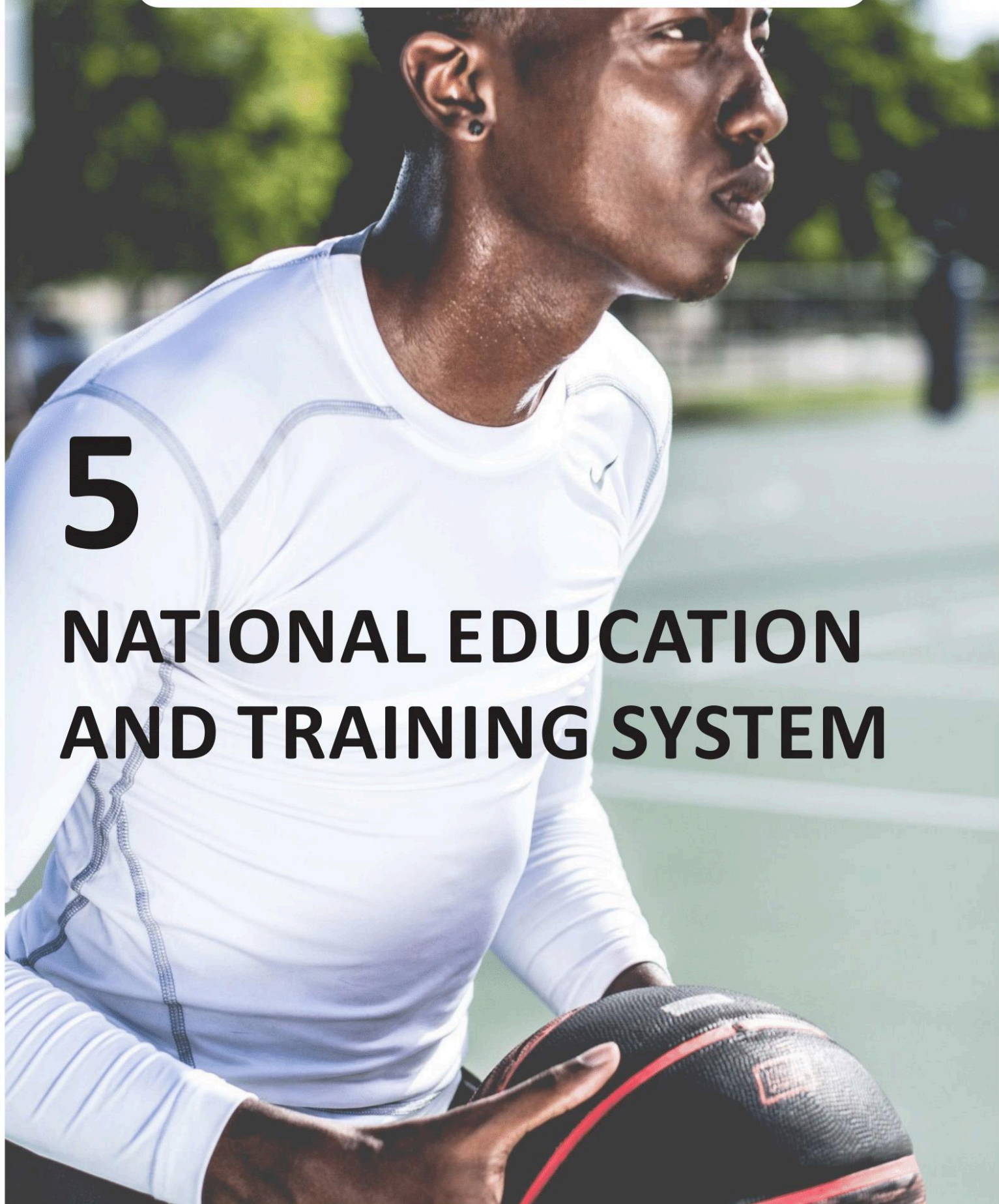


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**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**





## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

### a) Responsible Ministry<sup>5</sup>

The ministries involved in educational matters are the Ministry of Education and Research, the Ministry of Employment and the Ministry of Enterprise and Innovation. The ministries are in international terms comparatively small. They co-operate to a large extent as preparatory bodies for the government, while the practical implementation of decisions is delegated to the central administrative authorities. In the field of education, there are authorities such as the Swedish National Agency for Education, The Swedish Schools Inspectorate, The National Agency for Special Needs Education and Schools, The Swedish Council for Higher Education and the Swedish Higher Education Authority.

Sweden has a decentralised education system, steered by goals and learning outcomes defined at central level. The government has the overall responsibility and sets the framework for education at all levels. Almost half the Swedish population is involved in some form of organised education. All education, from preschool class to higher education, is free of charge. Sweden has among the highest public spending on education relative to GDP in the EU.

### b) Stages of the education system<sup>6</sup>

The preschool class (förskoleklass) is since 2018 compulsory for all children from the year that they turn six. The Compulsory school (grundskola) then begins at the age of seven and ends at the age of 16. Preschool (förskola) is heavily subsidised and available from about the age of one. More than 90 percent of the children attend preschool.

Upper secondary school (gymnasieskola) consists of 18 national programmes and five introductory programmes (introduktionsprogram) for students who are not eligible for a national programme. Among the national programmes, there are 12 vocational programmes (yrkesprogram) and six higher education preparatory programmes (högskoleförberedande program). Students usually start upper secondary school at the age of 16 and complete their upper secondary studies at the age of 19.

Students that have not completed upper secondary school are able to attend municipal adult education (kommunal vuxenutbildning, Komvux) or folk high schools (folkhögskola). Students that have completed upper secondary school are, depending on their choice of upper secondary national programme and courses within the framework of individual options, also able to apply for universities (universitet), university colleges (högskola) and/or higher vocational education (yrkeshögskola).

Mainly as a result of the Bologna process, higher education in Sweden follows a three-cycle structure. First and second cycle education is referred to as undergraduate education and the third cycle as postgraduate education.

<sup>5</sup> Eurodice, National Education Systems, Sweden [https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-80\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-80_en)

<sup>6</sup> Eurodice, National Education Systems, Sweden [https://eacea.ec.europa.eu/national-policies/eurydice/content/sweden\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/sweden_en)

### **c) Higher Education<sup>7</sup>**

Higher education is provided at universities (universitet) and university colleges (högskolor). There are about 50 institutions offering higher education of different kinds. The majority of them are public authorities, subject to the same legislation and regulations as other public authorities, as well as the particular statutes, ordinances and regulations relevant to the higher education sector.

The main part of higher education and research is carried out at the 14 state universities and 17 state university colleges. First and second cycle (undergraduate) education is given at an equivalent level at university colleges and universities. What traditionally has differentiated the two types of institutions is that universities have had degree awarding powers at first, second and third cycle level while university colleges have had degree awarding power at first and second cycle level. Since the early 2000s, some university colleges have additional degree awarding powers at third cycle level regarding a specific disciplinary domain. University colleges that currently has no authority to award doctoral degrees may apply to the Swedish Higher Education Authority (Universitetskanslersämbetet) for permission to award doctoral degrees within a particular field of which they have specific knowledge. The field is defined by the university college.

In addition to the 14 state universities and 17 state university colleges, there are independent institutions within higher education receiving state grants. Some of them have the right to award qualifications at first, second as well as third cycle level.

### **d) Vocational Education and Training (VET)<sup>8</sup>**

*Government-regulated VET provision* - VET is provided at upper secondary and tertiary levels. Age 16, after 9 years of compulsory school, students have the right to proceed to one of the 12 existing vocational programmes (yrkesprogram) or to one of the 6 existing general higher education preparatory programmes (högskoleförberedande program) in the upper secondary school (gymnasieskola). Adults without upper secondary education who wish to change career paths can enrol in upper secondary VET courses in municipal adult education institutions (kommunal vuxenutbildning). At tertiary level, there are higher vocational education programmes (yrkeshögskoleutbildningar) leading to first or second cycle VET qualifications. This applies to education for professions requiring specific knowledge or certification to work in the profession. Many of these programmes are in health care and agriculture as well as in the educational sectors.

*Other forms of VET* - There are many other players providing both initial and advanced VET. In most cases this relates to non-formal education arranged by private education companies and labour market partners. Training is financed through fees or by companies and organisations, but public grants are also provided. Even though these forms of VET are not part of government-regulated VET provision, providers may, as of January 2016, affiliate their qualifications to the Swedish national qualifications framework, SeQF.

<sup>7</sup> Eurodice, National Education Systems Sweden, [https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-80\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-80_en)

<sup>8</sup> Cedefop, Vocational Education and Training in Europe – Sweden [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_CR\\_SE.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_SE.pdf)

### e) National Qualifications Framework<sup>9</sup>

The legal basis supporting the Swedish national qualifications framework (SeQF) came into force on 1 October 2015. The SeQF includes levels for all qualifications in the Swedish formal education system. The government further decided that it would be possible to include qualifications from outside the formal education system in the framework. The added value of the SeQF, it is argued, depends on its ability to address explicitly, and include certificates and qualifications awarded by, private companies and branch/sector organisations and bodies. While the SeQF is mainly seen as a tool to increase transparency of qualifications, the framework is also seen as supporting better cooperation between the education and training system and the labour market. In this sense, the framework is not only about describing existing qualifications but also about improving education and training policies and practices. The SeQF was referenced to the European qualifications framework (EQF) in June 2016.

Unlike other European frameworks, the SeQF has, from its inception in 2009, been seen as a tool for opening up to qualifications awarded outside the formal education system, particularly in the adult/popular education sector and in the labour market. This focus on the inclusive character of the framework responds to specific features of Swedish education and training.

The SeQF is based on an eight-level structure where each level is described through knowledge (kunskap), skills (färdigheter) and competence (kompetens). It is a comprehensive framework including all qualifications in the formal education system and open to qualifications outside the formal education system by application from providers, such as sectors, labour market trainers, sports associations or liberal adult education. The explicit objective has been to develop a set of descriptors as closely aligned with the EQF as possible. While the influence of the original EQF descriptors is apparent, the level of detail has been increased. In the definition of competence, for example, the EQF emphasis on autonomy and responsibility is also extended to address decision-making ability and cooperation/teamwork.

The learning outcomes perspective (Resultat av lärandet) is an important, and largely incorporated, feature of Swedish education and training. While the term 'learning outcomes' is only gradually coming into general use, the underpinning principles are well known and broadly accepted. The core curricula for compulsory education have recently been revised, further strengthening and refining the learning-outcomes-based approach.

### f) Quality Assurance<sup>10</sup>

The Swedish Higher Education Authority (Universitetskanslersämbetet) is a government agency responsible for quality assurance of higher education and appraisal of the degree-awarding powers of public-sector higher education institutions.

In the VET sector the governing body or education provider bears the primary responsibility for carrying out systematic quality monitoring. In order to ensure equivalence and good quality in education and training, the State regularly inspects and monitors quality. Other forms of education also funded through state grants are regularly followed up.

*Upper secondary VET* - Responsibility for supervision and quality auditing of both upper secondary school and municipal adult education rests with the Swedish Schools Inspectorate (Skolinspektionen). Regular supervision of schools is carried out on the basis of a number of assessment areas and points, whilst

<sup>9</sup> European inventory on NQF 2018 Sweden [http://www.cedefop.europa.eu/files/sweden\\_-\\_european\\_inventory\\_on\\_nqf\\_2018.pdf](http://www.cedefop.europa.eu/files/sweden_-_european_inventory_on_nqf_2018.pdf)

<sup>10</sup> Cedefop Vocational Education and Training in Europe, Sweden [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_CR\\_SE.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_SE.pdf)

quality auditing follows up a specific area. Vocational education, and especially apprenticeship education, is very much in focus within both regular supervision and quality auditing. Structured cooperation between education providers and the workplace has shown to be an important factor for success in work based learning.

Programmes in higher vocational education are supervised by the Swedish National Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan) through inspections and quality auditing.

For bodies outside the formal education system to have their qualifications placed in the National Qualifications Framework, they must apply systematic quality assurance processes in their education programmes. Their quality assurance process must be described in their application according to the EQAVET system.

### **g) Apprenticeships<sup>11</sup>**

Apprenticeship-type schemes and other structured work-based learning programmes are provided within the formal education system as well as within non-formal education. In some areas, such as for example the building and construction sector, a post-secondary work placement or apprenticeship in a company is required before the person can take a trade and journeyman's examination or receive a trade certificate. During the past year the partners in several labour market agreement areas have signed what are known as work introduction agreements. Most of these agreements build on the principle that young people lacking professional experience are offered coaching and training during part of their working time. In many cases having completed a specific vocational programme is a prerequisite to obtain a work introduction position but there are also agreements geared at unemployed young that have not completed upper secondary school.

Different forms of apprenticeship-type schemes have been tested and piloted within upper secondary school. Following the reform of upper secondary school, put in place in 2011, apprenticeship education was introduced as one of two pathways in all upper secondary VET programmes offering an alternative route within mainstream VET. The same pathways were introduced in the reform of the upper secondary school for pupils with intellectual disabilities in 2013. Even though workplace-based training is not compulsory within adult education at upper secondary level the government has encouraged apprenticeship education through extensive funding schemes.

### **h) Recognising and validating non-formal and informal learning and learning pathways<sup>12</sup>**

Sweden made significant progress between 2016 and 2018 towards fulfilling the objectives of the 2012 recommendation on validation of non-formal and informal learning, particularly related to assessing and recognising immigrants' prior learning.

The National Delegation for Validation was set up by the government in 2015 to develop and promote a national policy for validation, ensuring transparency, coordination, quality, efficiency and delegation of responsibility at national and regional level.

The Swedish National Agency for Higher Vocational Education (MYH) previously had the task of coordinating and supporting the national structure for validating prior learning. The Agency is now required to support the economic sectors with developing, and quality assuring, models for validation.

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<sup>11</sup> Cedefop, Apprenticeship-type schemes and structured work-based learning programmes – Sweden [https://cumulus.cedefop.europa.eu/files/vetelib/2015/ReferNet\\_SE\\_2014\\_WBL.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2015/ReferNet_SE_2014_WBL.pdf)

<sup>12</sup> Cedefop, European Inventory on NQF 2018 Sweden [http://www.cedefop.europa.eu/files/sweden - european\\_inventory\\_on\\_nqf\\_2018.pdf](http://www.cedefop.europa.eu/files/sweden - european_inventory_on_nqf_2018.pdf)



Given that this national agency is also responsible for implementing the SeQF, a close link between the national qualifications framework and validation is seen as critical. Cooperation with education and training providers, sector organisations, social partners, universities and regional representatives has been an essential part of this work.

Transferability between qualifications has been highlighted by the National Delegation for Validation as one of five priority areas. SeQF is seen as the common starting point for ensuring that skills profiles and criteria and learning objectives are formulated uniformly and to the highest standards.

The Swedish National Agency for Higher Vocational Education has been assigned the task of developing a national standard and guidelines for sectoral validation of vocational competence. The assignment is being carried out in collaboration with industries that have knowledge of, and experience in, constructing validation models, and has NQF as its starting point. The purpose of this validation is to increase recruitment to industry and to support individuals' employability. A national standard will further support industry in developing quality assurance and stable validation models. The standard has been anchored in the Agency's validation network for industry. The network includes representatives of both industry and national authorities. Currently, models have been developed in 21 sectors extending over approximately 150 occupations.





**ESSA-SPORT**

Improving the Supply of Skills to the Sector

6

# NATIONAL SPORT EDUCATION AND TRAINING SYSTEM





## 6. NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

### a) Physical education in school and its purpose

Teaching in the subject of physical education and health should aim at pupils developing all-round movement capacity and an interest in being physically active and spending time outdoors in nature. Through teaching, pupils should encounter a range of different kinds of activities. Pupils should also be given the opportunity to develop knowledge about what factors affect their physical capacity, and how they can safeguard their health throughout their lives. Pupils should also be given the opportunities to develop a healthy lifestyle and also be given knowledge about how physical activity relates to mental and physical well-being.

Teaching should give pupils the opportunity to develop knowledge in planning, applying and evaluating different types of activities involving physical movement. Pupils should also through teaching develop knowledge of concepts which describe physical activities and be given the opportunities to determine their standpoints on issues related to sports, health and lifestyle. Through teaching, pupils should be given the opportunity to develop their interpersonal skills and respect for others. Teaching should create the conditions for all pupils throughout their schooling to regularly take part in physical activities at school, and contribute to the pupils developing good physical awareness and a belief in their own physical capacity.

Through teaching, pupils should develop the ability to spend time in outdoor settings and nature during different seasons of the year, and acquire an understanding of the value of an active outdoor life. Teaching should also contribute to pupils developing knowledge of the risks and safety factors related to physical activities and how to respond to emergency situations. Teaching in sports and health should essentially give pupils the opportunities to develop their ability to:

- move without restriction in different physical contexts,
- plan, implement and evaluate sports and other physical activities based on different views of health, movement and lifestyle,
- carry out and adapt time recreational and outdoor life to different conditions and environments, and
- prevent risks during physical activities, and manage emergency situations on land and in water.

The syllabus for the subject of physical education and health guarantees pupils 500 hours of teaching from year 1 until year 9. After a proposal from the school principal, the school organiser decides how these hours are to be distributed among the different years. When teaching hours for the subject of physical education and health are to be distributed, the school should take account, among other things, of the need for pupils to receive enough teaching to be able to achieve the knowledge requirements for years 6 and 9. The school should also ensure that the contents of the teaching correspond to the curriculum for the different years. Where schools do not offer pupils enough instruction, this, in most cases, is a matter of these schools counting activities in teaching time that under the Education Act should not be regarded as instruction.

### b) Physical activities and sport in the Swedish school system

Physical activity, and various physical exercises have always to a greater or lesser extent existed in Swedish schools. Since the modern school system's creation in the first half of the 1800s, physical exercises have mainly been conducted within the framework of a specific subject, internationally known as physical education or PE. Since its introduction, the subject has undergone a series of changes in name,

purpose, objective, and content. Introduced under the name of gymnastics, with a content characterized by (Swedish) Ling gymnastics including weapons exercises, the subject name has changed to gymnastics with games and sport (in the early twentieth century), back to gymnastics (1960s), to sport (idrott; in the 1980s), and eventually (in 1994) to the current name, sport and health (idrott och hälsa; the equivalent international designation is physical education and health or PEH). It should be noted here that the Swedish concept 'idrott' is not a simple translation of the English concept 'sport'. Sport is also used in the Swedish language in the sense of playful competition with or without elements of physical exercise, while idrott is typically used to designate inutile (other than for health purposes) physical activity with or without a competitive element. Since the abandonment of gymnastics, the content of PE has changed significantly and has expanded. As indicated in the name, gymnastics has given way to a broader array of games, fitness activities, and sports. Importantly, however, the inclusion of sports was not done with the motive to increase the competitive aspects of the subject, but rather to access social, moral, and health benefits that were assumed to be conveyed by particular sports (games in particular).

### **c) Sport in school outside PE**

Sport in Swedish schools is not entirely restricted to mandatory PE. Since the early twentieth century, sports have been pursued during outdoor days or sports days. Historically, these days have accommodated various sports exercises, outdoor games, and sports competitions. Over the last half century, and in particular since the curriculum reform in 1994, the outdoor days, which ideologically are closely related to the PE of all pupils and a centralized idea of the welfare state, have become increasingly rare. Forerunner to voluntary competitive sport within schools was the so-called schoolsport clubs. Established already in 1915, the Swedish School Sport Federation aimed to encourage sports activities in schools. Initially, however, the school sport clubs mainly saw to it that the schools were equipped with sport equipment, and that teachers were reeducated in various sports. In addition, the school sport clubs were the formal organizers of voluntary sports competitions for school children.<sup>38</sup> One must bear in mind that before the 1960s, few school age children were active in regular sport clubs. Thus, the school sport clubs also served as the main gateway into organized club sport. As the regular sport clubs started to recruit school children directly, the school sport clubs started to lose their function. Parallel to the decline of outdoor days and school sport clubs, during the 1970s and 1980s, schools started to offer voluntary sports activities besides mandatory PE. In the academic year 1977–1978, the subject special sport (specialidrott) was introduced in upper secondary schools for pupils who belonged to one of the national upper secondary elite sport schools (Riksidrottsgymnasier) to be able to practice their sport during the school day. Special sport is governed by a national syllabus, including grading criteria that are the same regardless of the pupils' sports. It is mainly taught by nationally recognized coaches who typically have no teacher education. In elementary school, the optional subject sport (tillvalsämnet idrott) was introduced in 1980 in connection with the change of name for the mandatory subject (PE) to sport. The optional subject sport was open to all pupils who wanted to practice more sport than was offered through mandatory PE classes during the school week. The objective of the mandatory subject was to contribute to the physical, social, and aesthetic development of all pupils, while the optional subject was aimed at pupils who were already interested in sports and worked mainly as an extra training session for those involved in competitive sports in their leisure time. For upper secondary schools, the curriculum reform of 1994 implied a major expansion of sport activities, partly through the subject special sport becoming optional for all pupils regardless of athletic level and partly by the possibility for schools to organize local courses and programs with specialization in sport and physical activity. Through their form, more pupils were given the opportunity to engage in sports practice during the Sport in Society school day. Two kinds of activities evolved: one in which emphasis was placed on practicing a particular sport (in which the pupil



competed for a club outside of school) and one in which emphasis was placed on health-related physical activities such as local classes in aerobics, strength training, and outdoor winter activities. The optional subject special sport grew a lot, until nearly 10% of Sweden's upper secondary school pupils were taking courses in the academic year 2008 –2009, the most common sports being football, ice hockey, floorball, handball, and golf.

With the most recently completed reform of the upper secondary school system in 2011, the availability of local courses is again strongly limited. The subject special sport is now available only to pupils with elite sport ambitions who belong either to a national upper secondary elite sport school (Riksidrotts gymnasier, RIG) or a nationally approved sports program (Nationellt godkänd idrottsutbildning, NIU). Parallel to mandatory PE, new national courses with a focus on health (e.g. leisure, sports knowledge, diet and health, and training methods) have been created that are optional in some upper secondary school programs. These courses have significantly less focus on competitive sport, and PE teachers are typically in charge. PE has also been extended so that pupils, in addition to the mandatory course, can choose one or two optional courses, called PE specialization, in which they can immerse themselves in a specific sport. Unlike in the subject special sport, and just as in the broad sport courses and programs, PE teachers and not coaches teach these courses. Sweden for some time there has been some effort to provide upper secondary pupils with opportunities to combine education and an elite sporting career. Because of differences in both school and sport systems in different countries, there is great variation in how this venture is organized.

In Sweden, the first pilot project on sport schools started through the creation of RIGs at six locations in 1972. The first selected sports were badminton, basketball, table tennis, skiing, tennis, and volleyball. The purpose of this initiative was to offer promising young athletes access to beneficial sport environments with skilled coaches and high-quality training conditions, while facilitating the combination of elite sport investment and education. The start-up of RIGs (unintentionally) also meant that adjacent sports clubs could recruit the most talented pupils in a specific sport. In the 1980s, the RIGs were supplemented with the so-called 'home alternatives' in some sports, an arrangement that allowed for pupils with a beneficial sport environment close to home to receive the same educational opportunities as pupils at the regular RIGs. In the 1990s, many different varieties of upper secondary schooling including sports training were created. Lund's survey in 2010 shows that there was some kind of sport school in three-quarters of the municipalities in Sweden and that there were several different types of sport schools. What all sport schools had in common was that they offered all pupils the optional subject special sport. Since the reform of the upper secondary schools in 2011, there are again limited opportunities to offer local sports schools, and the new format, the NIUs, was created as a complement to the RIGs. While the RIGs are intended for pupils aiming for an international elite sports career, the NIUs intended for pupils aiming at the national level.

Importantly, the RIGs get financial support from the special sport federations (Specialidrottsförbund), while the NIUs are financed by the schools themselves. There are 51 RIGs in 32 different sports (athletics and skiing being the largest), with a capacity of 1200 pupils, and about 400 NIUs in 43 different sports (football, handball, and ice hockey being the largest), with a capacity of about 5500 pupils. Also, in elementary schools, a variant of sport schools has evolved. The supply of sport schools on elementary levels is, however, much less studied than the supply in upper secondary school, but a recently published survey study of the supply of sport schools in Swedish elementary schools shows that one in four schools now offers pupils school sports and that an estimated one in eight pupils are participating in the activity. Common to most schools in the study is that the time for the 'pupil's option' (elevens val), the time in the Education Act set aside for pupils to deepen their studies in an optional subject, is used for sports training.

The study also shows that there are mainly two kinds of sport schools, one in which schools offer training in a wide range of physical activities and sports (sport-for-all approach), and one in which schools offer training in specifically selected sports. The two are equally common, and when there is a specific sport, football (48%), ice hockey (14%), athletics (13%), floorball (11%), and equestrian sports (11%) are most common.

### 1) The Swedish sport confederations influence on school sport

Over time and in different forms, the Swedish Sports Confederation (Riksidrottsförbundet, RF) has been directly and indirectly involved in and has affected the school's offerings of physical activity and sport during the school day. The largest impact, albeit an indirect one, is probably the fact that PE teachers themselves almost without exception have participated as practitioners and leaders in a sport club. At the same time, PE teachers emphasize the ideological distinction between sports pursued by some pupils during leisure time and sports used as pedagogical tools in PE. As pedagogical tools, sports are considered to promote the health and social and moral development of all pupils. In addition, RF and its SFs have directly sought to influence or interact with the school about aims and content of both mandatory PE and voluntary sports activities. Over the years, however, the nature of this interaction has changed significantly. Until the 1970s, the influence was partly through the training of teachers in diverse sports, and partly by RF participating, or being a federal organization, in producing national syllabuses in connection with curriculum reforms. Beginning in the 1970s, in particular through the establishment of RIGs, and especially during the 1980s and 1990s, RF's own authority within the school increased significantly, especially through the introduction of the optional subject sport in elementary schools and the expansion of the optional subject special sport in upper secondary schools.

One explanation for this change can be found in RF's own change of strategy for promoting school sport during the period. As an effect of the upper secondary school reform in 2011, RF's and (some of) its SFs' impact on the school's offerings of sport has been further strengthened, since the various SFs, in addition to managing the admission of pupils to the sport schools, have received a clear mandate to demand a certain level of competence on the part of coaches and a certain quality of content taught in those schools applying to be an NIU. Through RF and some SFs, the sports movement has now become a major operator within secondary schools as providers of sport in the form of school sport.

### d) Swedish school sport

The phenomenon of school sport in Sweden can be summarized as that certain pupils, in particular those who are successful in sports pursued during leisure time, have opportunities for extended training during the school day to develop as athletes (training to compete). A very important difference from most other countries with similar systems is that the actual sport competition is not done in school or between schools or even in the name of schools, but rather in the name of clubs. For a number of decades, schools in Sweden, mainly upper secondary schools but more recently elementary schools as well, have found it increasingly appropriate to offer some children and young people opportunities to pursue training in a form that is not primarily for educational purposes, even though it may indirectly affect the pupils level of education, but mainly for elite sport purposes. During the same period, the sport movement, mainly through RF and some of the SFs, has received significantly greater opportunities to influence the supply of sport offered during the school day, in elementary schools as well as in upper secondary schools. How can we understand this change?

RF is now focusing primarily on the supply of school sports outside of PE. RF has gained a significant influence over this supply, both indirectly through taking part in creating syllabuses for optional courses in

upper secondary school and by supplying coaches as teachers of these courses, and directly through organizing and exerting quality control over the RIGs and NIUs. Thus, one outcome of the school reform is that the sports movement, and its clubs and leaders, have been given new possibilities for influencing the content and organization of some parts of (some) pupils' sports training during the school day. The new role and authority that the sports movement has received from the National Agency for Education for the upper secondary school supply of school sport after the most recent school reform is a prime example of this. Through the reform, RF and some of its SFs have gained the authority to determine which schools may offer sports programs, which pupils may participate in these programs, which teachers should be allowed in the programs, and to some extent, what content should be presented.

Furthermore, the sports movement has, however, mostly indirectly, influenced the elementary schools' supply of school sport, mainly because to a large extent it is coaches who teach the activities in school. There are also examples of SFs that have started to influence the content and organization directly through certifying sports training in particular schools and through offering complete educational programs for elementary schools (e.g. the Swedish Football Association).

One important observation is that it is not the entire sports movement that has affected the school's supply of sports, but above all, a few popular sports. Football seems to be the big winner, because it is by far the most common sport orientation both in upper secondary school and in elementary schools. Other team sports, however, such as ice hockey, floorball, and handball, are also common orientations. This is a pattern that properly reflects the overall supply of voluntary club sport for Swedish children and youth, particularly regarding boys. One explanation to why the smaller or individual sports do not have as much space in school is of course that there are not as many practitioners to attract, but they also sometimes may have very specific facility requirements that not all schools can offer or are too expensive for the school (e.g. Alpine skiing, athletics, gymnastics). Only those schools that have access to a specifically adapted sport environment can offer school sports in alpine or freestyle skiing, a requirement that is not as crucial for the major team sports. For team sports, it appears instead to be the link to a specific successful club, or coach, which determines whether a school can successfully offer the specific school sport or not.

#### **e) Education in sports**

Basic education in sports takes place at higher education institutions, folk high schools and sports federations. There are private actors and schools that provide courses of relevance to sports within economics, marketing, accounting, IT and similar subjects. On the other hand, there are only a very small number of private actors offering purely sports-oriented education. When they exist, they usually offer purely technical training within one sport, focusing on trainers, leaders and those practising the sport.

##### **1) Sports education at higher education institutions and universities**

When reviewing courses offered at higher education institution and university level that are in some ways connected to sports, there are, at present, 239 programmes that contain the word 'sport'. These range from shorter courses to entire programmes for becoming physical education teachers or leaders within the sports sector.

There are several institutions offering education for teachers in physical education and health, training education, sports science and leadership focused on sports. But there are also institutions that offer cutting-edge sports education as a specialisation or supplement to the ordinary programme. These may, for example, involve sports psychology, sports medicine and nutrition.

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## 2) The Swedish School of Sport and Health Sciences, GIH

The Swedish School of Sport and Health Sciences, GIH, (formerly Stockholm University College of Physical Education and Sports) was founded in 1813 by Pehr Henrik Ling, which makes it the oldest University College in the world within its field.

GIH offers degree programmes preparing for the teaching profession in Physical Education as well as for career in Sports Coaching, Sport Management or Preventive Health. It offers a high level of teaching, primarily within the areas of Human Biology, Physical Education and Pedagogics/Didactics. The degree programmes have a duration of three to five years. Presently, about 1 000 students are enrolled.

In general, all classes are given in Swedish, with the exception of some single courses, mainly on Master level.

The School offers postgraduate education, one year Master and two year Master degrees in the second cycle. In the third cycle, since 2010 GIH offers Ph D studies in a four year programme, including a “licentiate” degree which can be obtained after two years.

GIH is part of the rich research environment in Stockholm which includes Karolinska Institutet, Stockholm University and KTH Royal Institute of Technology.

### f) The sports sector's own education channels

#### 1) The Swedish Sports Confederation

The sports movement is part of Swedish liberal adult education. Via its own organisation, the Swedish sports sector supports sports by offering education directed at sports associations. These courses may involve overall issues, such as tax issues for non-profit organisations, human resources questions and organisational development, but may also be more specifically sports-related. Courses are held both for a number of associations together and also with individual associations. In this way, Swedish sports are offered ongoing skills development.

#### 2) The national sport federations

The different national sport federations are primarily responsible for education in their own disciplines. The large federations, such as the Football Federation have a highly-developed educational system on various aspects, such as trainers, managers, leaders and managers, technical matters, tactical matters and referees. Other smaller federations cooperate on certain aspects such as management issues, and then hold joint courses.

#### 3) The Swedish Sport Confederation Adult Educational Association (SISU)

The Swedish Sport Confederation Adult Education Association is the sport sector's own study association. It works with training and education within sports. Encouraging people's learning is an important task for SISU. The Association consists of the study association, the publisher SISU Idrottsböcker (SISU sports books), the Bosön Sports Folk High School and the National Sports Museum of Sweden in Stockholm. Together these organisations contribute to support and develop Swedish sport. At the national level, SISU functions as a support and resource for the specialised national sport federations and member organisations wishing to develop their organisations and activities.



District organisations consisting of a total of 19 districts are responsible for regional and local activities. For work at this level, the target group consists of the various specialised district sport federations with their member sport associations.

#### 4) SISU is there when the sports sector learns

All the activities conducted by the Swedish Sport Confederation Adult Education Associations are designed with a view to their vision “We are there when the sports sector learns”. This set of values, in turn, guarantees a common view of the study association’s values.

#### 5) People with disabilities and new arrivals

Processtöd för Parasport Sverige SISU (Process support for Sweden’s Parasport SISU) has provided assistance to Sweden’s Parasport (the Swedish Parasports Federation and the Swedish Paralympic Committee) with process support in their efforts to draw up a new strategy and organisation model that meets the future needs of parasports. This assistance included survey questionnaires and a number of meeting places, where material was collected and processed. There is now a proposal for a new strategy together with four different organisation models, which are to be processed and sent out for referral in the organisation.

#### 6) Films increase knowledge about the meeting with new arrivals

Awareness-raising films and video lectures have been produced in order, on the one hand, to make use of the experiences of districts and associations when working with new arrivals over the period 2015-2018, and on the other to offer skills development initiatives both to elected representatives and those employed in the sports sector. These lectures are based on three webinars conducted in the autumn for employees of the national sport federations and the districts. The webinars had over 110 participants on each occasion. The awareness-raising films focused on Västra Götaland’s sports federations’ campaign “Street Games”, which consisted of open events when everybody is welcome to try different sports. The event has then been followed up with ongoing open activities in the surrounding area. The films also bring up Blekinge sports federations’ cooperative project “Health for All” which provides students learning Swedish as a foreign language with theoretical and practical knowledge about health, training, diet and history. The idea now is for employees and members centrally and all around the country to be able to use the films in courses and development efforts in associations and federations. In 2019, this material is being disseminated to target groups within the specialised national sport federations.

#### g) Liberal adult education in parasports

Participants learn the basics for enabling them to develop their capacity as sports leaders, to discover and develop their leadership skills and become more stable in their new roles. In 2018, a course entitled “Ett starkt och inkluderande ledarskap inom parasporten” (Strong, inclusive leadership within parasports) was offered. The target groups are those who are active in the Blåklinten sports association, who have previously trained as assistant leaders/leaders and wish to take the next step in their development. This course is unique in Sweden, since it has been adapted to the abilities and capacities of those with development impairments. The Blåklinten sports association has shown that everyone can develop to the best of their abilities. Inclusion in the National Sports Museum of Sweden’s exhibitions entitled “Tiden” (Time) is the museum’s second base exhibition which opened in March 2018. The museum’s temporary exhibition is called “Kom igen! Idrott för alla” (Come on! Sports for everyone!). Both these exhibitions

show the importance of the right of everyone to participate, and explains what happens when some people are excluded. Tiden, which is an exhibition about Swedish sports history, shows several historic examples of when sports have not existed for everyone, and the consequences of this. The exhibition also shows developments through events and people. Kom igen! Idrott för alla, instead, is an exhibition showing how things are in Sweden at present and is based on the work to include people that is underway in the national federations and SISU.

#### **h) Swedish National Agency for Higher Vocational Education**

The main area of responsibility includes Higher Vocational Education in Sweden (HVE) and our key function is to ensure that HVE programmes meet the labour market's needs for qualified workforce.

The organisation analyses the labour market, decide which programmes qualify to be offered as HVE, allocate government grants, conduct reviews, produce statistics and promote quality improvement in HVE.

In addition to HVE, our other areas of responsibility include two types of post-secondary education: Arts and culture courses (Konst- och kulturutbildningar) and Interpretation courses and programmes (Tolkutbildningar).

The Swedish National Agency for HVE carries out inspections and handles enquiries and complaints regarding courses and programmes.

We are also responsible for coordinating and supporting a national framework for recognition of prior learning, as well as serving as a national coordination point for the EQF - the European Qualifications Framework. The purpose of the framework is to facilitate comparability of qualifications within the EU.

#### **i) Continuous Professional Development (CPD) in sport and physical activity**

Ongoing continuous professional development takes place, but in very different ways. Some employers are good at freeing up both time and resources in order to allow their staff continuous professional development. This is also an issue that is included in a sector's collective agreement, where the partners are urged to conduct a dialogue on the development in question with each member of staff. For some groups who are further away from the labour market, this type of initiative becomes even more important. Here, sports can play a major role with regard to the right of everyone to take part.

#### **j) Education for non-profit organisations**

Via SISU, there is an overall sports course for the leaders of associations. This overall sports course for association leaders is similar to the overall sports training courses, both in its design and structure. During 2018, an introductory course for association leaders was produced, which was completed in early 2019.

The next step – the basic course for association leaders—is also under production and is planned to be completed later during the year. The aim of these courses, like that of the overall sports training courses, is to contribute to the sports movement's development towards the Strategy 2025 vision. The contents are concentrated to the question of how a sports association should be led and developed so that activities in the association tally with the vision of Strategy 2025.

There are also a large number of other courses on subjects that are connected to non-profit organisations, such as tax issues, funding and leadership, but also more role-specific issues, such as football crowd hosting, training and team leaders.

### 1) Coaching

There are trainer course at higher education level, but also at folk high school level. These are multi-year courses, with practical elements. Theory and practice take turns, where, for natural reasons, practice is placed in the sports in which the student intends to work. These may later be supplemented by courses in one's own sport at each national sport federation or via SISU. This is then a matter of formal licences that have a high status in each sport. It may also be the case that league associations put requirements on a certain type of training course for being able to work as a trainer in one's sport in one of the clubs at the highest level. To become a trainer in Sweden, voluntary involvement is often sufficient, which is then built upon with supplementary course via SISU and/or the national sport federation. If a person is to work as an employed trainer, it is easier to have a formal trainer education, but this is not usually obligatory. On the other hand, a certain level of licensing or a diploma in the actual sport is often required.

### 2) Management and administration

These are roles that in historical terms, are often given to people who have been involved in the association and then offered employment. They may not have had a formal education, but are offered skills development in order to grow into their role.

With the professionalisation that is now taking place in the Swedish sports sector, higher demands are being made of these roles. An increasing number of sports employers are now requiring higher education. This may be a matter of sports-specific programmes at higher educational level or folk high school or other academic programmes. Broad programmes within economics, marketing, project management and organisation are much in demand, for sports employers as well. These can later be supplemented by sports-specific courses.

### 3) Fitness and outdoor sports

This is the sector of Swedish sports that is the most commercialised with regard to education. A large percentage of these courses are given via private suppliers and the majority of those who are employed are so within the private sector, such as gyms, ski-centres and similar. Many of the larger actors have courses of their own. A not entirely unusual solution is that the employer pays for, and invests in course for his or her staff and then contracts them to work with them for a specific period.

Many fitness instructors have the following educations and previous working experience, such as, for example, nursing assistants, health educators, nurses, physiotherapists, health care consultants, ergonomists, health care therapists, physical education teachers and sports trainers.

But there are also examples of people working as fitness instructors after taking a number of shorter course at private educational organisations, which are often composed of stages (stage 1, stage 2, etc.) and are arranged or recommended by the gym at which one trains. Former professional sportsmen/women can also become fitness instructors after concluding their careers as active sportsmen/women.

### 4) Formal requirements and supervision

There are surveys of each educational level. For example, there are lists of programmes within, or directed at sports at higher education institution, folk high school and upper secondary levels. These are to make it easier for interested students to find the right programme

For private actors, there are no official comprehensive channels, but information on such courses is compiled by private interests and advisors.

**To what extent are numbers of people graduating with sport qualifications monitored and matched with the roles in the sports industry?**

Each institution often follows up where their previous students have found their place in working life. On the other hand, there is no systematic compilation of information. But it is in the interests of every programme organiser to follow up this, in order to offer relevant courses – education that leads to work and that is appreciated by the industry's employers.

With a growing labour market within sports, higher demands are made for the right skills. Enthusiasts with a background in association life are no longer attractive. The sports industry is now a career path like any other. Those who are working in it often see it as one career among many and it is not certain that people stay in the industry. Instead it is becoming increasingly common for employees to change industries, come back with new experiences and then to leave sports again, or for ever. It is no longer self-evident for people to spend their entire working lives in the industry.

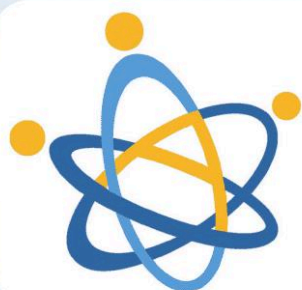
To attract the right competence, clearer demands are being made on sports employers. They are expected to act like professional employers. To offer good terms and secure forms of employment, as well as a security package, in terms of vocational pensions and other insurance.

**k) Educational trends**

In recent years, a number of qualified leadership programmes have been produced. Historically speaking, it has been possible to make a career in sports without formal academic education. With increasingly specific demands, these leaders are finding it difficult. This is the reason for the development of a number of different supplementary courses. These are often given at the initiative of the sports sector together with an institution of higher education. The Swedish Golf Federation, for example, has produced a managerial course together with the IHM Business School for sports managers. On the part of the employers, the Arbetsgivaralliansen has taken initiative for a manager programme that was initially produced for heads of elite clubs in ice hockey and football. These were a success and are now offered to other more senior managers within the sports sector. Some of the focus for these types of course has been on the transformation taking place within sports, from having been non-profit organisations and run in associations to becoming increasingly governed by the market. The Swedish sports sector now finds itself there, in the middle of this process, which places renewed and other demands on leadership.

The Swedish Sports Confederation and its own educational institution Bosön have now also produced a managerial programme at supplementary level, in order to meet the demands placed on leaders within the sports sector.





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**7**

# **FINDINGS FROM THE EMPLOYER SKILLS SURVEY**

## 7. FINDINGS FROM THE EMPLOYER SURVEY

### a) Type of organisations and the future

A majority of the respondents are representing clubs or sport federations. They are usually non for profit organisations and therefore represent the sport sector in Sweden as they are both small clubs and bigger federations. On the other hand, some of the biggest providers of commercial fitness and outdoor have responded so even though there are less answers from the private sector the answer they give are representative because they often represent a whole chain of gym and fitness clubs or many different ski resorts.

There is a good difference in size of employers in the survey with employers from just a few employees to some of the biggest employers in Sweden within the sector.

A clear tendency is that 47% says that their organisation has increased in number of employees the last 12 months. 38% also believe that they will increase even more over the next 2 years. So, the trend that we can see in the sector are continuing. The sport sector is growing and are believed to grow even bigger.

We can also see that the majority of the sports sector are still run by non for profit clubs and that a big part of the work done are done by volunteers. 54% of the respondents hire volunteers yearly.

### b) Employment and skills

For sport coaches the survey highlights the need for sport specific knowledge and to plan and instruct classes. There is less need for marketing and selling skills. This is a big difference compared to private trainers where the selling skills are prioritized. The normal sport coaches are hired and the club provide a team or participants. There is no need for the employee to sell the concept. For a private trainer on the other hand they often need to provide their own participants and therefore selling, and marketing skills are needed to finance the employment. So, the private trainer need to be a good instructor but also sell the concept and the need for private classes.

For management staff we can see a clear need for improvement of skills within business development, leading change, marketing and sales and financial control. Nothing is specific for the sport sector. Instead we can see another proof that the sector is changing. In the history a lot of the employees were found within the organisation. Now days the organisation compete about skills and workforce on the open market. The right skills are needed to get the organisations to the next level. There for a lot of organisations are looking for more competent employees with an academic background or equal experience. It not enough just to be engaged and interested in the actual sport. It's the competence that's are of value to employers.

When it comes to office staff, they need to be multifunctional and a lot of the skills are regarded as essential in the survey. It's only leadership skills and decision making skills that's has a lower level and ICT skills on mid-level. Every other skill are valued very high. In this category we find a need for improvement when it comes to communication, customer service and ICT skills. There is need for improvement on many skills, but the skills needed in customer and communication skills stands out.

For the operational staff we can see a big improvement in the ability to organise and plan the work. Almost half of the employers see a need to improve that kind of skills in their workforce. Highlighted are also technical skills, communicational skills and knowledge information/ communication technology skills. This I probably because the operational staff need the technical background to handle the task. Their need to improve their skills in that manner comes with the change in operation. They need to coop with the

technical development but also need to be able to meet and interact with customers and members both physically and even on a digital platform.

Almost 90% of the employers did a recruitment the last year. The majority in the category for middle management. 18% find it difficult to fill the vacancies especially when it comes to sport coaches and middle management staff. There are a few reasons why they find it hard to recruit. It's low numbers of applicants with the required skills and applicants that lack required attitude and motivation. The main reason for this may be the unattractive terms and conditions offered. Historically the sector had low wages but in later years we can see that they are closing in on other sectors. If the differences are too great the sector will have a problem to attract the best workforce.

A third of the employers are currently having vacancies. Mainly in the middle management staff category. The category with most difficulties to recruit within. So, the recruitment process takes longer and the position is there for vacant for a longer period. We see the same pattern when it comes to retaining paid staff. It's difficult to maintain middle management staff and the reason is either because of the employee that lack the skills or it's because they get better paid somewhere else. So, the motivated employees who know their skills are difficult to keep if the wages are lacking behind other sectors.





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# 8

## REPORT ON NATIONAL CONSULTATIONS









## 8. REPORT ON NATIONAL CONSULTATIONS

During May 2019 there has been a number of consultations. Visiting the 2019 Swedish sport Federation assembly for their three days meeting there was a good opportunity to discuss the findings with sport federations in Sweden.

After the initial informal discussion that took place during the assembly the consultation was then completed with a selection of sport employers invited to a workshop the week after. The following participants were a part of the consultation either at the workshop or in separate meetings.



During one of the workshops:

-  Anders Larsson President of Swedish Ice hockey federation
-  Susanne Jidesten Secretary General Friskis och Svettis. The biggest sport club in Sweden with around 500 000 members. They run plenty of gym and fitness facilities all around Sweden.
-  AnnSofie Öhlen, HR manager Swedish Sport federation
-  Ola Rydén League Manager, SEF Swedish Elite football association
-  Annika Hamrin Operations Managers, TRS Outplacement within the sport sector funded by social partners.
-  Fredrik Kroon Manager of Education Bosön Sport School

Those were chosen to get the perspective from the employer's side both on federation level as well as on club level. Getting Fiskis and Svettis was also important to get the fitness sector represented. This was completed with TRS as they are specialized in outplacement in the sport sector and finalized with Bosön. Bosön is the Swedish sport federation own school. Altogether they represent the different kind of interest there is to the survey.





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**9**

# **NATIONAL CONCLUSIONS**



## 9. NATIONAL CONCLUSIONS

During the consultations all participants have confirmed the image given in the survey. Sport is in a phase of Professionalisation. More and more employers are hiring more and more in the sector. Swedish sport still largely lives on non-profit forces. It is the non-profit that is the backbone of the sector. But increasingly it requires specific skills to operate associations or facilities. The associations has previously rested strong on voluntary engagement but where it is increasingly mixed up. Coaches get more and more frequent benefits or become employees. The association's office is increasingly similar to an ordinary workplace. The same demands are placed on the employer in sport and in other labour markets. The employees have the same protection in legislation, are union-engaged and many are covered by collective bargaining.

The answer gives a clear response to an increased demand for leadership skills. It is not sporting merit or knowledge that is crucial but competences that are equally viable even in other industries. The answers given are often that there is a lack of core competence. For example in senior management organising, planning and communication are listed as important shortcomings of employees. These are key competencies in these types of roles and should be absolutely crucial to the employer. Many employers indicate it as an area of improvement. It either confirms that many employees lack certain basic competencies, which we see as a result of the professionalisation. Alternatively that the issue has distorted or miss understood. If that many employers experience such a great need of improvement, it is a big challenge.

The TRS, that helps those who are made redundant confirms that many employers both fire on one hand but also recruits on the other. They are looking for another type of competence to be able to take the business forward. There is then a requirement for academic or equivalent training. It can also be difficult for a smaller employer to maintain good ambitious employees. These people would like to work specifically with what they are trained for, while a small employer in sport offers services that include a variety of tasks. It is difficult for a small employer to have pure services for project managers, economists, marketers. Instead, it is often mixed together. This leads to some people leave when they can get a specialized role or better paid in another sector.



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**10**

**NATIONAL ACTION PLAN  
AND  
RECOMMENDATIONS**



## 10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

Recommendation	Priority Action	Actors	Timeline	Comment
Recommendation 1 Coordinate further education in sports (CPD)	Priority Action 1 Workshops	Schools	Q3-4 2019	Coordinate the needs of the employers with the courses offered. Matchmaking
	Priority action 2 Seminars	Employers	Q3-4 2019	
Recommendation 2 Develop skills in HR/management in the sector	Priority Action 1 Educate leaders	Employers	Long term 2019-2021	There are some new management programs tailor-made for the sector
	Priority Action 2 Evaluate	Schools	Long term	Follow up on where the student in higher management programs end up












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