

**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**



**Hungary**

*September 2019*

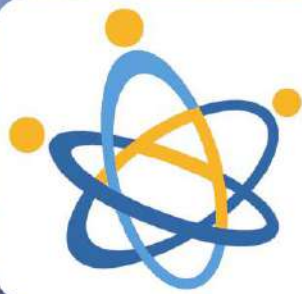
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# 1

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

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

### a) The ESSA-Sport Project

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

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

### b) 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.

### c) 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.

#### **d) 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.

#### **e) 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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#### **f) Consultations and conclusions**

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

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

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





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# **NATIONAL KEY FACTS AND OVERALL LABOUR MARKET**

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

### a) National key fact and data

Official name: Hungary

Geographical size (square kilometres): 93 000 km<sup>2</sup>

Capital city: Budapest

Neighbouring countries: Slovakia, Romania, Serbia, Ukraine, Slovenia, Austria and Croatia

Population: 9 781 000

**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>	9 830 485	52,31	47,69	14,49	11,39	41,8	14,04	18,28
<b>2015</b>	9 855 571	52,35	47,65	14,48	11,67	41,73	14,25	17,9
<b>2014</b>	9 877 365	52,41	47,59	14,44	11,87	41,75	14,41	17,53
<b>2013</b>	9 908 789	52,43	47,57	14,44	12,07	41,83	14,48	17,17
<b>2012</b>	9 931 925	52,44	47,56	14,5	12,22	41,93	14,47	16,87
<b>2011</b>	9 985 722	52,49	47,51	14,6***	12,3***	42,6***	13,7***	16,7***
<b>2010</b>	10 014 324	52,50	47,50	14,4***	12,5***	42,9***	13,2***	16,6***
<i>Please indicate the source</i>								
3 different sources:								

\* [http://www.ksh.hu/docs/eng/xstadat/xstadat\\_annual/i\\_wnt001b.html](http://www.ksh.hu/docs/eng/xstadat/xstadat_annual/i_wnt001b.html)

\*\* [http://www.ksh.hu/docs/eng/xstadat/xstadat\\_annual/i\\_wdsd009.html](http://www.ksh.hu/docs/eng/xstadat/xstadat_annual/i_wdsd009.html)

\*\*\* Hungarian Central Statistical Office: Demographic Yearbook, 2011, 1. Population 1.1.8 Age-structure of population by five-year-age-groups, ISSN 0237-7594

Population density: 106 people/km<sup>2</sup>

Economic situation:

\* Gross domestic product: 113 896.4 million Euros

\* Inflation rate: 0.4%

\* Unemployment rate: 5%

In recent years we can observe a positive tendency in all macro-economic indicators. Gross domestic product has persistently increased in the last five years with more than 10 000 million Euros, the inflation rate was always under 5%, with negative inflation indexes in 2014 and 2015. The unemployment rate has also showed a significant improvement; it has decreased from 11% (2010) to 5% (2016) according to the official statistics.

Official EU language(s): Hungarian

Political system: Hungary is a parliamentary representative democratic republic with a head of government - the prime minister - who exercises executive power and a head of state - the president - whose primary responsibilities are representative. Hungary is divided into 19 counties, Budapest, and 23 cities with county-level authority.



Hungary is an independent, democratic and constitutional state, which has been a member of the European Union since 2004. Since 1989 Hungary has been a parliamentary republic. Legislative power is exercised by the unicameral National Assembly that consists of 199 members. Members of the National Assembly are elected for four years.

Date of independence: 23<sup>rd</sup> October 1989.

EU member country since: 1<sup>st</sup> May 2004

Seats in the European Parliament: 21

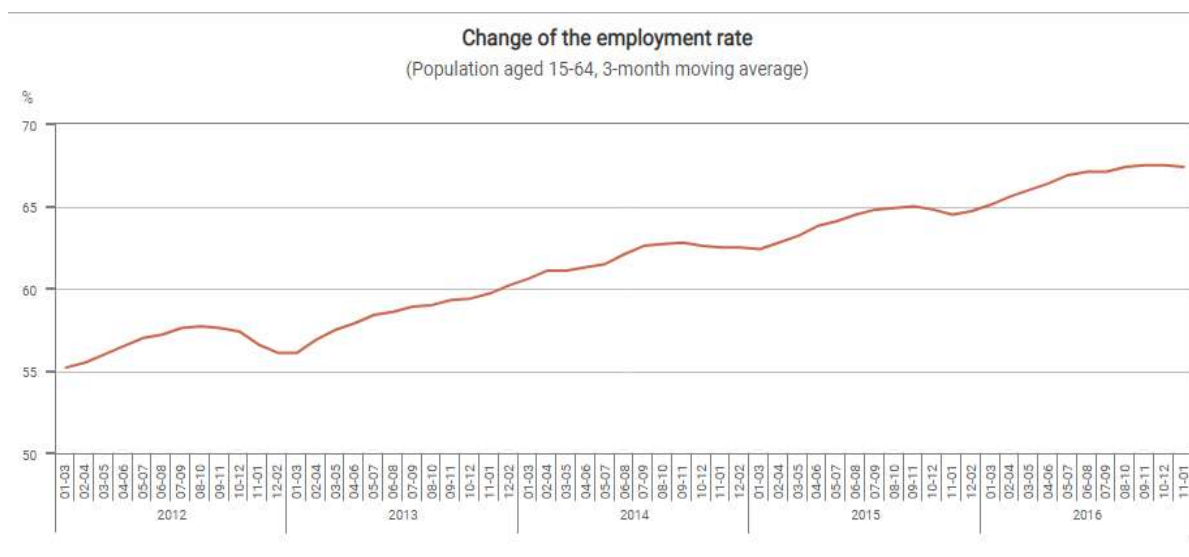
Currency: Hungarian Forint

Schengen area member: yes, since 21 December 2007

Any other information, facts or data that you judge necessary and important to include.

### b) Characteristics of the overall labour market

In November 2016 the number of **employed people** was 4,401 thousand, 161 thousand (3,8%) more than a year earlier. The employment rate of people aged 15–64 increased to 67.4%, the improvement in the employment indicators of women was stronger.



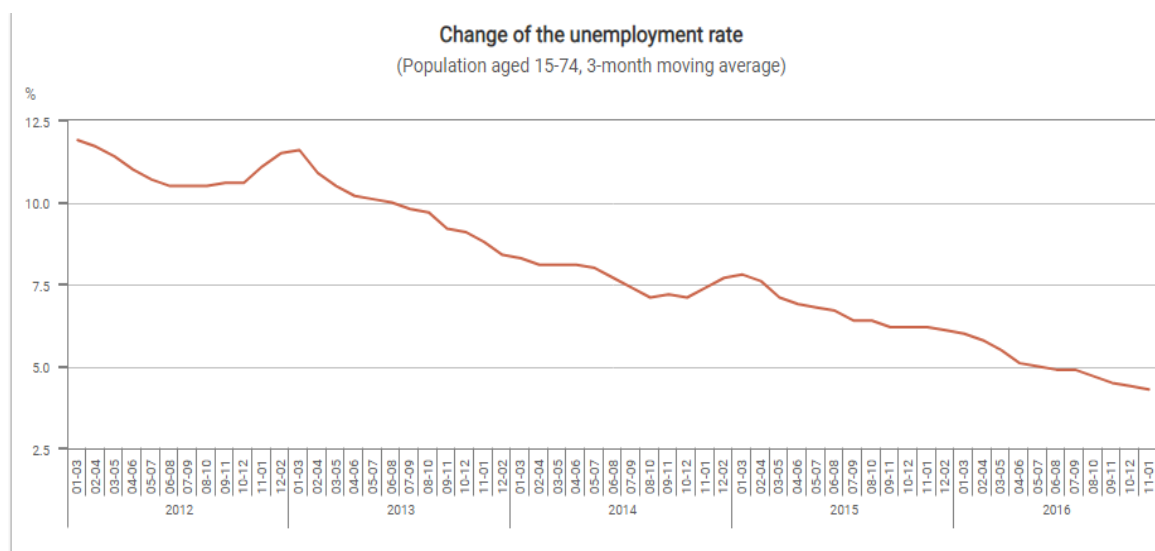
The 3.8% growth in the employment rate occurred almost entirely in the domestic primary labour market, the number of people working in public employment decreased by 17 thousand, while the number of those working at local units abroad slightly increased within the limits of sampling error.

4,354 thousand of employed people were aged 15–64, and their employment rate grew by 2.9% points to 67.4%. The number of 15–64 year-old employed men increased by 3.1% to 2,359 thousand, and their employment rate rose by 2.6 percentage points to 73.8%. The number of 15–64 year-old employed women increased by 4.3% to 1,995 thousand, and their employment rate grew by 3.1 percentage points to 61.2%.

The number of employed young people aged 15–24 years was 305 thousand, and their employment rate increased by 2.4 percentage points to 28.8%. The number of employed people in the ‘best working age’, i.e. the age group 25–54 years and in the older, 55–64 age group increased as well, and their employment rate grew by 2.2 percentage points to 83.0% in the former and by 4.1 percentage points to 50.8% in the latter age group.

The employment rate of people aged 20–64 – the coverage regarding the development of employment objectives defined in the Europe 2020 Strategy – grew by 3.1 percentage points to 72.5%. The European Union targeted to raise the average employment rate to 75% by 2020; in Hungary, the employment rate of this age group is currently 79.5% for men and 65.6% for women.

In November 2016 the number of **unemployed people** was 198 thousand, 82 thousand fewer than a year earlier, and the unemployment rate decreased by 1.9 percentage points to 4.3%. The improvement was higher for women which resulted that the level of unemployment for women was even lower than that of men.



The number of 15–74 year-old unemployed men decreased by 37 thousand to 111 thousand, and their unemployment rate by 1.6 percentage points to 4.4%. The number of unemployed women declined by 44 thousand to 87 thousand, and their unemployment rate by 2.2 percentage points to 4.1%.

The unemployment rate of the 15–24 age group decreased by 3.1 percentage points to 11.1%, but every fifth unemployed still belonged to this age group. The unemployment rate of those aged 25–54, i.e. persons belonging to the ‘best working age’ decreased by 1.9 percentage points to 3.7%, and the rate for persons aged 55–64 fell by 1.2 percentage points to 4.1%.

The average duration of unemployment was 18.0 months; 46.8% of unemployed people had been searching for a job for one year or more, i.e. were long-term unemployed.

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

	TOTAL ACTIVE POPULATION <sup>1*</sup>	TOTAL UNEMPLOYED PERSONS*	NUMBER OF PERSONS IN EMPLOYMENT <sup>2</sup>						
			TOTAL EMPLOYED PERSONS*	BY GENDER (%)*		BY AGE (%)**			
				Female	Male	15-24	25-54	55-64	65+
<b>2016</b>	4 586 200	234 600	4 351 600	45,71	54,29	6,92	76,65	15,46	0,97
<b>2015</b>	4 518 300	307 800	4 210 500	45,77	54,23	6,69	77,68	14,8	0,82
<b>2014</b>	4 444 200	343 300	4 100 800	45,85	54,15	6,44	78,59	14,22	0,75
<b>2013</b>	4 333 800	441 000	3 892 200	45,96	54,04	5,93	79,47	13,76	0,84
<b>2012</b>	4 300 400	473 200	3 827 200	46,47	53,53	5,63	80,07	13,40	0,90
<b>2011</b>	4 225 000	466 000	3 759 000	46,24	53,76	5,64	80,23	13,20	0,93
<b>2010</b>	4 201 800	469 400	3 732 400	46,61	53,39	5,84	81,00	12,32	0,83
<b>Please indicate the source</b>		National Statistic Office, KSH							

\* [http://www.ksh.hu/docs/eng/xstadat/xstadat\\_annual/i\\_qlf001.html](http://www.ksh.hu/docs/eng/xstadat/xstadat_annual/i_qlf001.html)

\*\* [http://www.ksh.hu/docs/eng/xstadat/xstadat\\_annual/i\\_qlf047k.html](http://www.ksh.hu/docs/eng/xstadat/xstadat_annual/i_qlf047k.html)

### c) Most important sectors of economy (NACE REV.2 CODES)

Hungary's productive capacity is more than 80% privately owned, with 39.1% overall taxation, which funds the country's welfare economy. On the expenditure side, household consumption is the main component of GDP and accounts for 50% of its total, followed by gross fixed capital formation with 22% and government expenditure with 20%.

The most important sectors of Hungary's economy in 2016 were industry (27.0 %), wholesale and retail trade, transport, accommodation and food services (18.9 %) and public administration, defence, education, human health and social work activities (17.8 %).

Intra-EU trade accounts for 81% of Hungary's exports (Germany 28%, Romania, Slovakia, Austria and Italy all 5%), outside the EU 3% go to the United States and 2% to Turkey.

In terms of imports, 78% come from EU Member States (Germany 26%, Austria 6% and Poland and Slovakia 5%), while outside the EU 6% come from China and 3% from Russia.

The structure of the Hungarian economy is mostly compatible with other countries at the same level of development. Service sector accounts for slightly less than two-thirds of the GDP. Within the service sector, the private services (trade, tourism, finance and other economic services) are highly developed. Services, especially economic services, represent a sizeable portion of the country's export. The transportation sector (with some companies owned by the state and others by private corporations) offers optimum conditions for transit traffic due to Hungary's favourable geographical location. The state-run service sectors (health, education, public administration) failed to keep pace with the other service sectors and their fundamental transformation is therefore high on the political agenda.

The agricultural sector, for which Hungary has especially favourable climate conditions, represents approximately 3,1 % of the country's GDP. Crop yields decrease from one year to the next, which is not sufficiently compensated by subsidies, capital supplies and investment incentives.

<sup>1</sup> The Active Population also called Labour Force, is the population employed or unemployed

<sup>2</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.



In line with international trends, the industrial sector accounts for around one quarter of the country's GDP. Recently, primarily export-focused industries have been able to increase their output. These include the automotive industry, telecommunications and computer technology, while food and light industries have fallen back and the construction industry, as a result of the crisis, remains in a poorer condition.

The volume of foreign direct investments (FDI) is over EUR 71.6 billion, which is the highest figure in the Central and Eastern European region relative to GDP and the third highest per capita figure. The vast majority of investments were funnelled into service industries and competitive processing industries (automotive, computing, electronics, manufacturing of optical products). Of all the foreign direct investments in Hungary, 76.4% originates from the European Union and 23.2% from Germany.

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

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
<b>A - Agriculture, forestry and fishing</b>	184 600	192 700	184 600	189 600	203 200	217 000
<b>B - Mining and quarrying</b>	11 100	9 100	7 500	9 300	9 100	8 500
<b>C – Manufacturing</b>	800 00	789 200	819 300	888 700	901 700	938 900
<b>D - Electricity, gas, steam and air conditioning supply</b>	38 000	35 900	31 400	37 000	34 100	33 800
<b>E - Water supply; sewerage, waste management, remediation activities</b>	51 500	63 400	61 400	55 900	56 500	60 000
<b>F - Construction</b>	260 700	243 200	245 500	258 400	271 900	277 800
<b>G - Wholesale and retail trade; repair motor vehicles/motorcycles</b>	534 700	539 300	528 600	548 200	539 400	544 000
<b>H - Transportation and storage</b>	255 000	258 500	259 500	258 800	268 600	277 100
<b>I - Accommodation and food service activities</b>	157 500	161 800	158 000	168 100	183 300	192 200
<b>J - Information and communication</b>	89 800	102 000	111 000	102 800	102 600	119 600
<b>K - Financial and insurance activities</b>	90 700	91 600	96 100	95 200	87 400	95 000
<b>L - Real estate activities</b>	21 800	23 100	20 600	20 200	18 8000	21 700
<b>M - Professional, scientific and technical activities</b>	134 200	131 100	148 800	151 600	156 900	151 600
<b>N - Administrative and support service activities</b>	110 500	131 200	136 900	146 200	153 500	160 500
<b>O - Public administration and defence; compulsory social security</b>	308 100	322 400	365 800	402 500	446 400	471 800
<b>P - Education</b>	317 700	315 600	309 500	323 400	318 300	321 800
<b>Q - Human health and social work activities</b>	251 100	263 900	261 600	267 000	269 500	277 200
<b>R - Arts, entertainment and recreation</b>	59 900	63 100	56 100	63 200	80 100	78 900
<b>S – U Other activities</b>	82 300	90 100	90 600	99 000	102 500	100 100
<b>T - Activities of households as employers</b>						
<b>U - Activities of extraterritorial organisations and bodies</b>						
<i>Please indicate the source</i>	Hungarian Central Statistical Office <a href="http://www.ksh.hu/docs/eng/xstadat/xstadat_annual/i_qlf005a.html">http://www.ksh.hu/docs/eng/xstadat/xstadat_annual/i_qlf005a.html</a>					

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



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# THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR





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

#### a) Ministry in charge of sport in Hungary

The governmental organisation side (GO) in Hungary is administered by the **State-Secretariat of Sports**, which operates under the **Ministry of Human Resources**. The state secretariat presently undertakes responsibilities of representation and coordination of sport affairs within the Hungarian government, for the civil sphere of sport, and on national and international forums; also it prepares and coordinates legal regulations; national and international grant procedures and works on the implementation of the Sport XXI. National Sport Strategy. Furthermore, it negotiates and distributes government funding and strategic support to the civil sphere. It participates in the education and training of sport professionals, supports the organization of international sporting events in Hungary, and has the role to operate the Sport Information System.

#### b) National or Regional laws which seek to regulate sport

The legal framework of sport went through fundamental changes since 1989-1990, which was naturally accompanied by vital discussions and even disputes among the stakeholders. The first Act on Sport was enacted in 1996, which laid down the first regulations on sports, six years after the political and economic changes, leaving the “industry” to operate in a legal vacuum until then. In 2000 the acting new government raised sport to a ministerial level and initiated a new Law on sport (2000), which was renewed with the 2004 Act on Sport also initiated by the new government in office following the elections. In 2011 new amendments were made to the Act on Sports, which now creates the legal framework to lawfully regulate the mechanisms of sport.

The 2004/I. Law on Sports regulates:

-  the legal status of professional and amateur athletes,
-  the legal status of sport organizations (sports associations, sports undertakings),
-  the national sport federations and other sports federations,
-  the competition system of sport,
-  the commercial contracts,
-  the sports public bodies, the sports standing arbitration court and the sports public foundations,
-  the state and local governmental responsibilities related to sports,
-  the financial system of state support to sports,
-  the sports facilities and
-  the organization of sports events.

#### **2017/LXXIII modification of the 1996/LXXXI Law on corporate tax**

The main idea of the sport related provisions of this law is that the economic corporations in Hungary may decide on the support of sport organizations from their corporate tax.

#### **2011/CXC Law on Public Education**

It introduces the ‘every-day PE lesson’ in public education.

#### **1996/LXV. Law on the ownership of sport facilities**

#### **2012/I Law on Work**

## **2005/CXX. Law on simplified taxation (EKHO)**

Self-employed people working in sport may chose this simplified tax-paying system with reduced taxing-rates

## **2011/CLXXXIX. Law on local governments**

Regulates the obligatory activities of local governments in the field of sport

## **2011/CLXXV. Law on civil organizations**

Regulates the foundation, operation, possible supporting of civil organizations (in sport as well).

A Sports Law review can be read here: <https://thelawreviews.co.uk/edition/the-sports-law-review-edition-4/1177315/hungary>

### **c) The national strategy for sport in Hungary**

The Hungarian Parliament passed the **Sport XXI. National Strategy for Sport** in 2007 with the main objective to increase the participation of the citizens in sport activities. It aims to improve the quality of life of the Hungarian population by developing stronger systems for sporting activities, investing in physical education (PE), including physical activity in tourism, and encouraging the population to allow time for physical activity. Ultimately, this will strengthen human capital and community cohesion. This strategy, beside the maintenance of success in high performance sport identified three key areas of development: (1) physical education and school sport, (2) leisure and recreation sport, (3) competition and grass-root sport, and emphasized an integrated approach to disabled sport. The main mission is to make Hungary not only a “Sport nation” But a “Sporty nation” as well.

The emphasized strategic goals are the following:

1. The improvement of the quality of life
2. The development of the network of relations of sport
3. Healthy society
4. The linkage of sport and the knowledge-based society
5. Integrated society, development of social cohesion
6. Sport as an innovative factor – augmentation of the competitiveness and employment
7. Intensification of the national and public identity
8. Equality of opportunities

The National Sport Strategy incorporates Sports for All values, including the need for special provision for marginalized groups (such as people with lower socioeconomic status, those with disabilities and the Roma population). These provisions are the responsibility of national and local governments, along with nongovernmental sports organizations, seeking to create a sensitive and continually evolving professional development toolkit to handle this complex task.



The Strategy has been updated the same year to allow a more specific focus on the social role of sports, regardless of age. The Hungarian Leisure Sports Association has adopted a Medium-term Strategy of Hungarian Leisure Sports, focusing on taking an environmentally friendly attitude to incorporating physical activity into everyday activities throughout a person’s life-course.

The Hungarian Government has approved a national strategy entitled Healthy Hungary 2014—2020, which has the promotion of regular physical activity among its priorities. A national PE strategy includes the

regulation on “every day PE lesson”. The National Standard Programme for Kindergarten Education includes a section on physical activity, emphasizing the importance of regular physical activity for the health and development of children.

The State Secretariat of Sport is responsible with its main sport-related stakeholders (NOC, sport public bodies, local governments) and other partners for the implementation of the strategy.

#### Sources:

-  The National Sport Strategy in Hungarian: <http://kobanyasc.hu/docs/07sportstrategia.pdf>
-  Some references to our national sport strategy can be found in the following link: [http://ec.europa.eu/assets/eac/sport/library/factsheets/hungary-factsheet\\_en.pdf](http://ec.europa.eu/assets/eac/sport/library/factsheets/hungary-factsheet_en.pdf)

### **d) The main stakeholders representing the full breadth of the sector**

#### 1) Sports Federations

They are set up to organise sports competitions within the scope of specific sports activities, to represent the interests of and to provide services to members, and to manage international relations. There are five types of sports federations in Hungary:

- a) national sport federations by branch of sport,
- b) sport federations,
- c) leisure sports federations,
- d) sports federations of the disabled,
- e) school and university sports federations

#### 2) Public Bodies in Sport

##### The Hungarian Olympic Committee (Olympic sports)

It is a sport public body. The responsibilities of the HOC primarily include activities and objectives related to the Olympic Movement. It participates in running the sports scholarship system and in determining and implementing the strategic development goals of sports, and has the chance to affect the funding of elite sport.

##### Hungarian Paralympic Committee

is one of the 4 sport public bodies in Hungary. The sport movement for people with disabilities officially dated from 1929, and with a gradual development of both the sports movement and the administrative backing, the HPC was established in 1997 by the already organised associations of the different disabled categories. As all sport public bodies, the HPC is involved in all levels of sports development, from grassroots to the international level athletes support.

##### National Competition Sport Association (Non-Olympic sports)

One of the 4 sport public bodies and covers all the non-Olympic sport in Hungary that are acknowledged by the Sport Law (min. 10 clubs with min 10 members).



## National Pupil, Student and Leisure Sport Association

One of the 4 sport public bodies, its founding members are the National School, University and Leisure Sport Federation (NSULF) and the Hungarian School Sport Federation (HSSF), and the Hungarian Leisure Sport Association, the Hungarian University Sport Federation (HUSF). Each umbrella organisation covers activities national wide and has its own club level membership.

### 3) The Sports Standing Arbitration Court

Aims to reach an agreement based on the mutual binding statements of the parties in the following sports-related matters: a) sports-related legal disputes between sports federations and members; b) sports-related legal disputes between sports federations, athletes and sports specialists; c) sports-related legal disputes between sports organisations, athletes and sports specialists.

#### e) The governmental funding of sport


In the financing of Hungarian sport, the public, private and civil sphere triangle is disproportionate; it places dominance on the side of the state. This was reinforced in 2011 as unprecedented high amount of government funding was injected into Hungarian sport, the funding allocated to physical education, student and university sport has been raised by 25%.

Hungary considers the development of the sport sector as one of its key priorities. Sport is seen as an important contributor to increase the well-being and the health situation of the citizens and could also have positive effects on the economic development of the country.

**Table 1: the expenditure from the Hungarian budget for sports and leisure activities and services (billions of HUF)**


	2003–2007 (average)	2010	2011	2012	2013	2014
The expenditure from the Hungarian budget for sports and leisure activities and services	31.2	68.1	61.9	69.2	73.4	168.6
Percentage of the budget	0.33%	0.5%	0.45%	0.46%	0.44%	0.99%

Source:

 Gulyás, Sterbenz (2015): Inefficiency of the Hungarian sport financing system. *STUDIA SPORTIVA* 2015 / č. 1

The financial systems of Hungarian Sports have changed considerably since 2011 due to the financial support made available via the corporate taxation system. This has ensured higher income to the organizations of the 5 main spectator sports. In addition, the other big change happened in 2013, when the priority sport development system and the catch-up fund were introduced. As a result of these changes, the income of the Federations of the five main spectator sports has become five times larger than it was in 2010 and the income of Federations of the priority sport development supporting system has, on average been tripled. In total, the number of non-profit sport organizations grew from 7 526 (2010) to 8 865 by 2015 and during the same period, the income per sport organization increased from 5.726 Thousand HUF to 20 202 Thousand HUF. The income of sport enterprises doubled between 2010 and 2015. The whole Hungarian sports sector during the 2010/2015 period was characterised by growth.

Source:

 Gósi, Zsuzsanna unpublished study, University of Physical Education, 2017


### 1) Supporting the Hungarian sport sector via tax benefit scheme

The Hungarian government introduced a new corporate tax relief system (TRS) for the five most popular team sports (football, basketball, ice-hockey, handball and water polo, now adding volleyball as well) to solve the financing problems in 2010. This new method of sport funding has been authorized with an aim to use these additional resources primarily with the purposes of development of youth and sport facility investment. Hungary tries to channel additional funds to the sport sector by incentivizing commercial undertakings through tax benefits to contribute to sport development. These funds could be used for three main purposes: training of the young generation, personnel costs, investments to create or modernize sport infrastructure. Business organizations can directly allocate a given part (70%) of their corporate income tax to sports organizations. The federations set a quota based on the development programs used by the clubs, and the federations have a budget constraint set by the state.

**Table 2: amounts which came from the tax relief system between 2011-2013 (in 1,000 of EUR)**

	2011/12	2012/13
Football	66 667	71 000
Basketball	11 667	17 000
Water polo	7433	16 000
Handball	20 000	25 333
Ice hockey	7 967	12 667
HOC	400	500
Total	114 133	142 500

Source:

 Gulyás, Sterbenz (2015): Inefficiency of the Hungarian sport financing system. STUDIA SPORTIVA 2015 / č. 1

The implementation of this new funding method solicited the introduction of private funding and more financial transparency into sport. Additionally, it resulted in a growth in the number of youth athletes, and in the construction of new facilities in connection to the five (later six) team sports. In the 2011/12 financial year 1 550 sport development programs were submitted, with the value of EUR 900 million 75 % of which referred to club programs and 25% to federation programs. The overwhelming majority was in football (69.9%) in comparison to basketball (11.8%), handball (7.9%) ice hockey (6.3%), and water polo (3.2%); altogether 744 settlements were involved representing all regions and settlement sizes; and generated 30% growth in the number of athletes in the five team sports (Bardóczy 2012).

### 2) Allocating governmental funding for the sixteen prioritised sports


The government introduced another funding construction for sixteen prioritized sports in 2013 to compensate for the emerging distortion between different sports after the implementation of TRS. In addition, at the same time the state also undertook the debt of several sports federations as had previously happened two times in the 1990s.

**Table 3: Allocated governmental funding for the sixteen prioritised sports (own ed.)**

Federation	2013	2014-2020	Per year	%
Athletics	1 048	60 000	8 571	818%
Boxing (amateur)	984	19 000	2 714	276%
Canoeing	1 121	44 667	6 381	569%
Cycling	315	9 333	1 333	424%
Rowing	311	32 000	4 571	1470%
Fencing	1 005	32 000	4 571	455%
Gymnastics	984	16 333	2 333	237%
Judo	835	36 667	5 238	628%
Modern Pentathlon	1 016	31 667	4 524	445%
Shooting	218	16 333	2 333	1069%
Swimming	2 455	47 000	6 714	273%

Federation	2013	2014-2020	Per year	%
Table tennis	146	9 000	1 286	883%
Volleyball	398	14 000	2 000	502%
Wrestling	1 650	48 333	6 905	418%
Tennis	358	13 667	1 952	545%
Skating	704	10 000	1 429	203%
<b>Sum</b>	<b>15 563</b>	<b>440 000</b>	<b>62 857</b>	<b>404%</b>
Sport infrastructure	14 280			
Coaching programme	259			



Source:

-  Gulyás, Sterbenz (2015): Inefficiency of the Hungarian sport financing system. STUDIA SPORTIVA 2015 / č. 1

On average over 70% of the revenues of the prioritised sport federation are coming from governmental resources; most of the federations have vanishing sponsorship incomes. The historical results and recent successes show that the strong state funding for individual elite sport is an efficient tool

In case of team sport's funding system, the introduced method involves many hazards in addition to solving the financing problems, like the re-spreading of the soft budget constraints, the risk of the appearance of corruption, the crowding out effect of other revenue sources, rent-seeking.

Sources:

-  Gulyás, Sterbenz (2015): Inefficiency of the Hungarian sport financing system. Studia Sportiva 2015 / č. 1
-  Perényi, Szilvia (2013). Hungary. In Hallmann, Kristin and Petry, Karen (eds.): Comparative Sport Development – System, Participation and Public Policy, 87-100. Springer Science+Business Media, New York.



## f) The economic impact of sport

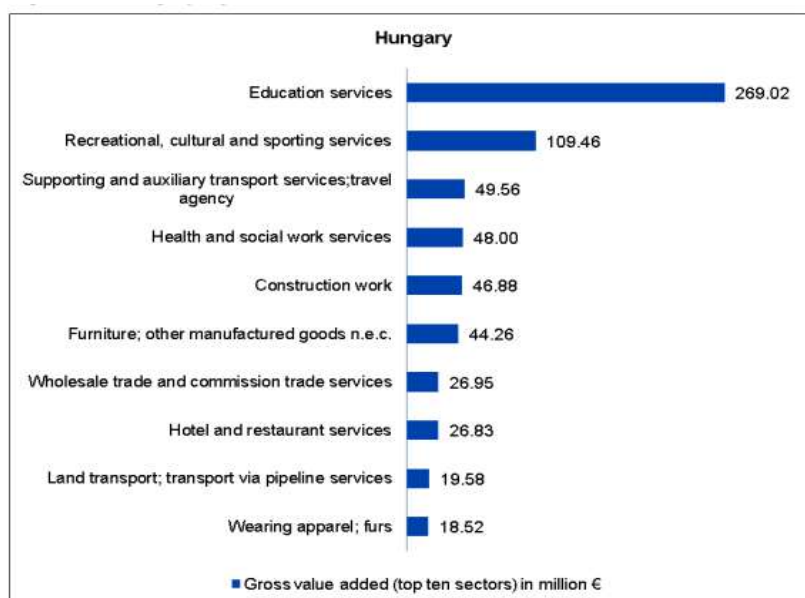
According to the “Study on the Contribution of Sport to Economic Growth and Employment in the EU” commissioned by the European Commission in 2012, we can introduce the economic impact of sport in Hungary. The research used the Vilnius Definition of sport distinguishes between a statistical, a narrow and a broad definition of sport as follows:

- 📊 Statistical Definition: comprised of NACE 92.6 Rev. 1.1 ("Sporting activities", the only part of the sport sector having its own NACE category).
- 📊 Narrow Definition: all activities which are inputs to sport (i.e. all goods and services which are necessary for doing sport) plus the Statistical Definition.
- 📊 Broad Definition: all activities which require sport as an input (i.e. all goods and services which are related to a sport activity but without being necessary for doing sport) plus the Narrow Definition.

On this basis the share of sport-related value added for Hungary was 0.79% for the narrow definition and 1.02% for the broad definition of sport. This is below the EU average (1.13% narrow definition and 1.76% broad definition). The share of what is generally known as the organised sports sector (sports clubs, public sports venues, sports event organizers) is reflected in the statistical definition. The share of value added according to the statistical definition is 0.07%. Sport-related value added (direct effects) amounts to 0.6 billion Euro according to the narrow definition and 0.78 billion Euro with respect to the broad definition. For the statistical definition of sport, it is 0.05 billion Euro.

The highest sport-related value added can be seen in the following figure, the sector of Education services outstands from all, followed by Recreational, cultural and sporting services, and Supporting and auxiliary transport services; and travel agency services; and travel agency services.

### Hungary – Gross value added at market prices, broad definition



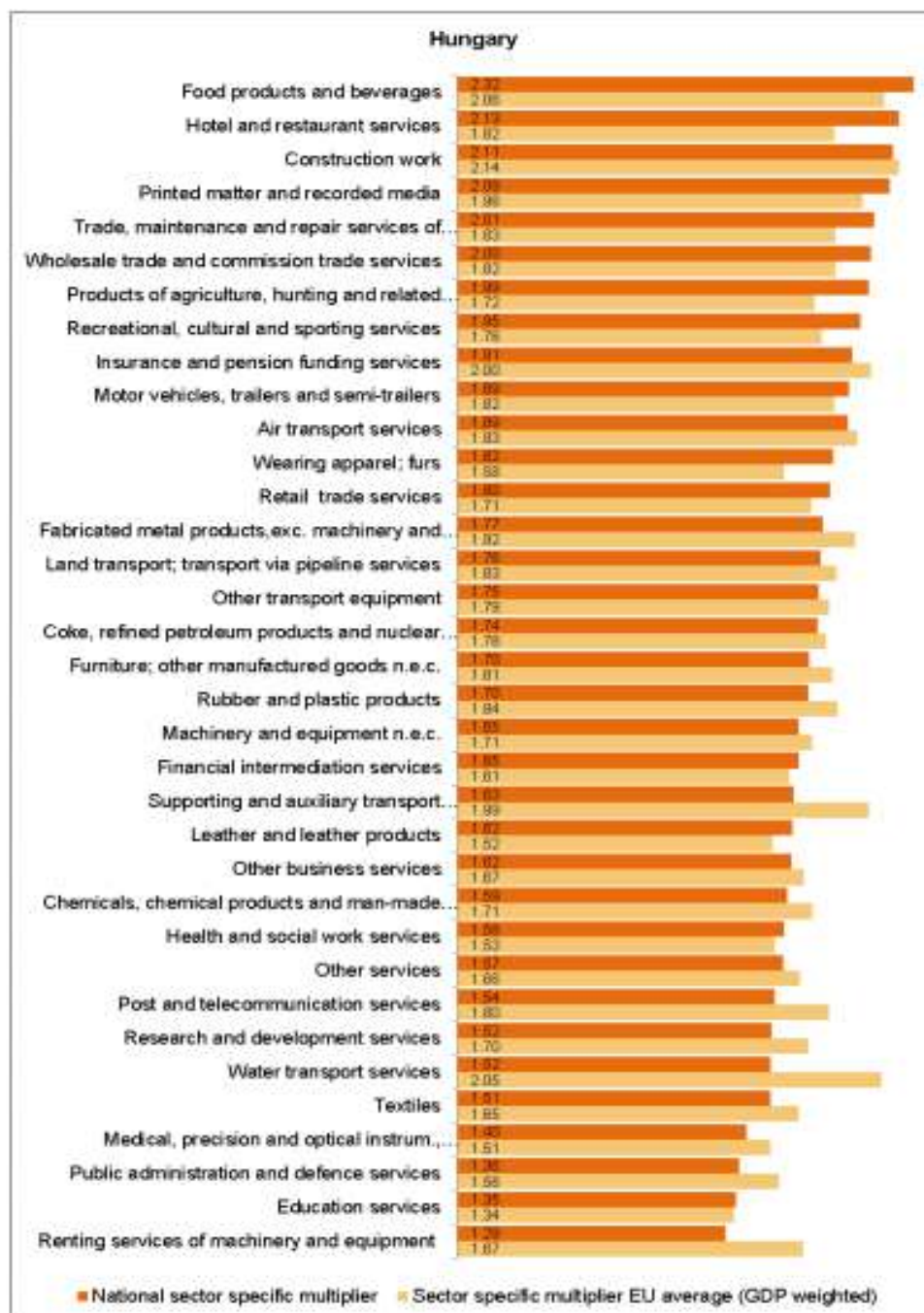
If we want to compare the Hungarian level of value added with other European countries, huge differences can be observed.

The share of sport-related employment for Hungary, according to the study, was 1.16% for the narrow definition and 1.43% for the broad definition of sport. This is again below the EU average (1.49% narrow definition and 2.12% broad definition). The share of what is generally known as the organised sports sector

was 0.11%. Sport-related employment (direct effects) amounts to 45,409 persons according to the narrow definition and 55,577 persons with respect to the broad definition.


Multipliers describe the inter-connectedness of a sector with the rest of the economy. If the multiplier equals 1.0 the sector is not connected to any other sector. The higher the multiplier, the more the rest of the economy benefits from an expansion of the sector. The highest sport-related multiplier in Hungary can be found in the sector Food products and beverages, followed by Hotel and restaurant services. The sector Construction work is ranked third. Renting services of machinery and equipment, Education services and Public administration and defence services have the lowest sport-related multipliers. The following figure shows the size of these multipliers for Hungary and compares them with the average value of the EU.

#### Hungary – sector specific multipliers and EU-Averages



Flexible employment forms in Hungarian sports organisations became more frequent. The new forms refer to different taxation forms for sports professionals called Ekho (simplified contribution to public); ways of accepting multiple employers. Multiple employment is significant for coaches, while service agreements is important for professional athletes in which flexible working hours are defined. Referees have the benefit of not paying social insurance after their income.

Source:

-  Gósi, Zs (2017): Atipikus foglalkoztatási formák sportszervezeteknél (Atypical employment forms in sports organisations). Köztes-Európa. IX. évf. No. 21-22, pp. 137-145.

#### g) The impact or link of sport to other agendas such as health strategy or social policy

The vision formulated in the **National Sport Strategy** in 2007 targets to make Hungary not only a “Sport Nation”, but also a “Sporting Nation”. This notion is reinforced by the regulations of the Act on Sport (2011), where it is stated that *“all men shall have the right to sport and this right is guaranteed by the state, regardless of whether it be competitive sport, leisure, student and college-university sport, sport for the disabled or the preservation of health”*.

The Sport XXI. National Sport Strategy sets the short and long-term strategies of every aspect of sport in Hungary. It regards sport as a tool for achieving the most important social objectives: health maintenance; upbringing; personality development; community building; social integration.

The plan, on the other hand, complements the directions and tasks with new programs and projects to trigger central areas in sport, such as providing direct funding to athletes, coaches, and grass-roots sport centres; and to promote and legally regulate the fight against doping and match fixing. “Herakles” program started in 2001, and it provides funding to young elite athletes from twenty sports. Successful coaches are incentivized through the state financed “Gerevich” scholarship fund, which is planned to be supplemented by a three level state- financed “state coach” program.

In 2012, **daily physical education** classes were introduced in both primary and secondary schools; and in higher education the leisure sport services, physical education classes and dual career programs of athletes were reformed by the new Hajós Alfréd plan of the National University and College Sport Federation.

The 2011 Act on National Public Education states that on school days, when there is general or technical theoretical education, the school has to organize everyday physical education in the form of at least one PE class per day. A maximum of two classes per week out of this can be replaced by educational forms determined by the directions of the curriculum concerning physical education classes, literacy education, sport carried out in the school sports circle. Two classes can also be replaced by exercise organized in the framework of the sports club, by the application of the students who do competitive sports, are certified members of sports clubs or have amateur sports contracts, who possesses the start licence and the certification of their sports club, valid for the school year.

The Hungarian Government has approved a national strategy entitled **Healthy Hungary 2014—2020**, which has the promotion of regular physical activity among its priorities. The document outlines the general sectoral targets for the next period. It includes, that by 2020 the estimated years spent healthy should grow by two years, and by 2022 this figure should reach the EU average. Furthermore, an important aim is to strengthen personal responsibility in maintaining health, and to lower the difference in health conditions of residents in certain parts of the country.

The programme defines young people as a priority target group. The willingness of youth for pursuing in sports activities should be increased, the trainings and active lifestyle should be advanced, and also encouraging environment for the healthy growth of the future's generation should be developed. The actions of the complex program for the prevention of circulatory diseases on the National Health Strategy's plans for 2017-2018's also include health promotion programmes for young people such as joyful exercise, healthy nutrition and prevention of smoking.

The **National Standard Programme for Kindergarten Education** includes a section on physical activity, emphasizing the importance of regular physical activity for the health and development of children.

Besides schools and sport clubs, numerous **programs** exist to:

1. promote regular exercise
2. help children and adults to choose sports
3. integrate sports into young people's everyday life.

The aim is to support competitive and leisure sports and also the spreading of healthy lifestyles.

### The 'Great Sports Selector'

The 'Great Sports Selector' was held for the 21<sup>st</sup> time in 2017. Besides endearing sport, it is aimed to help both children and adults choosing their suitable sport. The point of the event is that the guests should not only watch sports shows but actively participate in them, take the equipment in their hands, try the sport, and experience the nature and feeling of different sports. More than 100 sports have been represented at these events in the past years.

### The Challenge Day


The Challenge Day, which started in Canada in 1982, has been held in Hungary since 1991. The event is coordinated by the Hungarian Leisure Sports Alliance, and up until now a total of 1596 settlements have participated in the competitions in Hungary. In 2016 the residents of the participant villages and cities completed more than 3 million 15 minute exercises.

### European Sports Week



Since 2015 Hungary also takes part in the European Week of Sport organised by the European Council. Hungary has been an outstandingly active participant of the project in the last two years, even by European standards. The national tasks concerning the coordination are taken care of by the Hungarian Leisure Sports Alliance.

The Hungarian Leisure Sports Association has adopted **a Medium-term Strategy of Hungarian Leisure Sports**, focusing on taking an environmentally friendly attitude to incorporating physical activity into everyday activities throughout a person's life-course.

### Sources:

-  Perényi, Szilvia (2013). Hungary. In Hallmann, Kristin and Petry, Karen (eds.): Comparative Sport Development – System, Participation and Public Policy, 87-100. Springer Science+Business Media, New York.



-  European Commission (2018): EACEA National Policies Platform - 7.3 Sport, youth fitness and physical activity – Hungary, 7.4 Healthy lifestyles and healthy nutrition. <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/74-healthy-lifestyles-and-healthy-nutrition-hungary>
-  World Health Organizations (2012): Physical Activity Factsheet – Hungary. [http://ec.europa.eu/assets/eac/sport/library/factsheets/hungary-factsheet\\_en.pdf](http://ec.europa.eu/assets/eac/sport/library/factsheets/hungary-factsheet_en.pdf)

#### **h) The range of activities available and which organisations provide them**

In the Hungarian sport sector civil organizations, non-profit private organizations and profit oriented enterprises can operate and provide sport services. The 2004 Act on Sport defined sports clubs and sport enterprises as the two basic organizational forms in the sport subsystem, however, sports clubs are the traditional and basic units of the Hungarian sport sector. They can be formed as civil initiatives by an association of ten individuals, according to its legal statutes, and must be registered in court. There are 5 different types of sport clubs operating in Hungary:

*Umbrella Sport Clubs:* traditional big sport clubs operating in multiple sports, supporting mainly competitive amateur and professional sport

*Middle-size Sport clubs:* operating in multiple sports, supporting mainly competitive sport

*Sport clubs operating only in one sport:* they mainly incorporate new, trendy sports

*Leisure sport clubs:* they usually do not participate in the national competition system; offer activities in several sports, organize different activities such as excursions, competitions, events, festivals or gatherings. They focus on local communities, a work environment, or asocial group; their numbers are increasing continuously.

*Student sport and university sport clubs:* organized by students and their academic institutions in different sports around the country. Their funding is assisted by student fees; organize competitions and run different activities; their primary target is youth.

Student sport organizations operate in most municipalities. All together more than 400 legally registered, independent Student Sports Clubs and almost 3000 Student Sport Circles function within the legal entity of the schools. The umbrella organization for all these student sport organizations is the Hungarian Student Sport Federation.

Those people, who want to participate in amateur competitive sport mostly become members of the different sport clubs, in terms of the popularity of sports, team sport, outstandingly football, are the most practiced within the clubs. Individual sports offer mainly focus on the field of competitive sport activity.

Recreational participants of sport in most cases follow the individualization trend and exercise outside of any organization or any sporting facility. More and more people like to exercise alone outdoors walking or running; or to stay at home using stationary exercise-bicycles or video tapes, but not having any engagement in any club related sports. However, there is an expansion noticeable in amateur running clubs, with a large proportion of them related to work places. Also, club membership for mountaineering clubs increase; they organize walking excursions for their members in nature. Attempts are being made to gather and register all sport for all participants, which purpose is meant to be served by the 'sport card' system. Informal sports such as running, walking, cycling and swimming have become more popular in Hungary today than club organized sports.



Fitness related activities are also gaining popularity. At present, there are approximately more than 1000 fitness clubs that provide services to devoted members, but these numbers are growing daily. The average frequency in visiting fitness clubs is about two occasions per week.

New initiatives of the sport subsystem and an opening to the promotion of sport and movement was represented in the organization of mass movement gatherings, such as the “Night of movement” that drew 15 thousand people to the historic heart of Budapest, Hero Square in 2014. The initiative represents a wide range of intersectional stakeholder cooperation in sport, state/municipality-NGO-private levels. Even though such events are promoting the relation between movement, exercise and healthy living for citizens of all ages, exposure of or links to sport clubs as the organizational basis of sporting involvement can be hardly identified. The change in the perception of what is accepted as sport or meaningful movement is giving more leverage to activities such as dancing or yoga.

Private Sport Companies mainly operate in team sports, especially in football and handball, where in the first leagues only teams operated by sport enterprises may participate.

Municipalities have duties in the field of sport defined in the Act of Municipalities from 2011. Primarily many sport facilities are in the ownership of municipalities, so the use and maintenance of these facilities is an important task for them. Apart from them, they should support all levels of sport, and create the circumstances of physical education in schools.

#### Sources:

-  Perényi S. and Bodnár I. (2015): Sports Clubs in Hungary. In C. Breuer, r. Hoekman, S. Nagel & H. van der Werff et al. (eds.) *Sport Clubs in Europe*, A cross-national comparative Perspective.
-  Sterbenz – Géczi (2018): Sportmenedzsment. TE. Budapest

#### i) The organisation of sport at a regional or local level

All around Europe, so in Hungary as well, the most relevant supporters of sports are the local municipalities. This system is appropriate for supporting sports, and also meets the principles of subsidiary. The problems are solved where they emerge. Townships and other settlements have different conditions, facilities, human resources and traditions. Even the needs of citizens may differ. Therefore, it is very likely that local governments are the best forums to make decisions regarding sport related issues relevant to local conditions.

In Hungary, after the re-emergence of democracy (1989-90), municipalities became ‘the saviours of sport’. They became the owners of local sport facilities and gave financial support to sport clubs to survive.

Local municipalities in Hungary are not required by the law ratified in 1990, to support sport activity. It is only listed among the optional tasks a local municipality has to carry out. Later on, the 2004 sport law made this task compulsory, but, at the same time, it caused contradictions. This means that these legal dispensations can be interpreted in various ways. Mandatory or not, most local governments consider it a standard procedure to give some money to sport, and most of them plan local sport life systematically.


Mayors and leaders of cities have realized that a high quality sport life in the community makes them popular (e.g. a team in ball games with international successes can support a lot the development of local identity and dignity). In those Hungarian cities, which are well-known from their devotion to sport, mayors and city government are successful and popular.

In 2003 the local municipalities spent about 72 million Euros on sport. Only the local government of Budapest spent HUF 1.2 billion on financing sport federations and support nearly 800 sport clubs. These figures indicate the increasing role of local municipalities in sport development.

Most of the sport facilities in Hungary are owned by local municipalities. It also means that they maintain and reconstruct them, but unfortunately mostly they are in quite bad conditions. Of course, local municipalities also try to build new facilities, but they rarely are able to do it without other sources than the city's. Nowadays they can involve EU-funds, it is getting more common to make PPP-constructions, and usually the central budget also provides funds for this objective.

County municipalities (there are 19 in Hungary) spend much less, but they have much less own incomes. Therefore, they are not able to subsidise sport as much as the local municipalities do. Their functions are reduced: they finance and supervise the operation of county sport federations, they support regional school sport competitions, organise basic level sport trainer education, and they support and co-ordinate regional sport life in different ways. They do not own sport facilities (or very few and small ones), and they are not in direct contact to sport clubs, thus financing top sport teams or clubs is not interesting for them.

Source:

 Bukta, Zs.: The nature of Hungarian sport associations after the change of the political system. [http://isca-web.org/files/Active\\_Network\\_2013/Desk\\_Research/2\\_NATURE\\_OF\\_HUNGARIAN\\_SPORTS\\_ASSOCIATIONS.pdf](http://isca-web.org/files/Active_Network_2013/Desk_Research/2_NATURE_OF_HUNGARIAN_SPORTS_ASSOCIATIONS.pdf)

#### **j) The role and contribution of the voluntary sector and non-profit sport sector. The history/culture of volunteering in Hungary**

The non-profit sport sector, including most of the sport clubs, sport foundations, and different NGOs are the most important part of Hungarian sport practice, even in the field of competitive or leisure sport. The number of these organizations is between 7000 and 8000 in the last 10-15 years, and mostly they have a local geographical scope. Their operation strongly depends on the activity of volunteer workers (mostly members, parents, local volunteers), the number of paid staff is rather low comparing with other sectors.

Year	Number of non-profit sport organizations	Number of employees	Number of volunteers
2003	7,008	4,172	49,825
2004	7,117	3,532	54,506
2005	7,049	3,649	38,398
2006	7,190	3,316	52,623
2007	7,638	2,895	48,253
2008	7,938	3,045	40,465
2009	7,860	2,974	40,446
2010	7,526	2,915	38,526
2011	7,563	3,437	43,582
2012	7,649	4,778	44,254

Source: KSH (Central Statistical Agency), Statistics on non-profit sports organisations (2014). Retrieved 2014.09.15 from <http://statinfo.ksh.hu/Statinfo/haViewer.jsp>

Foundations and voluntary associations have a long tradition in Hungary. In contrast to other European countries, religious institutions were not the dominating force during the early years; there were for example secular hospitals and alms-houses in the Hungarian cities of the 14th and 15th century, financed by private donations and run by volunteers. A first law regulating foundations was enacted in 1723, giving the King the right to control the activities and the financial accounts of the foundations. During the second half of the nineteenth century, a public-private funding model of social services emerged. There were e.g. “foundation places” in public schools and “foundation beds” in hospitals. While the foundations contributed to the provision of social services and worked well together with the state during the 19th century, voluntary associations were less well seen by the government as they became advocates for political rights and thus a threat towards those in power.

The communist regime that took over Hungary in 1947 halted the development of the voluntary sector. Most of the voluntary associations were banned and what remained was nationalized and brought under state control. At this time “social organisations” financed by State budgets and working closely with the Communist Party were created. The later years of communism, particularly following the 1956 revolution, meant a gradual relaxation of the control on civil society. The emerging voluntary organisations were not banned, however they were heavily regulated and persecuted.

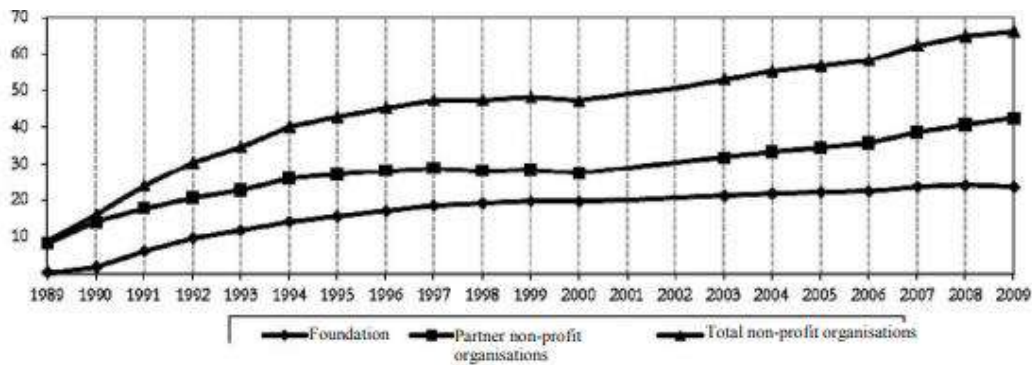
The rehabilitation of civil society started slowly before the final collapse of the communist system. For example, foundations reappeared in the Civil Code in 1987. In the running up to the regime change, the voluntary organisations in Hungary again became an important political vehicle; for example, one of the major charities became the Liberal Party. As the Parliament passed the Law on Association in 1989, guaranteeing the freedom of association, organisational life in Hungary took off. The number of organisations tripled during the 1990s, and from nearly non-existent, a foundational sector of almost 20,000 organisations was born. The middle of the decade - with the non-profit sector striving for recognition - led to the passing of Act CLVI of 1997 on public interest organisations, and the so-called “1% Law” (Act CXXVI of 1996), which entitled organisations engaged in public interest activities to receive 1% of the tax paid by taxpayers.

After this initial surge, the development of the sector has been slow. Volunteering activity still bears the negative connotations due to the compulsory work called volunteering during communism. The United Nations “International Year of Volunteers” in 2001 was an important catalyst for the development of the sector as it increased cooperation between the various ministries and the NGOs and paved the way for a law on volunteering in 2005, as well as the creation of the National Volunteer Centre Foundation.

The Hungarian Central Statistical Office has been collecting data on the non-profit sector more or less regularly since 1993. The data focuses on non-profit organisations rather than volunteers. The data collected on volunteers only refers to formal volunteering within non-profit organisations, excluding all types of informal volunteering as well as volunteering carried out outside the registered non-profit organisations. This results in figures that are characterized by stakeholders as rather low.

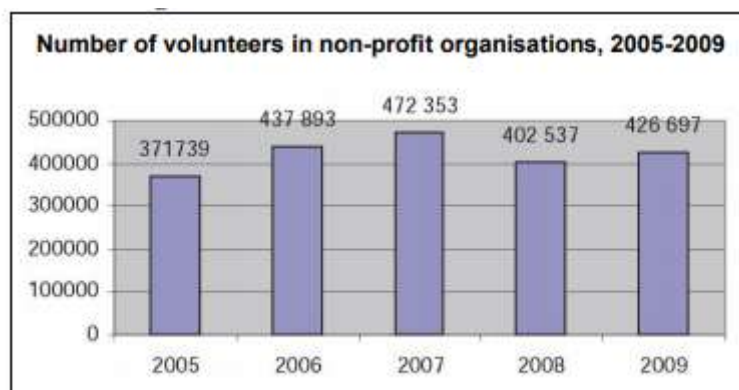


#### Numbers of NGOs in Hungary 1989-2009 (source: KSH)



A survey undertaken by Kuti and Czike in 2004 includes formal as well as informal volunteering in all kinds of settings and presents a substantially higher figure. According to data from the statistical office, the number of volunteers in Hungary was estimated to 472,000 in 2007, which is equivalent to 4.7% of the adult population. This represents a slight increase from the 2003 figures, which were 400,000 volunteers or 3.9% of the adult population. The analysis of Kuti and Czike resulted in substantially higher figures for volunteering, according to which 40% of the population or nearly 4.5 million people engaged in some kind of volunteering activity in 2004.

#### Number of volunteers in non-profit organisations



The most popular fields of voluntarism in Hungary are health provision, culture, and sport in the third position, showing an increasing interest in volunteering especially in sporting events and in sport clubs.

## Types of voluntary activities




Responses	Incidence	Percentag
Health provision and social care	323	17.06%
Culture, arts, preservation of traditions	295	15.58%
Sport, leisure and recreation activities	248	13.10%
Education and scientific research	224	11.83%
Environmental protection and animal conservation	206	10.88%
Church and religious activities	120	6.34%
Assisting Hungarian minorities abroad	74	3.91%
No response	65	3.43%
International relations, EU	64	3.38%
Defence of civil rights and minorities	59	3.12%
Municipal and regional development	57	3.01%
Protecting professional, economic, employee and employer interests	39	2.06%
Public security, Civil Guard, fire-fighting, crime prevention, victim protection	34	1.80%
Economic development, job creation, regional development	29	1.53%
Political activities	28	1.48%
Other	28	1.48%



In 2012, as an Annex to Government Decision no. 1068/2012 (III. 20.), a National Volunteer Strategy 2012-2020 was adopted. It framed the main aims in (1) the development of a volunteer culture and changing attitudes, (2) support for the involvement of special target groups, (3) encouraging the integration of disadvantaged groups, and developing volunteerism to reinforce social cohesion.

Stakeholders estimate that the number of volunteers in sport exceeds other sectors. The gender distribution is likely evenly spread between men and women overall, with some differences depending on the sport. When it comes to age, the majority of are estimated to be between 16 and 30 years of age. These are mainly students and young people who do not work and thus have the time to volunteer. It is also estimated that volunteering is more tied to availability of free time and economic possibilities than skill levels per se. The low and medium skilled are usually more in need of income and are likely to spend their time working, while the highly skilled, especially while studying, have more time and opportunities. Therefore, the volunteers in sport are more likely to be highly skilled than low or medium skilled.

The leisure sports associations are likely to be the ones using the highest share of volunteers. Stakeholders also indicate that volunteering is tightly connected to the organisation of sports events. Consequently, there is more volunteering in team sports and sports that frequently have events. Volunteers are involved in most activities, except those involving dealing with or having access to money which tends to be carried out by paid workers.

### Sources:

-  Study on Volunteering in the European Union Country Report Hungary. [http://ec.europa.eu/citizenship/pdf/doc1024\\_en.pdf](http://ec.europa.eu/citizenship/pdf/doc1024_en.pdf)
-  Éva Kuti - Klára Cziike (2005): Lakossági adományok és önkéntes tevékenységek - Gyorsjelentés a 2004-es felmérés eredményeiről (Individual donations and voluntary activities - Summary report on the findings of the survey of 2004), Budapest.
-  Cziike Klára- Szabóné Ivánku Zsuzsanna (2010): Online kutatás az önkéntességről a lakosság körében (Online research into volunteerism among the populace"), Kai Consulting Kft.

	National	Volunteer	Strategy	2012-2020.	<a href="http://2010-2014.kormany.hu/download/1/e8/d0000/NOS_eng.pdf">http://2010-2014.kormany.hu/download/1/e8/d0000/NOS_eng.pdf</a>
	Study on volunteering in the EU Volunteering in Sport – Hungary. <a href="http://edz.bib.uni-mannheim.de/daten/edz-b/gdbk/10/ksj/volunteering-in-sport-hungray_en.pdf">http://edz.bib.uni-mannheim.de/daten/edz-b/gdbk/10/ksj/volunteering-in-sport-hungray_en.pdf</a>				

### **k) The levels of sport and physical activity participation**

The paradox in Hungarian sport is that the success of the elite athletes at world and continental events clashes with the low sport participation rates of the total population.

Regarding the levels of sport and physical activity participation different studies are available, but maybe the most current and best responding to these question is the special Eurobarometer 742 study published in 2018. Unfortunately, even in national and European level the data are sad, and respond to bad levels of participations. In Hungary 53% of the population never exercise or play sport, and the number of inactive people seem to have been increasing with 9% since 2014. The number of those people, who regularly participate in sporting activities has decreased to 9%, 24% of the population is involved in sport with some regularity, and 14% practice sport seldom.

Less than half of respondents engage in other physical activities, such as cycling, dancing or gardening, at least with some regularity. 18% of Hungarian people do these activities regularly, 27% with some regularity and 19% seldom. 36% never engage in other physical activities either, respondents are now 8% less likely to engage in other physical activity than they were in 2013.

Although 57% of Hungarian people do not do any vigorous physical activity at all, but 20% do vigorous sport activity 4-7 times a week, other 23% 1-3 occasions a week. 50% of these activities last more than 60 minutes. 57% of Hungarian people do moderate physical activity at least weekly, 40% spend more than one hour a time with these activities.

### **Gender**

Sports clubs are social melting pots for women, people with disabilities, the elderly or people with ethnic or migrational backgrounds, they contribute to public welfare in the areas of health, social integration, democracy and voluntary work. Regardless of these efforts, some challenges may also be mentioned as inequalities are still measured.

The differences across groups can be explained by the fact that more and more women and young girls do sports across all levels, they can be considered a less of a 'vulnerable group' than the other groups; female athletes are more successful at the Olympics.

The initiatives include special sporting activities, such as female teams and divisions. Initiatives for women and young girls are more noticeable. As a result of TAO funding, female teams for ice hockey, football, and volleyball increased. In leisure sports both womens' sports day and female running events became popular, therefore, an increasing number of women participate in leisure sport events such as running.

### **Age differences**

If we focus on the youth generations (age group 15-29), 36% of them do sport apart from the obligatory PE lessons, the boys are most likely to practice sport (42%), only 30% of the girls do sports. The younger people are more likely to do sports, and the more educated young people participate in sport more likely (54% of the youth with diploma). 5% of this age group is involved in competitive sport.

In Hungary the most popular sport among participant (regarding both competitive and leisure sport activity) is football. Team sport are basically popular in Hungary, the governmental funding of the six spectator sport also influences the participation, and club membership in those activities.

If we focus on leisure sport and physical activity, most people are involved in cycling (as a way of transport it becomes more and more popular lately), and swimming, and running becomes nowadays more popular as well, even if we regard the number of people participating in street-running competitions a huge growth can be detected.

In the last few decades, new sports and physical activities became popular, as body-building, spinning, fitness, and yoga. Physical activities, combat sport coming from the Far East are gaining popularity as well in the leisure sport segment.

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-  Hungarian Youth Survey 2016.  
[http://www.ujnemzedek.hu/sites/default/files/magyar\\_ifjusag\\_2016\\_a4\\_web.pdf](http://www.ujnemzedek.hu/sites/default/files/magyar_ifjusag_2016_a4_web.pdf)

### **I) Professional sports**

The first professional league started in Hungarian football in 1926, although, official professionalism lasted only for a few years and did not return until 1990. Along with national political and economic changes, the regulatory framework formulated by European and international federations have increasingly shaped the field of professional sport in Hungary as well.

Considering the status of top-level athletes, they were typically employed by large state-owned corporations during the era of state socialism between 1949-1990. Formally, amateur players were professionals in practice. This system may be called “shamateurism” or hidden professionalism. Development of the status of professional athletes in Hungary appeared for the first time in the Act LXIV of 1996 on Sport within the Hungarian legal framework. Nevertheless, the notion of a professional player was defined more precisely in the 1998 amendment of this statute (Act XXXI of 1998 on the Amendment of Act LXIV of 1996 on Sport). Prior to 1996, professional athletes were able to have numerous statuses. They could have been employed in the form of limited partnerships and limited liability companies (Legal commentary on Act I of 2004 on Sport). The Act CXLV of 2000 on Sport went further to regulate the context of market-based sport and







defining the status of professional and amateur players (Hungarian Telegraphic Office, 2000) in order to clear up the situation of the sport clubs, federations, and amateurs as well as professional athletes. However, until 2004, players could have been self-employed or in sole proprietorship, which allowed them to minimize or avoid paying taxes and allowances. Requirement of working contracts for employing professional athletes had been a common practice internationally at that time in accordance with UEFA and FIFA regulations. In 2011, the notion of a professional athlete was defined even more precisely (Act CLXXII of 2011 on the amendment of Act I of 2004 on Sport). It is reasonable to say that the environment has gradually become more favorable for the employment of professional players.

Concerning the regulations of the organizational framework of professional and amateur sport, an example from football is revealing: the 1998 amendment of the Act LXIV of 1996 on Sport specified that all clubs as a prerequisite of participation in the highest division need to formulate corporations. Subsequently, the Act I of 2004 on Sport allowed Hungarian sport clubs to choose from a number of legal forms. Diversification of the organizational forms of function in sport took place. In addition to the classical sport clubs, different and previously non-existing organizational forms were accepted for the diverse functions in sporting practices. For example, foundations, non-profit limited companies and limited companies emerged based on the changes in the new legal environment. Limited companies, limited partnerships and independent sole-traders started to appear both in competition sport as well as in leisure sport. The new regulations allowed non-profit private companies to provide sporting services, and thus enabling additional sources of income.

As mentioned professional athletes appear most regularly in team sports in Hungary, especially in football, handball, basketball, ice-hockey, water polo and volleyball. In individual sports the presence of professional sport contracts is less regular, but many athletes may have a recognized status and will be supported by a sport organization, or even by the state through grants. The field of tennis is slightly different, as tennis is a sport where most competitions' winners are awarded money. As in combat sport on the level of organizations professional and amateur institutions can be found, those athletes participating in professional leagues will have professional contracts as well.

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#### m) The venues/facilities – where sport and physical activity takes place – which organisations own and operate them

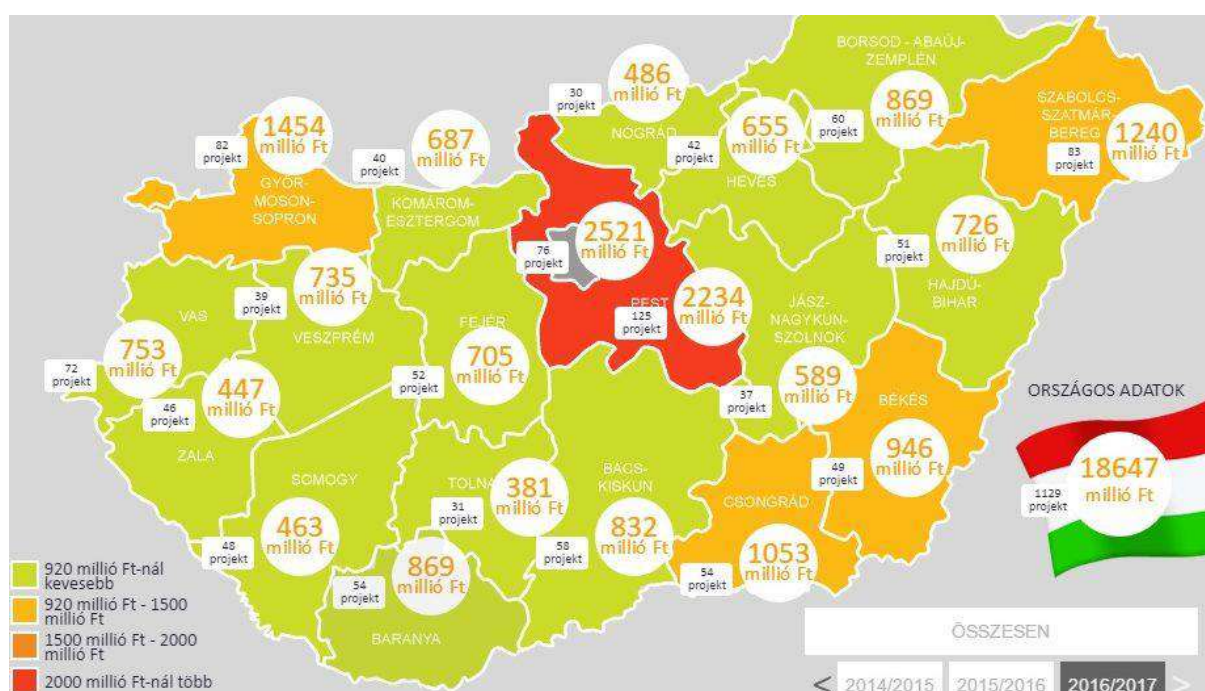
In elite sport generally sport facilities are owned by the state or the municipalities.

Those 6 team sport (football, basketball, handball, water polo, volleyball and ice-hockey) involved in the TAO tax-support system have now the possibility at a club level to build up new facilities with this governmental funding, and these facilities will become property of the municipalities' institutions after 5 years. Since 2011, the introduction of this support system, more than 300 new facilities were built up in these sports, and also more than 300 facilities could be renovated, reconstructed, renewed.

The Hungarian Government has laid down the "Sport Facility Development Strategy for 2014-2020".

In recreational and leisure sport facility owners are more likely to be operators as well.

As football is the most popular sport in Hungary outdoor football pitches are important venues for physical activity in Hungary. The Hungarian Football Federation reported that in the last 5-7 years more than 1000 new football pitches (including stadiums, normal size football pitches, pitches for schools, small size municipal pitches, etc.) were built up with the support of corporate tax system. The map below shows that from the 1129 projects accounting 18647 million forints how did the different counties of Hungary benefited.



Source: <https://24.hu/sport/foci/2017/01/05/ezer-futballpalya-epult-az-elmult-ot-evben/>

Swimming and bathing is becoming an important physical activity in Hungary. Swimming classes are included in the curriculum of physical educations, so all children must participate in swimming lessons throughout their school studies. The table below shows the number of different type of bathes in the different regions in Hungary.

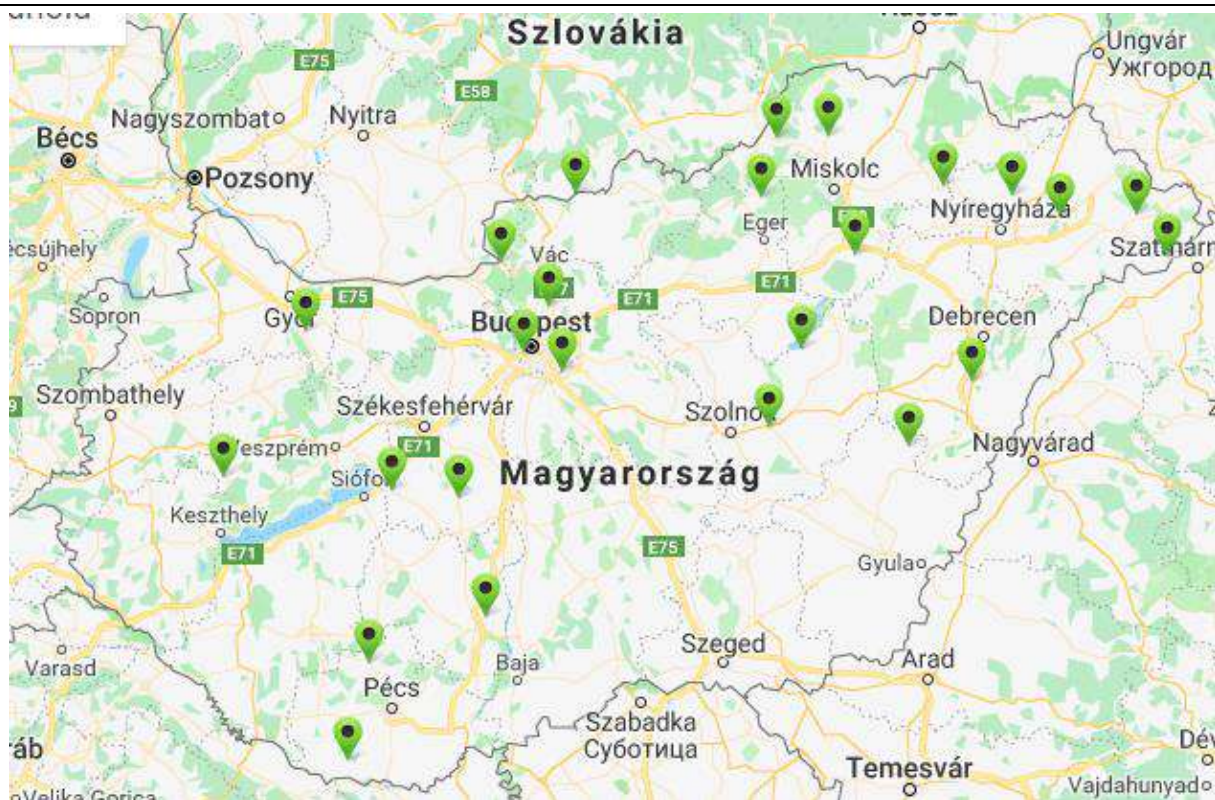
Number of bathes				Number of bathes by types							
County	operating all year	operating temporally	total	spa	termál-fürdő	theme bath	plage	swimming-pool	swimming-pool for teaching	other bathes	Capacity of the bath/day
Budapest	52	14	66	8	5	14	25	39	34	–	95 169
Pest	34	12	46	2	13	14	15	9	21	–	64 335
Fejér	10	7	17	1	3	8	6	4	6	–	10 661
Komárom-Esztergom	13	8	21	1	2	8	12	8	8	1	22 252
Veszprém	19	11	30	2	2	17	13	7	9	–	25 998
Győr-Moson-Sopron	12	3	15	3	7	4	8	4	4	–	61 874
Vas	14	5	19	4	9	13	5	4	4	–	41 905
Zala	27	16	43	8	16	23	20	7	5	3	67 203
Baranya	14	11	25	3	7	11	12	5	9	1	43 834
Somogy	23	14	37	5	7	22	11	8	12	1	38 896
Tolna	8	5	13	2	4	6	6	2	5	–	19 126
Borsod-Abaúj-Zemplén	22	3	25	4	4	6	10	5	11	–	41 066
Heves	28	4	32	5	12	22	9	3	5	1	32 368
Nógrád	4	4	8	1	1	3	3	1	2	–	7 601
Hajdú-Bihar	26	5	31	15	13	11	19	4	9	–	70 490
Jász-Nagykun-Szolnok	19	4	23	9	15	10	16	5	4	–	52 318
Szabolcs-Szatmár-Bereg	15	8	23	6	9	6	10	8	11	1	29 668
Bács-Kiskun	15	8	23	6	12	9	15	5	6	–	52 373
Békés	12	5	17	10	8	4	11	4	2	–	39 743
Csongrád	13	2	15	8	6	9	8	3	6	1	43 923
Total at national level	380	149	529	103	155	220	234	135	173	9	860 803

Source: [www.ksh.hu](http://www.ksh.hu)

We can also notice an increase in the number of covered ice-rinks, fitness centres all over Hungary. Outdoor facilities for basic sports are mainly owned and built by the state or the municipalities, but in recreational sport a number of different outdoor facilities were created by private sport business enterprises; there are more than 60 adventure parks and 12 summer bob-sleigh facilities in Hungary.

In 2015 the Hungarian government set a goal to build further training swimming pools and school sports halls (Decree no. 1523/2015. (VII.31.), appointing the National Sport Centres for the realization, using national financial resources. Up till now 21 regional learn-to-swim swimming pools and 26 school sports halls were finished or close to finish.





New training pools - Source: <http://mnsk.shared.webpartners.eu/letesitmenykereso>



New school sports halls - Source: <http://mnsk.shared.webpartners.eu/letesitmenykereso>



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#### **n) The trends and tendencies – which activities are emerging and becoming popular**

The trends and tendencies in the different aspects of sport in Hungary (participation, governmental funding, structural changes, popular activities, sport facilities, etc.) were already described in the related sections, but an important topic is the influence of all these tendencies on employers and operators. People working in sport must follow all the changes occurring in the political, economic, social, legal, technological, and natural environment, and they should react on time.

Leisure sport suppliers have a really wide range of possibilities to make a good business in sport now in Hungary especially in bigger cities and towns, there is a solvent demand from the people.

In spectator team sports the huge governmental funding makes the participation of more people possible, some other economic sectors (constructions, vocational education, sport tools' production and selling, sporting-event organization, marketing, etc.) have also the chance to develop parallel.

In other, mainly amateur competition sport the financial participation of the athlete is indispensable, there is considerable state support in some sports, and especially in youth development, but it focuses on the results of the athletes and the sports.

What makes the description difficult is that there are no evidence-based studies or policy papers that could serve as a solid base for this point.



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4

# SPORT LABOUR MARKET STATISTICS

## 4. SPORT LABOUR MARKET STATISTICS

**Table 4) Total number of persons working in the sector (93.1 & 85.51)**

NACE CODES	TOTAL NUMBER OF PERSONS WORKING IN THE SECTOR					
	2011	2012	2013	2014	2015	2016
<b>93.1 Sports activities</b>	9372	9143	9832	11562	14893	14949
93.11 Operation of sports facilities	na	na	na	na	na	na
93.12 Activities of sport clubs	na	na	na	na	na	na
93.13 Fitness facilities	na	na	na	na	na	na
93.19 Other sports activities	na	na	na	na	na	na
<b>85.51 Sports and recreation education</b>	na	na	na	na	na	na
<i>Please indicate the source</i>		EOSE ESSA-Sport central document, Statistical Agency; na: not available				

In Hungary 9372 persons were involved in sport related occupations in the Sport Sector in 2011. The sector started by this period went through a quite rapid growth. In 2016 close to 15 thousand people in sport were reported, which represent 28,8% growth during the 5-year period. Interestingly this growth cannot be detected in Europe, there only a 3,75 incline can be recorded.

No breakdown statistics is available



Involvement of sports professionals show gender imbalance in Hungary. 75% of people working in the sports sector were male while only 25% of them were female in 2011. There was a rapid incline up until 2013, when more women were working in sports than men (for this credible explanation is not available, further research is needed). By 2016 the trends came back to the male dominant sector in which 66% of sports professionals were male and 34% were female. The result is in line with previous research in Hungary published over the years in Hungary about the gender breakdown decision makers and coaches in Hungary.

Again, this tendency in Hungary is very different from the trends in Europe where more gender balance exists among sport professionals. In 2016 56% male and 44% female worked in sport related occupations.

Table 5) Total number of persons working in the sector by gender (93.1 & 85.51)

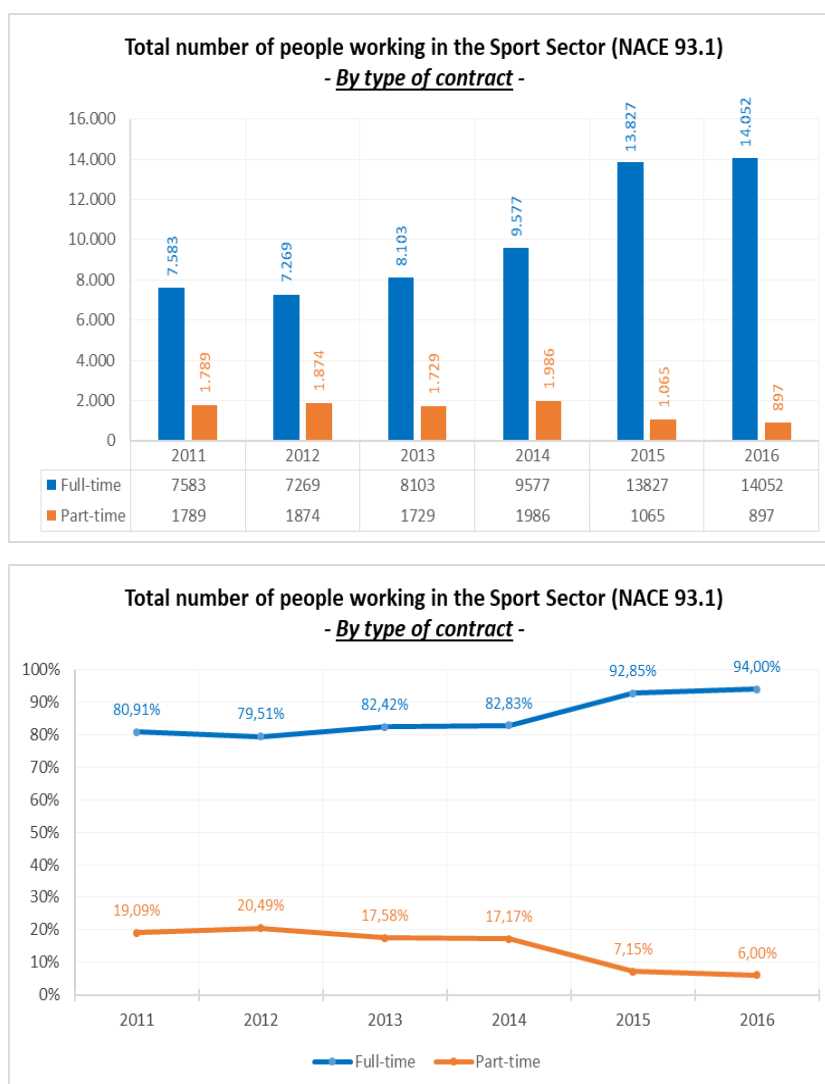


In Hungary full-time contracts in general more frequent as oppose to part time contracts. There is a substantial growth over the years in the number of full-time employment in sport sector, since 2011 the number of such engagements has doubled. The tendency shows that the part-time contracts are not only much less than full-time contracts, but there is a declining trends in numbers. So, the proportion for full-time engagement has grown, in 2016 94% of all contracts were full-time contracts and only 6% part-time form of engagement.

This is very different in Hungary as oppose to the European average. In Europe the two type of forms are more balanced. 55% of sport professionals work under full-time contracts, while 45% under part-time contracts; and over the years the forms are even more balancing each other out.



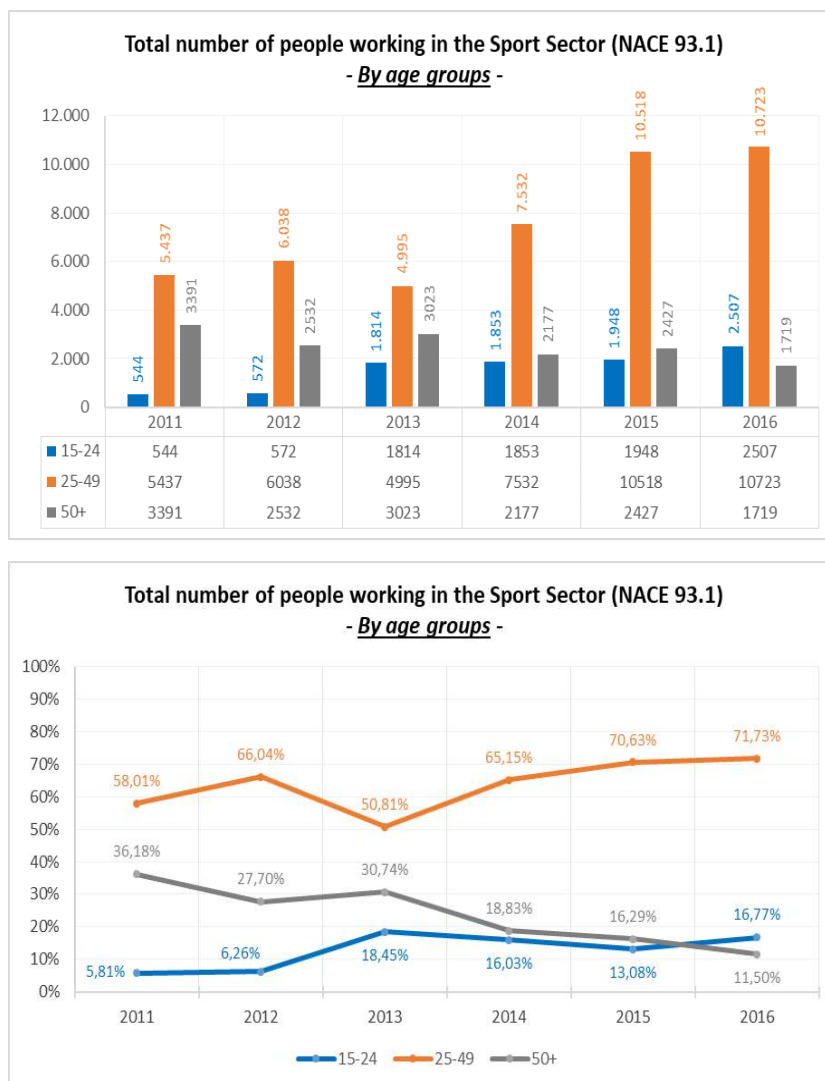
Table 6) Total number of persons working in the sector by type of contract (93.1 & 85.51)



The highest proportion of sports professionals come from the age group between 25-49 years of age. This tendency since 2011 was reinforced, by 2016 72% of all sport professionals represented this age category. This trend was contemplated by the decline of sports professionals above the age of 50 years from 36% in 2011 to 11,5% in 2016; and an incline can be detected from the age group of 15-24 with 6% in 2011 and 16% in 2016.

This trend shows also a very different picture in the European average. It is similar that the 25-49 age group is the most represented among sport professionals, but differences among the age groups are more balanced in comparison to Hungary. In 2016 the 25-49 year olds are represented by 52,5%, the 15-24 years old with 25% and the oldest age group (50+) is with 22,5%. Additionally, the representation of age groups show stability over the years between 2011-2016 in Europe.

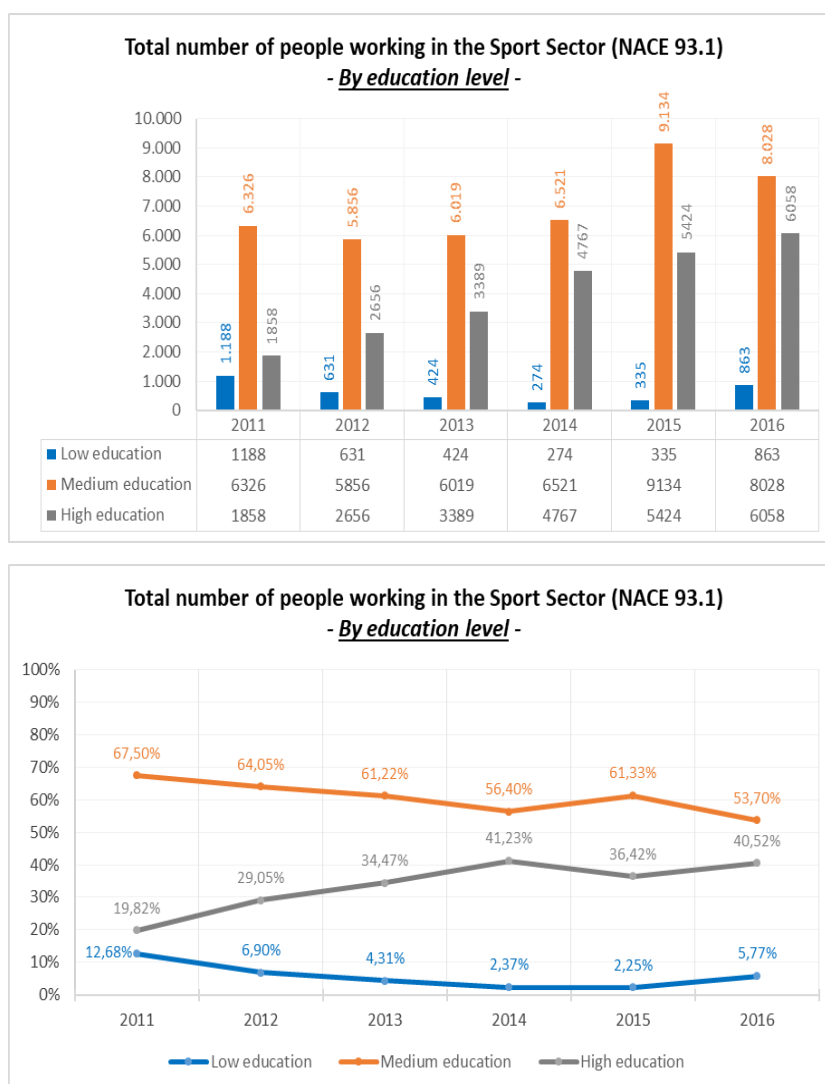
**Table 7) Total number of persons working in the sector by category of age (93.1 & 85.51)**



The most frequent education level is the medium level, which has not changed since 2011, its dominance is prominent still in 2016. However, over the years people with higher education degrees have grown noticeable from 20% in 2011 to 41% in 2016, while the proportion of people with low education level has declined from 13% in 2011 to 6% in 2016. It seems that people with higher education degrees took over space from people with medium education level as their representation declined from 67,5% in 2011 to 54% in 2016.

The trends in Europe are similar, but much more balanced among the education levels, and also stable during the period between the years of 2011-2016. People with low education level get more opportunities on the European scene. This result may mean that there are more opportunities for administrative and maintenance staff to be hired in other European countries.

Table 8) Total number of persons working in the sector by level of education (93.1 & 85.51) – ISCED Levels<sup>4</sup>



The self-employed people who operate in our sector - e.g. fitness instructors, outdoor instructors, coaches and personal trainers.

Similar to the European average the form of self-employment in the sport sector is not characteristic, only 5% all professionals in sport choose this form of engagement, which result seem to be stable over the years with a slight growth in 2012. In comparison, this result is 15% as a European average in 2016 for self-employment.

<sup>4</sup> ISCED Levels: level 1 – Primary education, level 2 – Lower secondary education, level 3 – Upper secondary education, level 4 – Post-secondary non-tertiary education, level 5 – Short-cycle tertiary education, level 6 – Bachelor's or equivalent level, level 7 – Master's or equivalent level, level 8 – Doctoral or equivalent level

Table 9) Total number of persons working in the sector by professional status (93.1 & 85.51) – ISCED Levels<sup>5</sup>



Numbers of people employed and acting under these codes in organisations classified under 93.1 NACE

No information is available

<sup>5</sup> ISCED Levels: level 1 – Primary education, level 2 – Lower secondary education, level 3 – Upper secondary education, level 4 – Post-secondary non-tertiary education, level 5 – Short-cycle tertiary education, level 6 – Bachelor's or equivalent level, level 7 – Master's or equivalent level, level 8 – Doctoral or equivalent level

## 1 - Managers

## 2 - Professionals

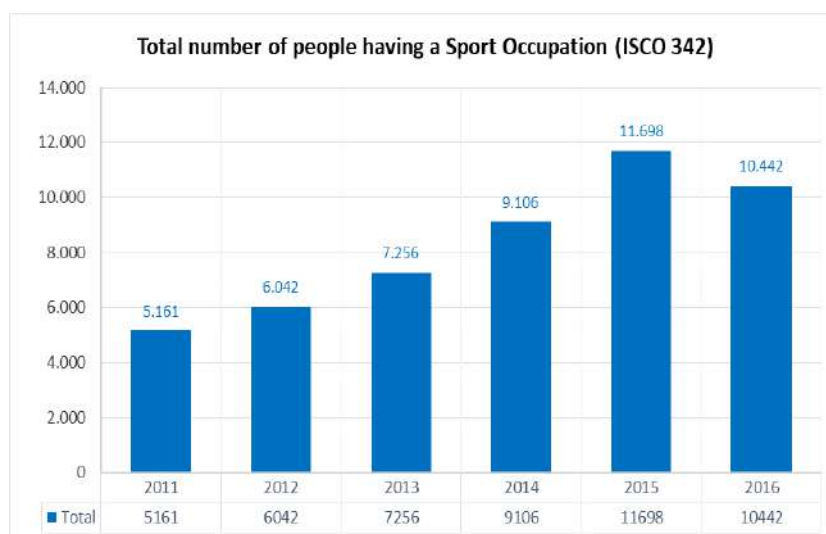
## 3 - Technicians and Associate Professionals

## 4 - Clerical Support workers

## 9 - Elementary Occupations

Sector specific occupations are included within ISCO-08 Code “3 - Technicians and Associate Professionals”:

**Sport specific occupation based on ISCO 342** coded showed that people having sport occupation has doubled over the examined 5- years’ period. There was slightly over 5000 people involved, while in 2016 the number was over 10 thousand.



No further information is available

## 34 Legal, Social, Cultural and Related Associate professionals (main heading)

### 342 Sport and Fitness Workers (3 digits)

#### 3421 - Athletes and Sports Players (4 digits)

#### 3422 - Sports Coaches, Instructors and Officials

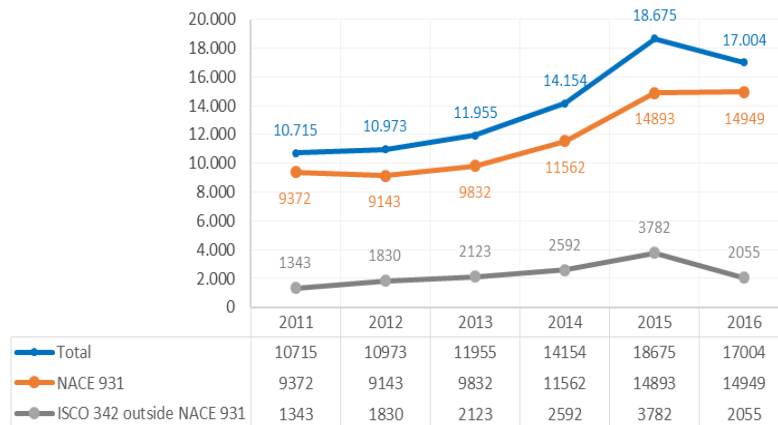
#### 3423 - Fitness and Recreation Instructors and Programme Leaders

#### 1) Other codes linked with the sport and physical activity sector

Having added a cross-tabulate NACE versus ISCO codes provided the condition to be able to calculate a total figure for the employment in the sport sector also in Hungary. Figures show a rapid growth along both codes up until 2015 and a slight decline for 2016.



**Total employment in the Sport Sector**  
**- NACE 93.1 + ISCO 342 outside NACE 93.1 -**



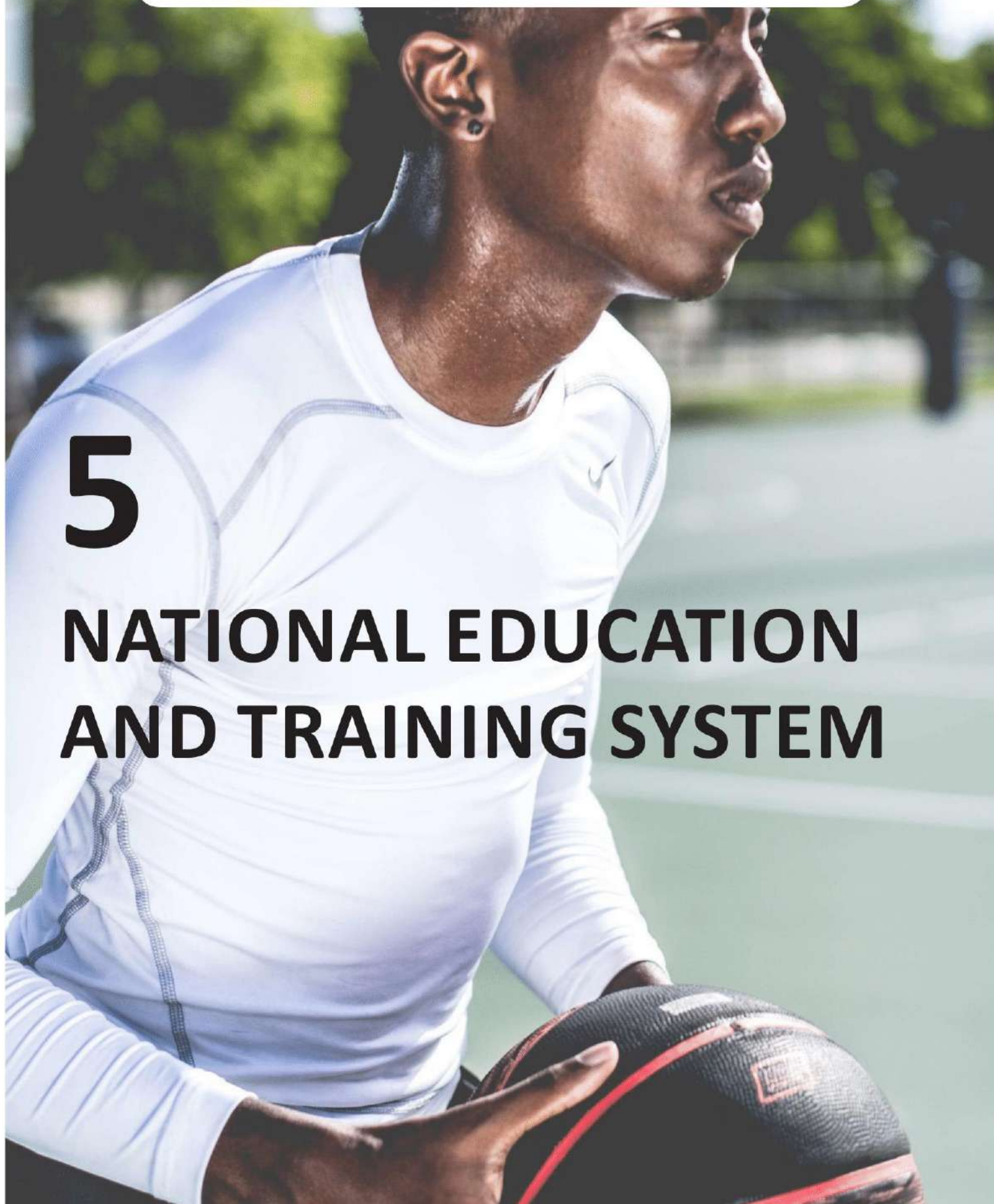


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**5**

# **NATIONAL EDUCATION AND TRAINING SYSTEM**



## 5. NATIONAL EDUCATION AND TRAINING SYSTEM

### a) Responsible ministry for education and training in Hungary

Regarding general and higher education it is the Ministry of Human Capacities, State Secretariat for Education.

Regarding vocational education and training and adult education it is the Ministry of Finance, State Secretariat for Labour Market and Vocational Education and Training

### b) The most significant characteristics of the school system in Hungary (e.g. Public state schools, compulsory school age, types of schools)

The regular public education system in Hungary is composed of the general (or basic) school (*általános iskola*), the general secondary school (*gimnázium*), the vocational secondary school (*szakközépiskola*, *szakgimnázium*) and the vocational school (*szakiskola*). Pre-school programmes are provided in the nursery schools (also called kindergartens), and since 2017 they are compulsory from the age of 3.

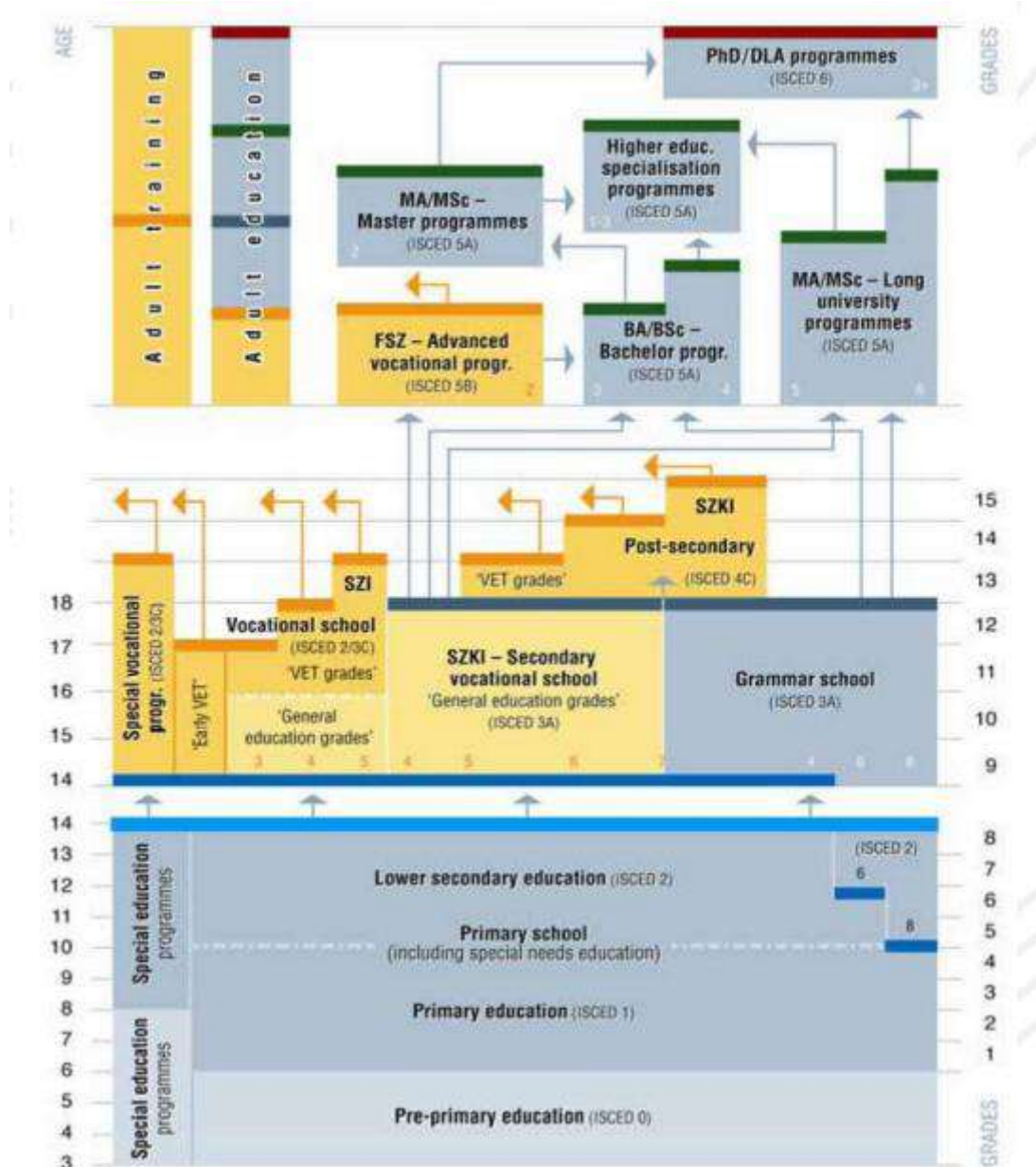
Due to the flexible enrolment system, children are enrolled in general school between age 6 and 7. The general school is compulsory and consists of 8 grades, i.e. the lower primary level (grades 1-4) and the upper primary level (grades 5-8). Primary education can last for 4, 6 or 8 years. 8-year education is the most widespread; the other two options were introduced in the early 1990s. Since compulsory education takes more than 8 years, the rest of it can be accomplished in one of the various types of secondary schools.

**Vocational school** (which is sometimes translated as skilled worker's school or apprentice school or vocational trade school) usually takes three years, and offers training in roughly 200 professions/trades. It gives a skilled worker's certificate which is valid all over the country, but does not grant a certificate of matriculation. Training is in a sandwich course: students usually spend one week in the school and one week in a workshop. Now workshop training takes place mostly in workshops run by the vocational schools themselves or/and by craftsmen.

The 4-5-year **secondary vocational school** offers a more general education, grants a certificate of matriculation and a skilled worker's certificate or technician's certificate, and prepares the students for further studies. This is one of the most popular forms of education in present-day Hungary. This kind of vocational education represents the school-based form, in which practical training is less dominant than in vocational schools, and in which more theoretical knowledge is offered. Practical training is usually provided in the workshops of the school.

The **general secondary school** is a 4-to-5-year educational institution providing general academic education. The general secondary school concludes with the matriculation exam, which is partly administered centrally, and partly by the schools themselves. The matriculation examination provides the students with a general qualification for higher education. The general secondary school has traditionally been the main gateways to universities.

## The education system in Hungary



source: Ministry for National Economy, 2011.

[http://accessibility.government.hu/download/0/cf/30000/Odrobina%27s\\_presentation.pdf](http://accessibility.government.hu/download/0/cf/30000/Odrobina%27s_presentation.pdf)

### c) The most significant characteristics of the higher education (HE) system in Hungary (e.g. law related to the public/private universities, cost of degrees, number of universities)

Higher education is divided between colleges and universities. College education generally lasts for 4 years, while university education lasts for 4 to 6 years depending on the course undertaken. Vocational curriculum usually last 2 years: they are opened to secondary vocational school's graduates, and eventually vocational school students (after 5 years of work in the desired field or after a two-year program leading to a "secondary school leaving certificate"). University PhD courses usually take 3 years to complete.

Before students get their degree, they must pass an intermediate level language exam in the foreign language of their choice.



Most of the Hungarian universities are public institutions, and students traditionally study without fee payment. The general requirement for university is the Matura. The Hungarian public higher education system includes universities and other higher education institutes, that provide both education curricula and related degrees up to doctoral degree and also contribute to research activities. Health insurance for students is free until the end of their studies.

In Budapest there are 14 public, 4 ecclesiastical, and 4 private or foundation Universities. In the rest of the country there are other 13 public and two private or church owned Universities.

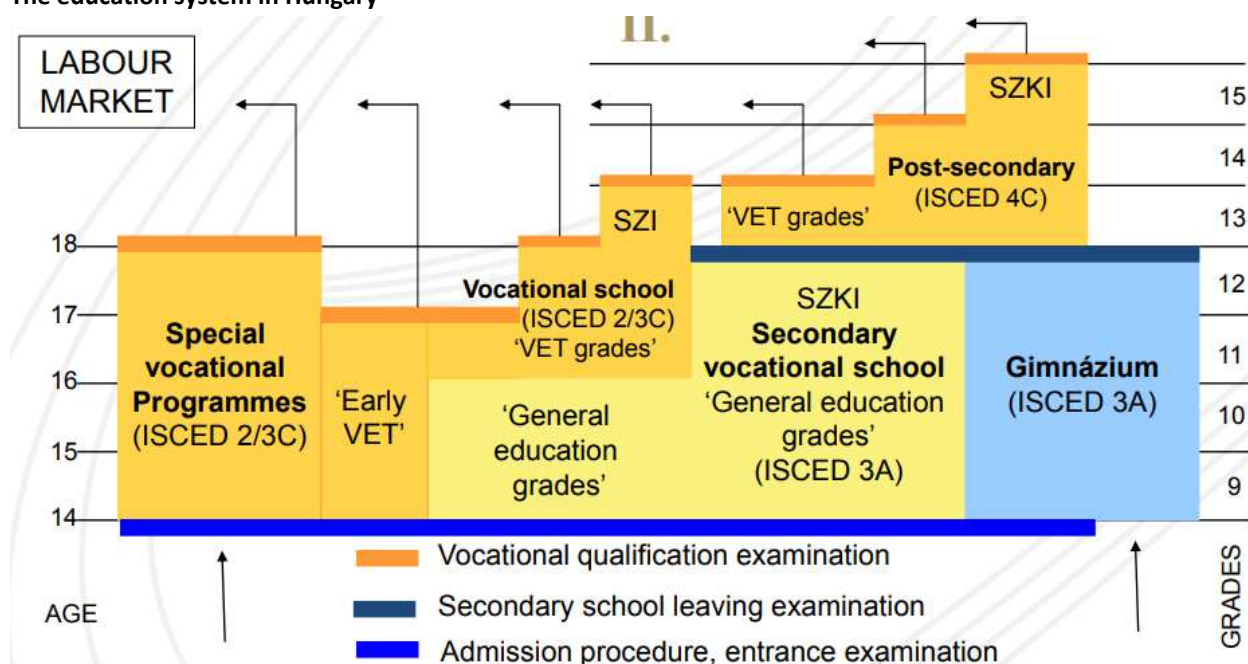
The legal framework of higher education is described in the Act CCIV of 2011 On National Higher Education.

#### d) The system of vocational education and training (VET) in Hungary

The governance of the field of vocational education is in the hands of the Ministers responsible for Education (Ministry of National Resources) and Vocational Education and Training (Ministry for National Economy) + Ministers responsible for VET Qualifications.

The yellow parts of the figure about education system show all the segments of vocational education and training in Hungary.

The education system in Hungary



source: Ministry for National Economy, 2011.

[http://accessibility.government.hu/download/0/cf/30000/Odrobina%27s\\_presentation.pdf](http://accessibility.government.hu/download/0/cf/30000/Odrobina%27s_presentation.pdf)

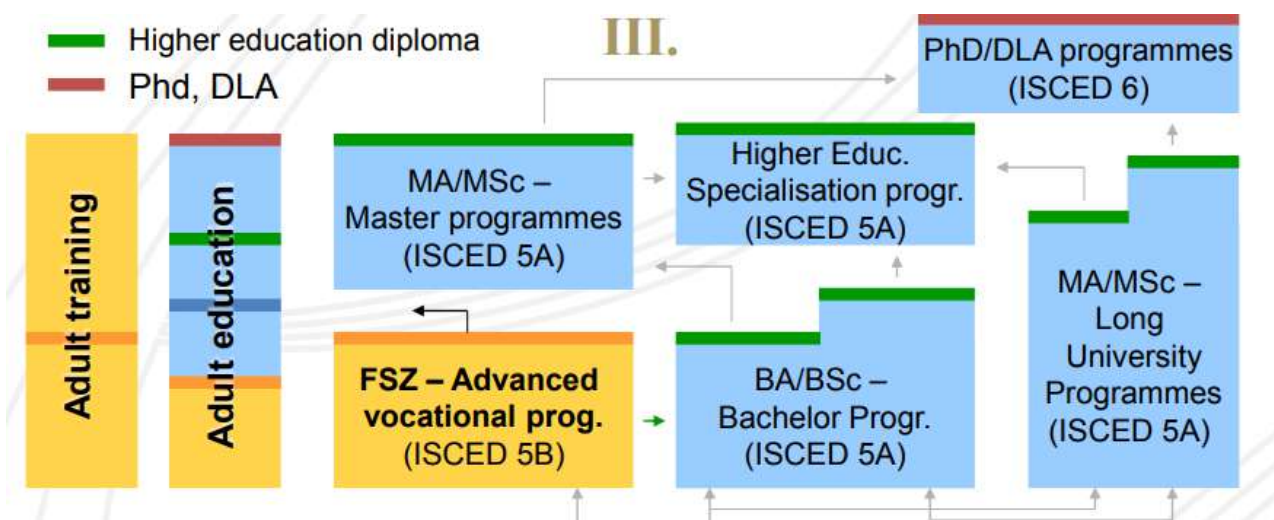
Normally at the end of elementary school (at age 14) students are directed to one of three types of upper secondary education: one academic track (gymnasium) and two vocational tracks. Vocational secondary schools (szakközépiskola) provide four years of general education and also prepare students for the matura. These schools combine general education with some specific subjects, referred to as pre-vocational education and career orientation. At that point many students enrol in a post-secondary VET programme often at the same institution, to obtain a vocational qualification, although they may also seek entry to tertiary education.



Vocational training schools (szakiskola) initially provide two years of general education, combined with some pre-vocational education and career orientation, they then choose an occupation, and then receive two or three years of vocational education and training focusing on that occupation – such as bricklayer. Students do not obtain the matura but a vocational qualification at the end of a successfully completed programme. Demand for vocational training schools, both from the labour market and among students, has declined while it has increased for upper secondary schools delivering the matura.

In alignment with EU policies, the education/training market has been liberalized in the last decade. It is fairly simple and easy to establish a training institution for vocational education services. The legal basis of their operation has two pillars, which depend on the field of the vocation education programme. Mostly it is the Ministry of the given field where the accreditation is given and supervision is made.

In the level of higher education vocational training compose of advanced vocational programmes, and adult educations and training programs.



The basic documents on vocational education and training:

Centrally issued documents:

- National Curriculum
- Framework Curricula
- National Qualifications Register
- Vocational and examination requirements
- Central programmes

Documents to be prepared at institutional level:

- Pedagogical programmes
- Local curricula

### Vocational programmes

There may be several types of institutions carrying out non-formal sectoral trainings, both under and out of the effect of the legal regulations: vocational centres and state-owned schools involved in trainings leading to NVQR qualifications both in and out of the school system; higher education institutions; private trainers providing NVQR qualifications out of the school system; state-owned companies offering (private) in-company qualifications (e.g. the Hungarian Post); state-owned training providers offering private trainings; private companies offering in-company trainings, either leading to documented, internationally accepted


qualification or non-documented company-specific paper; and private trainers providing private (market) qualifications.

#### **e) The role of quality assurance and accreditation bodies for education and training**

The Adult Training Act of 2011 introduced three elements from the aspect of quality assurance: the compulsory registration of training institutions, as well as institutional and programme accreditation. An accredited institution shall have a quality management and quality development system approved by the Adult Training Accreditation Body (ATAB). The accreditation of the training programme included analysing the training programme documentation in relation to whether it complies with the content features as stipulated by the law. The previous regulation and quality assurance of non-formal training was often criticised that regulation and market mechanisms could not lead to higher training quality, i.e. adult training institutions competed to offer better prices/number of training hours and not quality. The new regulation (Adult Training Act of 2013) imposes different requirements on the training activity and the adult training institutions, intending to make a distinction according to the aim and content of the training. The original aim of legislation was to strengthen the control with a focus on the profession and content in the control of training process. The stricter authorisation rules and criteria, and the elaborated requirements system for the profession and content were to exclude trainings of poor quality from the group of supported trainings (Bertalan, 2015). At the same time, the authorisation system as well as the professional and contextual control became stricter mainly from an administrative aspect.

For the assessment of the content and internal coherence of training programmes, the training programme elaborated by the institution has to be qualified in advance by an adult training expert or an adult training programme expert. In this the expert examines whether: a) the content of the training programme meets the legal requirements, b) the competences stated in the programme can be acquired by the target group of the training with the content, criteria and in the method as stated by the training programme, c) the training programme complies with the requirements in the relevant vocational or language programme requirements. The expert has to prepare a written expert opinion that has to be provided to the adult training institution ordering the preliminary assessment of the training programme. (Farkas, 2016.)

Source:

 COUNTRY REPORT Including of non-formal sector qualifications in the NQF in Hungary, 2017 dec.  
[http://www.nqf-in.eu/downloads/Hungardy\\_Report\\_NQF-IN.pdf](http://www.nqf-in.eu/downloads/Hungardy_Report_NQF-IN.pdf)




#### **f) The status of implementation of a National Qualification Framework (SQF) and its reference to the European Qualification Framework (EQF)?**

The National Qualifications Register was first published in 1994; since then it has been revised and renewed on a continuous basis. A major change took place in 2007 when the modular, competence-based NQR was developed and introduced. In 2012 a comprehensive review of the NQR took place including the renewal of all related documents (such as vocational and examination requirements, vocational requirement modules, framework curricula, see below) and resulted in important changes and innovations. The main aim of the changes was to eliminate the overlaps and professional/content-related duplication (parallelism) among the qualifications. The previous modular principle and the competence-based approach have been kept, vocational (basic/primary) qualifications, partial qualifications and specialisations were retained, but the total number of qualifications has been decreased by about half. VET qualifications pursued in higher education have been excluded from the NQR, since 2013 such type of training may only be launched within

higher education. In addition, the OKJ of 2012 defines a minimum number of teaching hours for each qualification in adult training. The development of the new NQR was coordinated by the Hungarian Chamber of Commerce and Industry (HCCI, Hungarian name and abbreviation Magyar Kereskedelmi és Iparkamara, MKIK). In the latest piece of legislation – Government Decree on NQR of March 4th, 2016 – the VET qualifications are linked to the correct level of the HuQF.





In 2016 135 (from 154) vocational program requirements were linked to the HuQF levels have been accomplished with involvement of experts.

Based on current legal regulations, the types of documents issued may be the following:

-  Vocational Qualifications recognized by the State;
-  Certificates issued in the non-formal sector (which, in Hungarian meaning, certifies the learning outcomes based on some sort of assessment, examination;
-  Certification of Attendance, proving one's participation in the training. The use of the latter two is not always consistent.

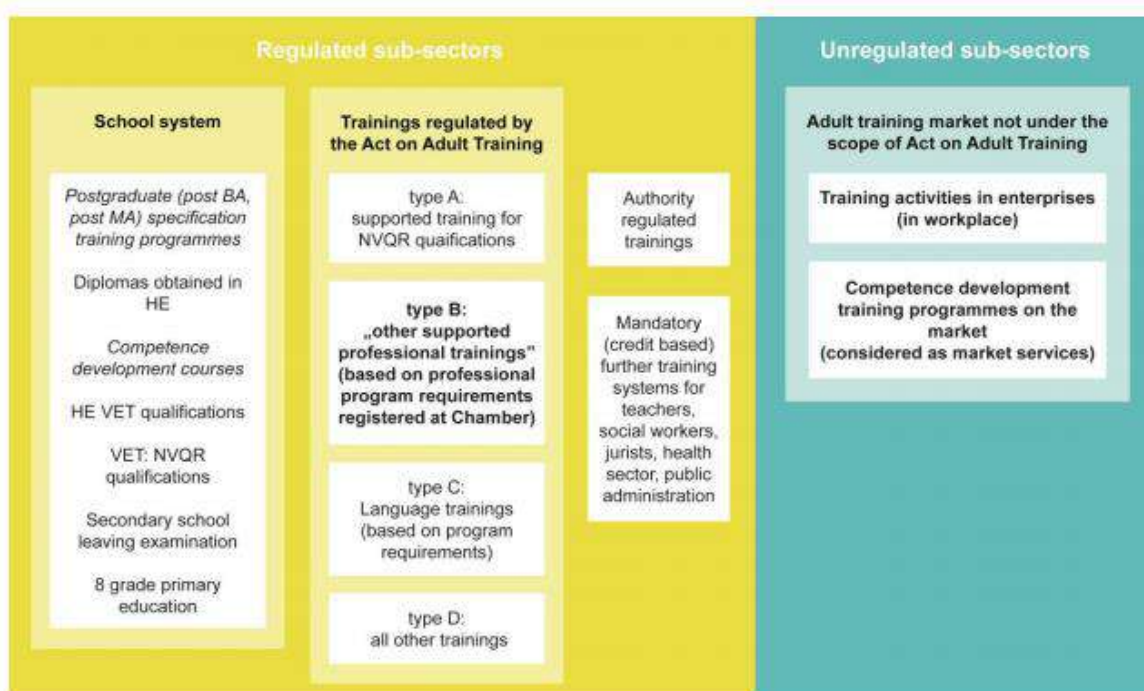
In Hungary, formal training includes programmes organised within the school system (primary, secondary level and higher education), as well as VET programmes providing state recognised NVQR qualifications. It also includes the trainings provided outside the school system that allow obtaining qualifications included in the National Vocational Qualifications Register (NVQR). All other trainings outside the school system shall be considered as non-formal trainings.

Only those training programmes are regulated by the effective Adult Training Act (2013) that are financed by a state source or EU projects, or that the state is responsible for. The above programmes are divided into 4 groups by the law:

-  type A training programmes providing state recognised vocational qualifications (included in the National Vocational Qualifications Register, NVQR)
-  type B trainings that are the so-called “other vocational trainings” or those registered by the Hungarian Chamber of Commerce and Industry (HCCI), whose vocational programme requirements (VPRs) have to be accepted in a special procedure
-  type C trainings cover foreign language courses (based on language programme requirements)
-  type D trainings are the so called “other supported trainings” (e.g. catch-up programmes, general competence development trainings, supported workplace trainings). These trainings are not based on any programme requirements.

The management of the Hungarian educational and qualifications system belongs to the Ministry for National Economy (vocational and adult education) and the Ministry of Human Capacities (general and higher education). However, depending on the economic subsector, the responsibility concerning vocational qualifications may be shared between Ministry for National Economy and other ministries (for example the Ministry of Agriculture in case of agricultural qualifications). The traditional division between educational subsectors is visible in the institutional and management system.

**Figure 1.** Education and training system and the sub-sectors of adult training



**Table 2.** Training outcomes that have been and have not been linked to the HuQF

QUALIFICATIONS AND SCHOOL OUTCOMES THAT HAVE BEEN LINKED		
School type education	HuQF level of linking	Remarks, questions
Not completed general education (6 classes)	1	This is not a real outcome (certified by a certificate) but allows entering 6-grade secondary grammar school.
Completed (8 grade) primary general education (Primary school leaving certificates)	2	It gives a certificate required for entering secondary school, and it is an entrance criterion for learning certain trades.
Bridge I and II programme (Partial VET qualification after Vocational Bridge Programme)	2	Special catch-up programme preparing for further studies students who did not get into secondary level education.
Leaving certificates of skills developing special vocational schools	2	
Leaving certificates and VET qualifications of special vocational schools	3	
Secondary school leaving certificates	4	Secondary school leaving certificate is a proof of accomplishment of secondary education and it is required to take a secondary school leaving examination.
Certificate of secondary school leaving examinations	4	Certificate of secondary school leaving examination is partly a prerequisite for entering the tertiary education and for some VET qualifications.



<i>VET qualifications</i>		
Vocational qualifications listed in the NVQR	3, 4, 5, 6	641 vocational qualifications listed in the NVQR
Partial qualifications	2,3,4	It qualifies its holder for filling at least one scope of work.
Add-on qualifications	3,4,5	Special expertise to supplement an already existing qualification. (E.g. Lumberer – Urban lumberer).
Type B professional non-formal certificates (under the scope of Adult Training Act)	Any level excluding 1 and 8 depending on the entry requirements and learning outcomes	So-called “other vocational trainings” or those registered by the Hungarian Chamber of Commerce and Industry (HCCI), whose vocational programme requirements (VPRs) have to be accepted in a special procedure.

<i>Qualifications issued in HE</i>		
HE VET qualification	5	Higher education short cycle training programmes that give higher vocational qualification but do not give higher education degree. Despite its name it is not considered as a higher education degree but it can be recognised with the determined number of credit points when entering higher education in the same specialisation.
BA, BSc	6	
MA, MSc	7	
PhD	8	
Postgraduate specialization training certificates (in HE)	6, 7	These 2- or 4-year-long programmes that can be chosen after the BA/BSc or MA/MSc programme do not give a higher level degree. They are practice-oriented specialising trainings, which deepen or broaden the professional knowledge certified by the BA/BSc degree, and they may be the criteria for another job in a workplace. Higher education institutions decide on postgraduate specialization trainings in their own power. (E.g. Lawyer specialized in environment protection, or Drama Teacher)

NON-FORMAL QUALIFICATIONS, CERTIFICATES OR CERTIFICATE OF PARTICIPATION THAT HAVE NOT BEEN LINKED		
Master craftsman title issued by Hungarian Chamber of Commerce and Industry	This is not a qualification but a title	Those already having a qualification can take a master craftsman examination after several years of professional practice, which is organised by HCCI and HCA. Preparation for the examinations is possible individually or in courses. Those who have taken a successful examination can use the title of a master (master joiner, master hairdresser, etc.). The above title certifies professional expertise to the customer and the authorities. Master craftsmen title is not regarded as (but based on) a NVQR qualification.
Qualifications of authority regulated trainings		These programmes are not legally subjected to the Adult Training Act, and they are not included in the NVQR. However, in practice there are some qualifications that cannot be obviously classified.
Type C language training certificate		The programme requirements <sup>23</sup> of language trainings are described in separate documents. As these certify a single competence, their linking to the complex requirements of the qualifications framework would arise several questions.
Type D „other” training programmes’ (under the scope of Adult Training Law) - certificates of participation		In this category there are no elaborated programme requirements
Sector/Company certificates accepted internationally (Oracle, Cisco, Microsoft)		It is not identical to the international qualifications as the issued certifying documents are owned by one company.
Other certifying documents issued on the free training market		Although there are legal regulations for possible names of the papers, practically various names are used (degree, diploma, certificate).
Sectoral, international certificates (ECDL certificates)	3 certificates on one another	Despite the fact that this includes a single competence field, several countries linked (after agreement) the different certification levels.

**Source:** COUNTRY REPORT Including of non-formal sector qualifications in the NQF in Hungary, 2017 dec. [http://www.nqf-in.eu/downloads/Hungary\\_Report\\_NQF-IN.pdf](http://www.nqf-in.eu/downloads/Hungary_Report_NQF-IN.pdf)

#### g) The national system of apprenticeships in Hungary

In sport it does not exist in Hungary. In other sectors it does. **In Hungary one national level dominant apprenticeship scheme exists in initial VET: the dual system** (dual VET system based on apprenticeship training contract). Dual training is a system in IVET where the responsibilities and costs are shared by the state and the economy, by acknowledging joint interests. Implementation of dual training is done on the level of the school **and the enterprise**. Schools and businesses or so called other organisations (e.g.

hospitals, foundations, associations) jointly contribute to the vocational training of students. The vocational school provides for the vocational theoretical training of young people, while practical training is done by enterprises or other organisations (enterprises, entrepreneurs, budgetary bodies, cooperatives, craftsmen, merchants, etc.).[1]

An important feature of dual training is that it socialises the student in a real working environment; therefore, in its essence it means training at the enterprise/factory as a supplementation of school training.

The state provides for the vocational theoretical training obligation and the legislative conditions of the system. The legal background of VET as well as dual VET system is Act CLXXXVII of 2011 on vocational education and training[2] which came into force on 1 January 2012.

The primary aim of the dual training is to allow young people the comprehensive acquisition of necessary skills, by which they would be able to perform their tasks at work effectively and innovatively, independently and in cooperation with others as well.

Apprenticeship training is not a separate pathway in Hungary, but a very integrated part of initial VET at upper secondary VET level. Upper secondary VET is offered in vocational schools, which award ISCED 353 level vocational qualifications, respectively. Pursuant to Act CLXXXVII of 2011 on vocational education and training, **the practical training component of any IVET programme** provided within the formal school system can be organised either exclusively in a school workshop or at an enterprise or at both venues.

The scheme leads to the same vocational qualifications listed in National Vocational Qualification Register[3], which are recognised by the state. The vocational qualification listed in the National Vocational Qualifications Register is awarded at the final vocational examination organised at the VET school, based on uniform standards.

The new 'dual VET system' type of training was introduced from school year 2013/2014 generally, but optionally could be and was launched in some schools in 2012, too.


Vocational school programmes run for three years, simultaneously providing general education as well as vocational education and training from the start.

Vocational school programmes award an ISCED 353 level National Vocational Qualification Register qualification, but no secondary school leaving certificate. This means that according to the Hungarian law, this qualification is only a professional/vocational qualification level which does not increase the former educational attainment level.

There are two possible (legal) types of practical training in enterprises. The form that both the law and education policy prefer is the apprenticeship training contract. Training contracts are concluded between the student and an enterprise; the latter undertakes to provide practical training as well as a regular allowance to the student[4]. Length of apprenticeship: 24 or 36 months.

Alternatively, under certain conditions, a VET school may conclude a cooperation agreement with an enterprise to provide practical training for its students. In that case, however, learners are not contractually linked to the employer, neither do they receive remuneration (they do receive a remuneration only for the duration of their practice during the school summer holidays). Therefore, this latter type of scheme will not be discussed in this template.

Source:


 <https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/country-fiches/hungary>

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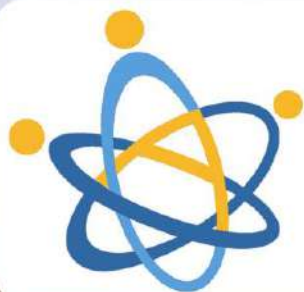
#### **h) The national situation in regards to the recognition of non-formal and informal learning (NFIL)**

Based on the National Strategy for Lifelong Learning for the period 2014-2020 and the definitions of the Adult Training Act, those trainings can be considered non-formal trainings which are organised for training purposes, have a curriculum but are provided outside the school system, and do not lead to a state recognised qualification. Regarding non-formal trainings, the Adult Training Act makes a distinction between regulated, supported trainings and “free” market trainings. Only the training types subjected to the Act are referred to as adult training by the law. Training types subjected to the law include other vocational, language and other (general) trainings provided outside the school system, whereas the latter one includes an extremely wide range of trainings and continuing trainings, from sectoral trainings regulated by separate legal regulations to trainings organised on a market basis. It can be considered a general principle that in the group of trainings the state only regulates those for which it takes responsibility regarding their contents or financing.

Source:

 COUNTRY REPORT Including of non-formal sector qualifications in the NQF in Hungary, 2017 dec.  
[http://www.nqf-in.eu/downloads/Hungardy\\_Report\\_NQF-IN.pdf](http://www.nqf-in.eu/downloads/Hungardy_Report_NQF-IN.pdf)





**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) The system of sport in schools (e.g. Age for compulsory Physical Education, number of hours per week, delivery by whom, which PE activities)

Today the National Core Curriculum stipulates the educational work of schools. One of the 10 main domains is Physical education and sport. The framework of curricula breaks down the major objectives and sets the learning outcomes. The local curricula from the basis of teaching physical education classes daily. PE is taught by trained PE teachers from grade 5, and concerning the primary years, the endeavor is to employ PE teachers as well. When it is not 5 classes/week, then it is at least shared by the classroom teacher, who is also often a primary teacher with a PE specialization.

In Physical Education and Sport, the general development objectives are defined for school grades 1-6 and 7-10 (up till the compulsory age of general education) in the following way (whereas most students stay in the classes 11 and 12 as well):

-  healthy physical development
-  development of education of movement
-  development of motor abilities
-  maintaining the need for physical activity
-  low-impact and adapted physical education


The physical education syllabus is made up of the following elements:

-  organizational exercises (marching exercises)
-  preparatory, foundation and preventative exercises, relaxation
-  track and field exercises (running, skipping, jumping, throwing)
-  gymnastic exercises (supports, climbs, balances)
-  rhythmic gymnastics, aerobic exercises (for girls only)
-  games (handball, basketball, football, volleyball)
-  outdoor and recreational activities
-  self-defense and martial arts
-  swimming.

*Minimal competencies* describe the basic levels of knowledge, skills and general abilities required for the successful development of a student.

The Act CXC of 2011 on National Public Education includes a section on physical activity, emphasizing the importance of regular physical activity for the health and development of children. Daily PE should be organized as minimum one PE class each day for all children in primary and secondary education. Maximum two occasions out of the five a week can be some other organized sport activities. The Hungarian Parliament introduced the daily physical education as of school year 2012/2013 from grades 1, 5 and 9 and since September 2015 all students have P.E. classes every day.

Source:

-  Hamar, P., Peters, D. M., Van Berlo, K., Hardman, K: Physical education and sport in Hungarian schools after the political transition of the 1990s. *Kinesiology* 38(2006) 1:86-93.

The following description is from the website of the Hungarian School Sport Federation, whose posted information was edited, mostly shortened. According to the Hungarian Public Education Act 2012, the compulsory daily physical education was introduced to all years (grades 1-12) as of school year 2012/2013. The National Core Curriculum (NCC) has regulated also the content of physical education classes. The philosophy of the new curriculum focuses more on health objectives and on the cognitive contents enabling emotional and social development. The quantity increase needed the creation of a programme which supported the implementation of NCC while guaranteeing a quality activity for the number of classes available. The Hungarian School Sport Federation (HSSF), recognizing this possibility, developed and lead the project called T.E.S.I. (Testnevelés az Egészségfejlesztésben Stratégiai Intézkedések; Strategic Actions for Health-Enhancing Physical Education, in years 2013-2015), which was co-financed by the European Social Funds and the Hungarian State. The project included three important interventions affecting physical education.

1. Development of physical education strategy 2020
2. Practical and methodological support for teachers through printed and audio-visual material in order to achieve quality physical education
3. Development of the new Hungarian National Student Fitness Test (NETFIT®).

The physical education strategy 2020 national project is a document that defines strategic objectives as well as the related measures and interventions that allows the establishment of conditions necessary to the achievement of quality physical education, i.e. infrastructure, human resources, qualification and curriculum. Within the framework of practical and methodological support the Hungarian School Sports Federation has prepared books and education films that provide practical help for the implementation of the new curriculum.


Their project aimed to develop a new attitude in physical education and focus on fields that were not highlighted in the traditional Hungarian physical education teacher-training and in-service education (e.g. tactical games approach, stress control, relaxing, dance classes, yoga, health education materials or fundamental movement education).

The development of a new health related physical fitness test battery that satisfies the needs of the Hungarian physical education on the long term, allowing the evaluation of health enhancing physical fitness of students according to standard criteria and methodology; allows the measurement and monitoring of the efficiency of daily P.E. classes from the point of view of physical fitness.

The health-related physical fitness test battery is called NETFIT® (Nemzeti Egységes Tanulói Fittségi Teszt; Hungarian National Student Fitness Test) and was developed within a joint research and development project together with the internationally renowned Cooper Institute. NETFIT® evaluates the physical fitness of students in base of health standards built around four fitness profiles (body composition profile, aerobic fitness profile, musculoskeletal fitness profile, flexibility profile). An innovative software allows data management and therefore the operation of a personal assessment report. In order to apply efficiently in the practice, the fitness evaluation, HSSF guarantees free in-service training 6800 teachers and provides every Hungarian school with the necessary test kit.

In the long term we expect the project to allow a deeper understanding of the effects of P.E. classes at a social level; diminish the negative associations related to physical education developed in the past decencies; and therefore increase the quality and evaluation of physical education, which has a positive impact on the health conscious lifestyle of the next generation.

Source:

 <http://www.mdsz.hu/en/netfit-2/about-netfit/>

**b) The provision of sport qualifications offered in universities (e.g. Number of universities offering sport, types of subject)**

The provision of sport qualifications offered by the institutions of higher education is regulated and controlled by the Ministry of Human Resources. There are 9 higher education institutions (TE, ELTE and Corvinus in Budapest, Eger, Nyíregyháza, Pécs, Szeged, Debrecen, Győr), where higher level education is exercised in different sports professions in different disciplines (study fields). With the introduction of the Bologna system the organization of these studies were put in a 3 (Bachelor) + 2 (Master) years study system, which could not be logically used in the teacher-training programs. Due to the inconvenience of this system, the 5-years university course was reintroducing in the elementary and high school PE teacher and coach studies. In those disciplines, where the Bologna system still functions master courses are offered in Sport management, Recreation and health studies, Sport economics, Adapted Physical Education. There are also some specialized post-graduate courses offered, for example, Sport Media, Sport Analytics, International Sport Relations - Sport Diplomacy, Sport Psychology, Horse Culture and Inclusive Sport Teacher. Most of the universities also offer PhD courses in sport sciences.

**c) The role of sport federations in the delivery of sport education (e.g. in areas of coaching, officiating, management and administration, volunteering, and the link to European and/or international sport federations)**

Few national sport federations run coaching education programs, mostly on levels that are not included in the EQF system. Federations primarily rely on the state regulated coaching education system. The reason why some federations have their own system as well is because they build a professional development on the top of the state regulated system, they take care of the continuous, “further” education of their licensed coaches (e.g. swimming, basketball, football). In other words, the need for further education made the Hungarian federations create their own courses, but only on the top of the general education system.

The Hungarian Football Association is the only exception. In 1996 they introduced the UEFA Licence (3- level) program and tried to become independent from the existing state regulated coaching system. This was not allowed by the law and also, the coaches themselves jeopardised that plan, they found it too expensive and not as good as the state system, so the HFA decided to let coaches work after with both licences. By 2009 HFA and the University of Physical Education combined their programmes and when UEFA licence is obtained by a coach, it also fulfils the national qualification requirements.

The Union of Budapest Sport Federations (BSU – Budapesti Sportszövetségek Uniója) is active in organizing adult training courses (OKJ) in the following sport education fields: Sport coach and sport instructor in 53 sports, sport organizer - sport manager.

In the field of sport volunteer education, federations may have a role before organizing bigger international sporting events.

#### **d) Other vocational and professional qualifications offered in sport and physical activity (By who, which subject, which level, sub-sector)**

The vocational and professional qualifications offered in sport and physical activity is under the control of the Ministry of National Economy, but the Undersecretary of Sport in the Ministry of Human Resources may have also a big influence on it.

By law, there is a differentiation between a service provider and a Test Centre. Not all education service providers can be automatically an examination centre. The State Regulation No. 7/2008. (X. 8.) ÖM “on the accredited organisation exercising right to assess and test for qualifications under the authority of the Ministry of Local Government” regulates the state-run accreditation system. It regulates which organisations can provide services for other service providers. In other words: there are many more organisations that are accredited to run education programmes in sports fields, but only a fraction of them serve as Test Centres. Also, according to the Law, in these Examination Boards, one board member must be the representative of the given National Sport Federation.

In the Hungarian VET-System (OKJ) the sport related courses are under the field of Professions in Education. Within the VET-System the 3-5 levels of the Hungarian Vocational Framework (HVF) include the following educational fields in sport:

HVF 3: sport instructor, fitness-wellness assistant

HVF 4: group fitness instructor, fitness instructor, aqua trainer



HVF 5: Fitness-wellness instructor, sport coach, personal trainer, dance instructor

The providers of this vocational education can be private institutions specialized in this activity (Fitness Academy), Universities (University of Physical Education – Adult Education Section), or even Federations or other sporting bodies.

#### **e) The extent of implementation of NQF in sport**

The development of Hungarian Qualifications Framework (HuQF) and its referencing to the EQF was accomplished in spring 2015. During the development of the HuQF educational attainment levels in general education, state recognised qualifications listed in the National Vocational Qualifications Register (NVQR) and qualifications obtainable in higher education were linked. During the political reconciliations with the experts following the first phase of development it was stated that the next steps of work with the framework should aim at implementation, as well as the qualifications of formal (e.g. postgraduate specialisation trainings) and the certificates of non-formal (adult training) sectors, which have not been linked to the framework yet.

Source:

-  COUNTRY REPORT Including of non-formal sector qualifications in the NQF in Hungary, 2017 dec.  
[http://www.nqf-in.eu/downloads/Hungardy\\_Report\\_NQF-IN.pdf](http://www.nqf-in.eu/downloads/Hungardy_Report_NQF-IN.pdf)
-  Formal sports qualifications are fully embedded in the NQF, and linked to the EQF. Non-formal ones are not.

#### **f) The extent of involvement of private training providers in sport and physical activity education**

By the virtue of the law of the EU, at VET level there are private training providers in sport and PA. There is no statistics about it. The definition of private is also important in this question, because even local



governments can/do establish limited companies for running local community sports programmes for all ages and in big cities of Hungary they often submit application and obtain the right to run VET level coaching and sports administration programmes. In this way, it can be said that the vast majority of the VET level programme providers are private, at the higher level those providers are state universities (9).

**g) The provision of continuous professional development (CPD) in sport and physical activity (include specialist provision such as disability sport, social inclusion training, sport for employability)**

From all the regulated professions only the coaching, and also only some of the paid coaching jobs require CPD in Hungary, for which they have their own system lead by the Hungarian Association of Coaches.

PE teachers hired in schools must participate in a nationally regulated system of teachers, every 7 years they collect 120 credits, which often include classical sport-related, or recreational, new sports related courses.

**h) Is there a system for the recognition of informal and non-formal education in sport?**


Yes, there is a national system (see below legal framework), and in sport sector from the practical point of view there are two working systems for the 2 different levels, as that is described in point 10, for VET (EQF Levels 3-5) and for the higher levels (EQF Levels 6-8).

General/legal overview: The 2001 CI. Act on Adult Education has already allowed evaluation, recognition and off-setting of non-formal and informal learning results in training programmes. The 2013 LXXVII. Act on Adult Education also provides this right for students: upon request, an adult training provider must arrange evaluation and offsetting\*.

Based on this legal frame, higher education institutions have their own regulations about the transparent and documented methodology for the recognition of informal and non-formal education in sport. There are good examples for making it happen: coaching and sport management students submit applications for recognising their previous learning outcomes (PLO).

At the VET levels it is regulated at national level and training providers often practice the recognition of informal and non-formal education in sport, based on the coaching students PLO.

Source:

 \*Eurydice website: Hungary - Validation of Non-formal and Informal Learning. Posted 14 JANUARY, 2019. [https://eacea.ec.europa.eu/national-policies/eurydice/hungary/validation-non-formal-and-informal-learning-0\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/hungary/validation-non-formal-and-informal-learning-0_en)

**i) The provision of training for volunteers in sport (e.g. the role of the federations in training volunteers)**

Volunteering in Hungary, based on the results of the Special Eurobarometer on Sports and Physical Activity (2014), was slightly below the 7% European average with a figure for Hungary of 6%. In case of youth, 17% of the Hungarians volunteer, mostly in sports clubs, in comparison to the EU average of 24%. Among the volunteers, sport is one of the most frequent choices besides culture or education related activities. National surveys on volunteering reported different results according to targeted age, sample size or time period. Results found with different methodology showed that 40% of the total population got engaged in some sort of volunteering while some years later results ranged between 13% to 30%. Behind volunteering most researchers found goodwill and strive for social contribution as a drive In sport organisation a transition can be noticed from totally civil led clubs to professional leadership. Full-time managers and office staff are

generally present, while the volunteer role remained for club president and board members, and event volunteers.

The rewarding side for volunteers in sport is weak and underdevelopment in managing volunteers is more general, which includes training. However, events give orientation meetings, and training for the volunteers' role is available. Formal training for volunteers or payment for volunteers to take training or gain qualification is used as a reward in 13% of the clubs, is far below the European average (33%). The verbal encouragement is present in 38% of the clubs and 21% rewards its volunteers with benefits in kind. This result on one hand can be a result of lack of resources such as funding for trainers or location for the training, or the lack of time and interest expressed by volunteers.

#### Sources:

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-  Géczi G (2012) Az önkéntesség és az aktív polgárság ösztönzése a sporton keresztül [Promoting volunteerism and active citizenship through sports]. Budapest: Sportmenedzsment Társaság és Magyar Sporttudományi Társaság

#### j) Are there any qualifications required by law to work in sport or required under the rules of federations?

Yes, sport is a regulated profession: there is a state law, and the federations also sub-regulate in their own sport.

The 157/2004 Government Decree regulates sports professions but does not specify the sports discipline. The sport secretariat of the Ministry of Local Government has a key role and follows the State Decree. There is a close cooperation with the Sports Federation. There is an accreditation system for each sport education programme, for which there are national standards set. The standards have been made by the groups of experts, then they became a part of the national legal system.

EQF levels 3-4-(5) in Ministry of Education Decree 1/2006 (II. 17),

EQF (5)6-7 Ministry of Education Decree 15/2006. (IV. 3.),

EQF 8 (PhD) is not a terminal degree, therefore does not give a qualification, but some reform is undergoing, that might result in a more outcome-based document

Any training provider (state or private) that wishes to set up a new training program, must build its programme on those standards, but there is freedom to make the training programme by having any types of subjects. There is a quality assurance system for H.Ed, VET.

When it comes to monitoring: there is no law that sanctions employers who do not meet the regulations.


**k) The education and training system in the following sub-sector (coaching, officiating, management and administration, fitness, outdoors, dual career)**

In Hungary the general formal education institutes in Higher Education and formal Vocational Education and Training offer education and training in the sport sector for coaching, recreation and sport management. In Higher Education the University of Physical Education, which started its operation in 1925, has a large variety of programs in terms of levels and types of qualification for the entire sport and physical activity sector. It is accredited for EQF Levels 3, 4, 6 and 7 coaching programs and covers over 80 sports based on the agreement with the umbrella organization of the National Sports Federations in blended e-learning programs. It offers degrees in coaching, sport instructor, and not only trains PE, APE, health teachers and runs a PhD School in sport sciences in Hungary. More institutes for Higher Education including Semmelweis offer specialized programs in sport management, sport related to tourism and recreation and health promotion.

Alongside the formal education system there is a sectoral vocational and education system for coaches, instructors, referees/other officials and board members. Special courses and educational activities are offered by sport federations, sport for all organisations, and professional sport clubs for people would like to function in sport organisations and clubs, municipal and local multisport programmes and fitness and outdoor sports. But also, other training providers cover the sport qualifications similar to EQF Levels 3 and 4, without a strong link to the respective National Federations.

It is estimated that in between 50-100 providers are active in particular federations and branch organisations. The educational providers are recognised by the government and the state delegated sport governing body. The national government role is limited to this recognition. The Hungarian Olympic Committee is the only public body in sport, which serves as the umbrella organisation for all national sports federations, student and youth sport, leisure sport and sport for the disabled. It takes an active part in the national dialogue for matching the world of labour and world of education in sport, and whatever the government regulation sets, it is important to understand that the input was coming from the NGOs and sport stakeholders, when frames, standards or regulations are published on access, curriculum, assessments, licensing and funding. The financial assistance is directed to clubs and participants of courses. Currently there are no provisions for Quality Assurance but is planned to be changed by a new QA system for better quality.

Source:

-  originally written by Hungarian expert, but also published in: Study on sport qualifications acquired through sport organisations and (sport) educational institutes. 2017 European Commission

### **l) Is there a system for monitoring the number of sport qualifications and course?**

There is no such system in Hungary.

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

There is no such monitoring and a mechanism for matching qualifications and roles in the labour market in Hungary.

### **n) Issues and realities of supply and demand**

There is no such mechanism that would match these two elements at any level, by any organisation (NGO, GO)


### **o) Is there a system for tracking graduates of sport qualifications and monitoring of they take a position in the sport industry?**

Yes, for EQF level 6-8 degrees there is state-supported system. There are surveys for graduates, 1, 3 and 5 years after graduation, but only 10-20% fills in the on-line questionnaire. The new part of the graduate tracking system relied on data received from the following resources:

1. Hungarian Tax Authority
2. Hungarian State Treasury
3. Student Loan Centre
4. Ministry on Finance
5. National Health Insurance Fund

The result is the each and every graduate, without personal identity, name, etc, can be followed, where they work, for what income they have, etc. It is available in Hungarian language: <https://www.diplomantul.hu/>

Source:

 Széll Krisztián, Szemerszki Marianna, Veroszta Zsuzsanna, Fehérvári Anikó (2016): Diplomás pályakövetési rendszerek összehasonlítása Európában (Comparison of Graduate Career Tracking Systems in Europe)

 [https://www.tka.hu/docs/palyazatok/dpr\\_kutatas.pdf](https://www.tka.hu/docs/palyazatok/dpr_kutatas.pdf)

### **p) Current trends and challenges in sport and physical activity education and training in Hungary?**

We cannot write about trend/trends, because this field is not analysed and developed by a national / NGB level vision / strategy nowadays. There are 2 major challenges:

1. To build the levels of VET, EQF Levels 3-5 with the levels of higher education, EQF Levels 6-8 (the national educational standards are designed under two different organisational umbrellas (VET is in the “sports ministry”, higher education is at the “ministry of education” – as it was written before, groups of experts work those standards out and are codified to make them part of the legal system).
2. To adjust regulations as more and more International Federations introduce their own sport education standards and sometimes regulate the employment of coaches of that given sport by making it



compulsory to earn their certificates, while, at the same time they do not apply the rules of validation (e.g. even EQF level 7 degree is not validated to an EQF Level 4 or 5 certificate of the same, sport-specific coaching degree).



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**7**

**FINDINGS FROM THE  
EMPLOYER SKILLS  
SURVEY**

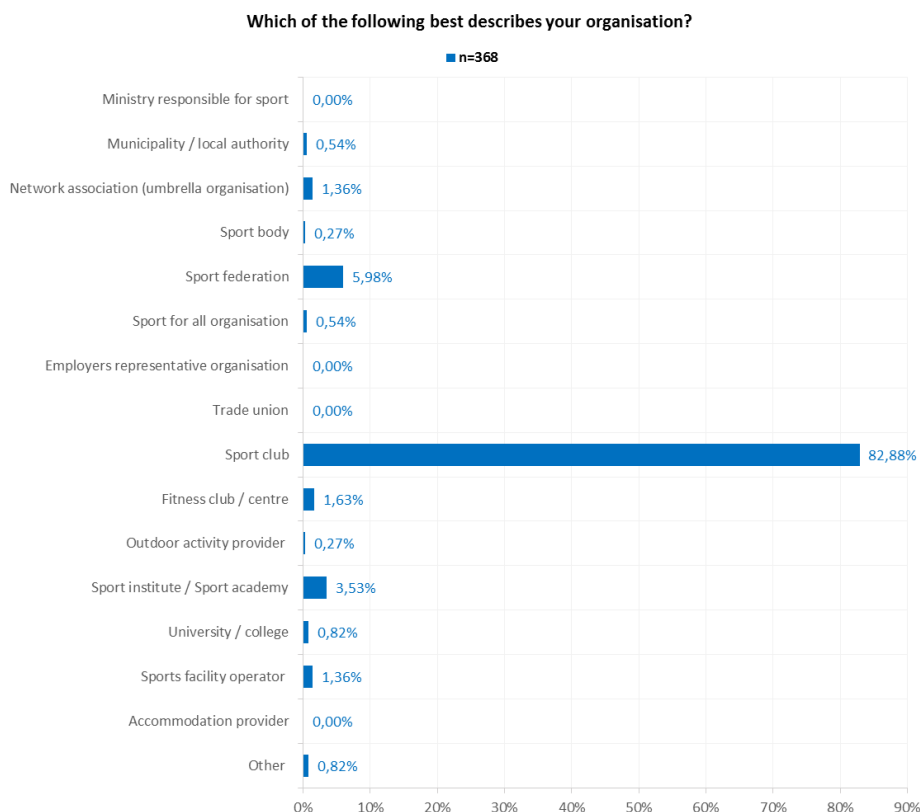
## 7. FINDINGS FROM THE EMPLOYER SURVEY

### a) About sport organisations in Hungary

The total number of responses coming from Hungarian organizations was 367, which meant the 9.6% of all responses to the survey in European level. Most of the organizations participating in the survey were sport clubs (82.88%). This is the most common form of organization of organized sport in Hungary, most of official physical sport activity outside the schools are practiced within one of these non-profit sport clubs (egyesület), or for-profit sport clubs (sport enterprises - sportvállalkozás).

20 sport federations responded the questions (5.74% of all responses), among those national sport federations, county sport federations, and sport federations for leisure sport, students' sport or disabled sport represented themselves.

We received 13 responses (3.55%) from sport institutes and sport academies, and a few answers from umbrella organizations, fitness centres, sport facilities, universities, sport for all organizations and municipalities. The ministry responsible, employers' representative organizations, trade unions and accommodations providers did not answer the survey, perhaps even the call did not reach them.



All in all, the answers to the forthcoming topics can be considered as the opinion of the Hungarian sports clubs.

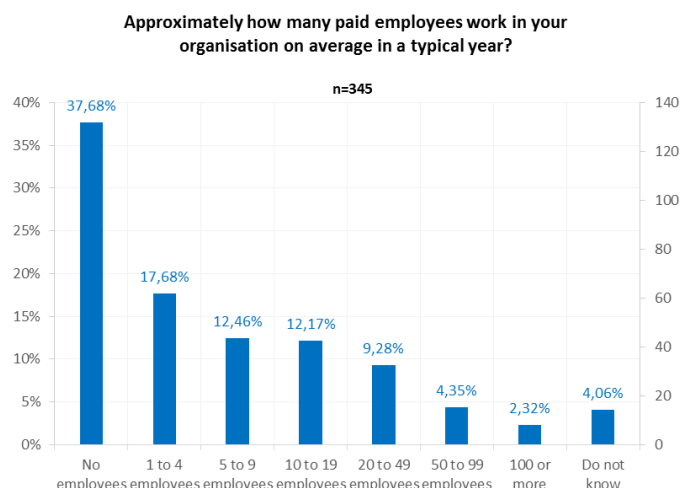
80.34% of the organizations function in a non-for-profit way, 7.12% are public organizations, and 8.83% profit-orientated. 45.12% were local, 31.4% regional and 19.51% national organizations, there were even 3 organizations with a European, and 10 with an international geographical scope.

More than 85% of the organizations are single, independent, only 11.43% of them functioned as one of a number of establishments belonging to a larger enterprise or organizations. Mostly the regional sport federations and the sport entities of municipalities belonged to this latter category.

## b) Employment and skills in respondent organisation

### 1) Size of the organizations and tendencies

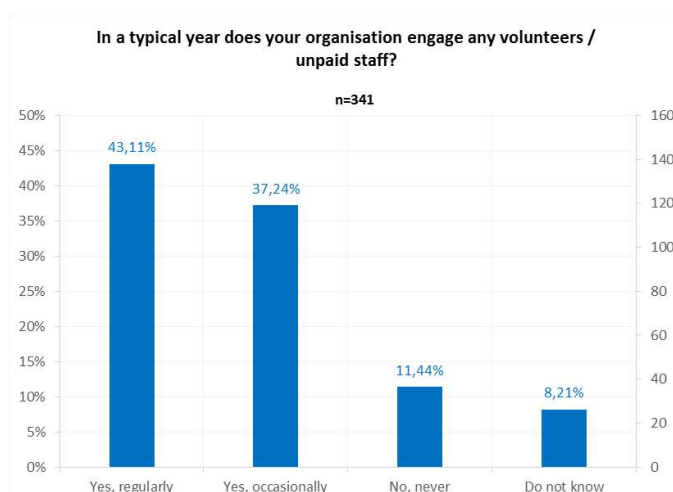
Sport organizations in Hungary are relatively small, most of them (37.68%) does not have any employees, that means that they function on a voluntary basis, without employing any professionals in any positions. Further 17.68% has maximum 4 employees, 12.46% has 5-9 employees, and 12.17% employ 10-19 people. The number of big organizations in sport are quite rare, only 2.32% respondents said that there are more than 100 people working in the organization. If we consider that most of the respondents were sport clubs, it means that they do not need, or they do not have money to employ anyone.



Regarding the tendencies of employment, in 60% of the organizations there were no changes in the number of employees in the last year, and 53% do not expect any changes in the following year. A growth in the number of employees was observed in 30% of the respondent organizations and the expectation of a growth was indicated in 31% of them. Only 12 organizations decreased the number of employees last year, and 9 plan to do that in the following year.

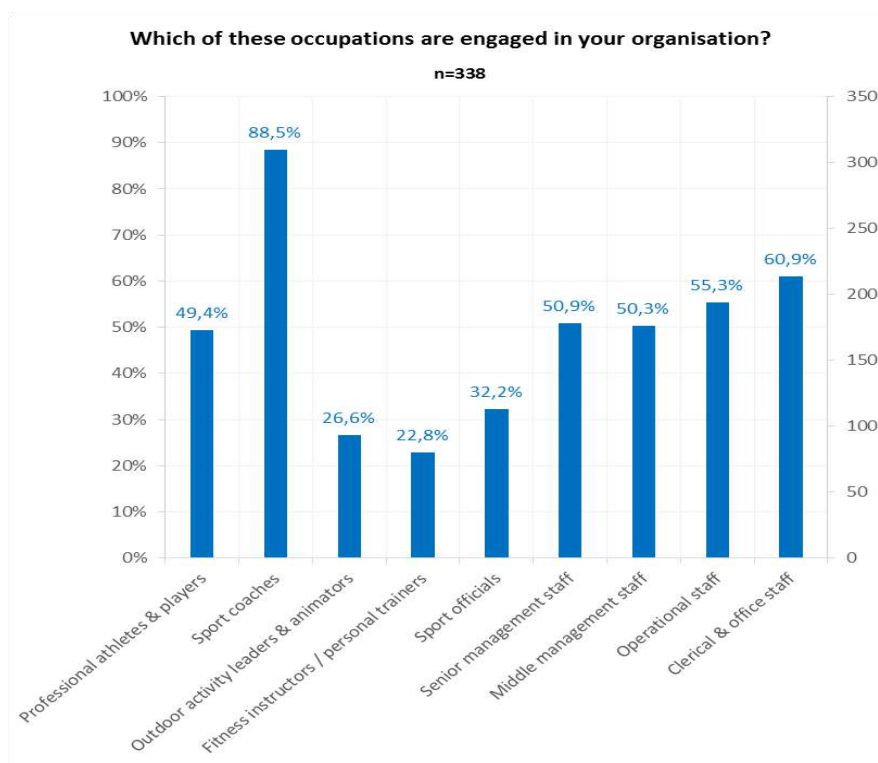
### 2) Engagement of volunteers

As we mentioned almost 40% of the organizations did not have any paid staff, but almost 43% of the respondents marked that they regularly engage volunteers or unpaid staff. 37.35% do that occasionally and only 11.47% does never work with volunteer or unpaid staff.





### 3) Occupations engaged and types of contracts



Before analysing the data about the occupations engaged and types of contracts, we have to remember, that most of the answers came from different sport clubs! 88.5% of the organizations employ sport coaches, they are most commonly (58.5%) paid employees (full or part-time), or volunteers in 48.5%, but other 20% of the coaches is self-employed or free-lance. Naturally the sum of these percentages is not 100, because it is possible that one organization has coaches employed with different contracts.

Clerical and office staff are engaged in almost 61% of the organizations, 56.8% is contracted as paid employees, but there are also 46.1% of them working on a volunteer basis. Professional athletes, senior and middle management staff and operational staff appeared as employees in half of the organizations, but only one third employed sport officials, one quarter outdoor activity leaders and 22.8% fitness instructors.

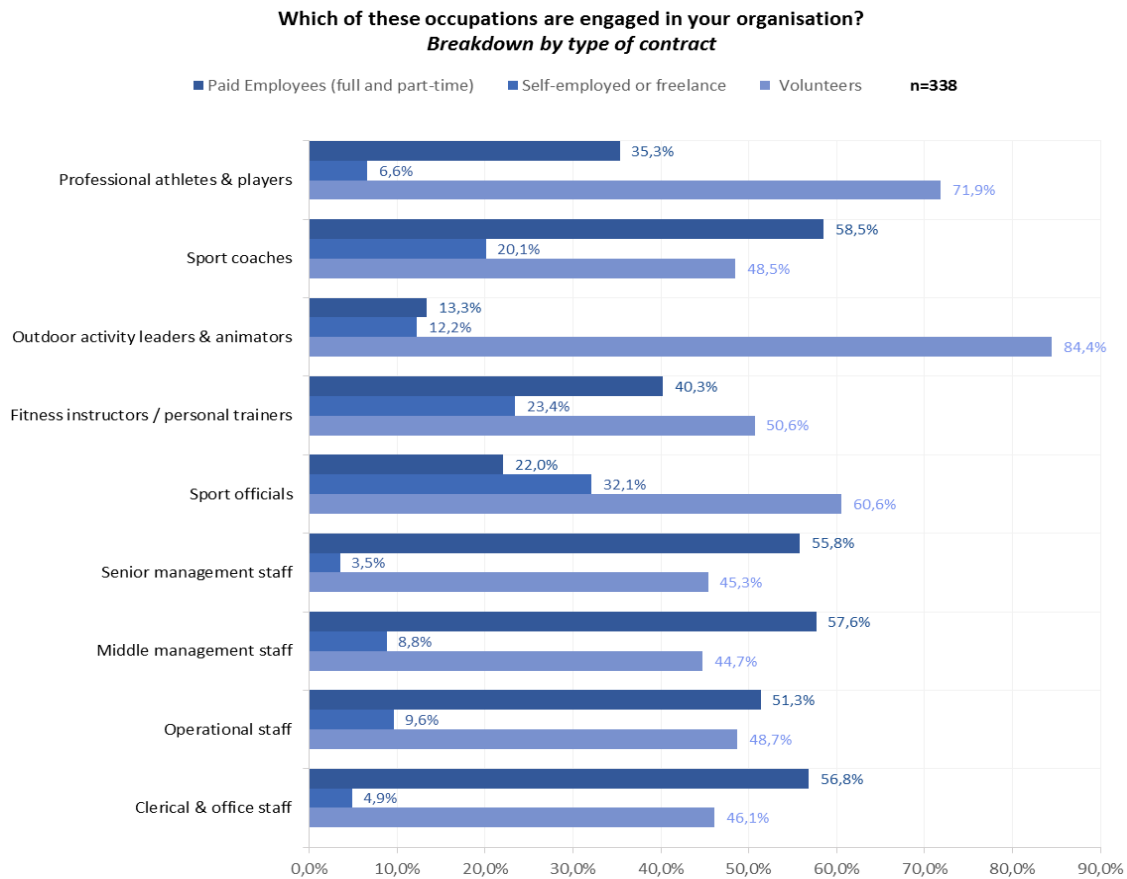
Most commonly employees are paid and have a full or part-time contract in the following positions: sport coaches (58.5%), middle management staff (57.6%), senior management staff (55.8%) clerical and office staff (56.8%) and operational staff (51.3%), nevertheless in all these positions the percentage of volunteers also reach 45%. This is understandable if we remember, that many of the organizations did not have any paid staff, and the rate of regular volunteer engagement was over 40%.

The volunteer contract is the most common among professional athletes (71.9%), outdoor activity leaders (84.4%), and sport officials (60.6%). In Hungary in many sports top athletes have no professional contract with their club, they might have amateur contract, and may receive financial support, tangible, intangible assets and cost allowance, or they are involved in some public funding system, and their carrier is supported by that.

Generally, it is not too common to have outdoor/leisure activity leaders employed in sports club, as these clubs do not really have money for that, but some enthusiastic members, or employees in other positions might do that work without any payment.

The results related to sport officials are surprising, as in Hungary, even in those small sports where athletes and coaches cannot be paid, the federations include in their budgets the cost of referees and judges to be

able to organize the national championships. Consequently, most referees should be self-employed and free-lance, and there might be some of them who are contracted to the federations as paid staff. Despite of this the results of the survey show, that only one third of sport officials are self-employed, this type of contract also appears among fitness instructors in 23.4%, and coaches in 20.1%.



#### 4) Employment and skills of the different sport occupations

In the following table we collected those skills and attributes that the respondents of the survey considered the most important in the different sport occupations. We use the same colour if the same skill appears in more sport occupations.

Sport coaches	Outdoor activity leaders	Fitness instruct-tors	Sport officials	Senior manage-ment staff	Middle manage-ment staff	Operatio-nal staff	Office staff
Sport specific knowledge	Sport specific knowledge	Exercise science knowledge	Apply the rules and laws of sport	Strategic thinking	Team working	Team working	Administrati on skills
Ability to work with children	Ability to work with children	Use of technology equipment	Uphold integrity and fair play	Leadership skill	Leadership skill	Use of technology equipment	Use of technology equipment
Plan coaching sessions	Ability to work with different participants	Designing sessions	Managing conflicts	Organizational and planning skills	Organizational and planning skills	Technical skills and knowledge	Technical skills and knowledge
Evaluate performance feedback	Ensure health and safety of participants	Ensure health and safety of participants	Ensure health and safety of participants	Negotiation skills	Motivational skills	Cleaning, maintenance skills	Understanding written documents writing clearly
Clearly communicate instructions	Clearly communicate instructions	Communicating effectively with participants	Decision making skills	Decision making skills	Communication skills	Maintain health, safety, security standards	ICT skills
Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice	Ability to work in compliance with codes of practice
Problem solving skill	Problem solving skill	Motivational skills	Problem solving skill	Problem solving skill	Problem solving skill	Problem solving skill	Problem solving skill

There were two skills that the respondents considered important in all occupations. First, the ability to work in compliance with codes of practice, which means that the leaders of the sport organizations really expect their employees to be acquainted with, observe and adopt the rules of the different work activities. Second, they considered the problem-solving skills also extremely important, that means the respondents expect some self-determination from their employees, to ensure the proper operation of the organizations.

The other important skills mainly depended from the type of sport occupation. Those occupations, where the leadership of sport activities are in the focus (coaches, outdoor activity leaders, fitness instructors), the sport activity specific knowledge seized an important position. The need of communicating skills were accentuated in many occupations (coaches, outdoor activity leaders, fitness instructors, middle management staff, office staff) as well.

We gained more interesting results from the questions related to those skills and attributes that were regarded as the weakest or in need of improvement. We drew up another table, to emphasize these deficiencies, and we would also like to compare the Hungarian results with the European results.

In the first part of the table the Hungarian results are shown, those skills which appeared in the above table as well (so those, which are most required), or which are missing in more occupations, are shown with colour letters. The last two lanes show the most required skills at a European level, where there is a correspondence with the Hungarian results, the skills are shown in claret.

Sport coaches	Outdoor activity leaders	Fitness instruct - tors	Sport officials	Senior manage-ment staff	Middle manage-ment staff	Operatio-nal staff	Office staff
Sport specific knowledge	Ability to work with different participants	Exercise science knowledge	Managing conflicts	Strategic thinking	Knowledge of external policy issues	Technical skills and knowledge	Communic ation skills
Problem solving skill	Problem solving skill	Problem solving skill	Problem solving skill	Business development skills	Leadership skills	Problem solving skill	Problem solving skill
Evaluate performance feedback	Evaluate performance feedback	Communicate effectively with participants	Decision making skills	Facilitating innovation	Facilitating innovation	Organisa-tional and work planning skills	ICT skills
<b>EUROPEAN RESULTS</b>							
Work with people with disabilities	Work with people with disabilities	Work with people with disabilities	Managing conflicts	Leading change	Strategic thinking	Communica tion skills	Communic ation skills
ICT skills	Marketing skills	Marketing skills	Communica tion skills	Strategic thinking	Business develop-ment skills	Problem solving skill	ICT skills

Problem solving skills were almost mentioned in all occupations to be required, and the same skill was also considered in need of improvement in almost all categories. It suggests us that there is a lack of self-determination and ability of independent work in sport organizations. It also might suggest that in the Hungarian education system (from primary school till the end of higher education) children and students do not really have chance to practice themselves in problematic situations, where they should get to some solutions alone. It means that apart from the theoretic knowledge, that the students receive at a high level in the Hungarian education system, the practical knowledge is not so strong. We consider that the curriculum of the schools, universities and other educational institutes should consider this problem.

Other disquieting result is that sport organization leaders highlighted the lack of sport specific knowledge in the case of sport coaches and fitness instructors. This result might have two reasons. First, the imperfection of the qualification requirements in different sport related positions, so people with a basic, low level coaching course can get coach and sport instructors' positions in sport clubs. It is even more dangerous, if these poorly qualified coaches will work with children, so they might influence the whole sport carrier, sport future of the youngest generations. The second reason can be that the contents of the sport coach courses are not adequate, but we would reject this reason, because at university level the training of sport coaches is



really high level, and apart from the prominent Hungarian coaches many candidates from different countries come to our universities to learn this profession.

Many organizations mentioned that the evaluation and feedback related to the athletes' performance, that should be given by sport coaches and activity leaders, is often not sufficient and/or decent. Sport organization leaders could influence their employees to better their activity related to feedback. It simply requires more determination and some more time and energy.

The results of the survey show, that in case of the management staff the facilitation of innovation is not adequate, sport organization leaders seem not to be open enough to include and use innovative technologies, and strategic innovations in their work. Sport management staff should be more valiant in case of innovation possibilities.

### **c) Recruitment of paid staff and volunteers**

The Hungarian sports organisations seem rather stable, over half of them had no recruitment activities during the past 12 months, only 35% reported such activities, while 9,8% had no related information. The most frequently recruited staff in Hungarian sports organisations are the coaches (85,50%), most of which are engaged as full-time or part time paid employees, and less than 30% were self-employed or freelancer. Parallel, 40% of organisations indicated recruitment for operational and clerical staff also mostly on employment basis. Self-employment is more frequent among outdoor activity leaders and animators, fitness instructors and personal trainers, additional to officials, to some extent to senior management staff. Coaches might be in need for sports organisations due to the enhanced efforts initiated in youth sports during the past decade of the Hungarian government. Difficulties in these recruitment procedures for paid staff was reported by 30% of the organisations, and mostly related to the recruitment of coaches. In the difficulties the low numbers of applicants with the required skill (48%) and with the required attitude and motivation (53%) was mentioned dominantly, however, the overall low number of applications were paired with unattractive terms and conditions offered by the posts. Actual vacancies were reported by 20% of the organisations, which again, were related to the full or part-time coaches. Openings on the self-employed basis were more frequent for middle and senior management, fitness instructors and outdoor activity leaders and animators. Retaining staff showed difficulty for 23% of the organisations, which again mostly was in reference to coaches. Overall, the retainment difficulties were mostly caused by better payment offered by other organisations or in other job roles.

Interestingly, 9% sports organisations indicated difficulties with volunteer recruitment, which were mainly related to operational, clerical and office staff, but also to board members and coaches. 71% of organisations do not consider volunteer recruitment a problem and 20% do not have relevant information regarding this matter.

In what positions difficult vacancies to fill	paid staff	volunteers
Professional Athletes and Players	11,5	15,3
Sport Coaches	84,5	38,4
Outdoor activity leaders and animators	6,9	19,2
Fitness instructors/ personal trainers	10,3	7,6
Sport Officials (e.g. referees, judges)	5,7	23
Management: board members		38,4
Senior management staff (e.g. CEO, Head of department)	17,2	7,6
Middle management staff (e.g. assistant manager, officer, sport administrator)	17,2	7,6
Operational staff (e.g. lifeguard, attendants, stewards, greenkeepers, maintenance staff)	44,8	50
Clerical and office staff / receptionists	34,5	53,8

#### d) Working in sport and physical activity

In this section 27 questions were to be judged. We would like to highlight a few results that seemed to be interesting to us for some reason; the Hungarian and European results showed important differences, or were very similar, the Hungarian respondents were significantly divided so the proportion of those who agreed and disagreed were close to each other, or the topic somehow corresponded to some earlier findings, so we wanted to accentuate it again.

To what extent do you agree with the following statements? Hungary N=279      Europe N=2930	+	-	Does not know
3. The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive (reflecting gender, disability and minorities in society)	38% 82%	39% 15%	23%
6. Customer service is poor in sport and physical activity facilities and clubs	46%	41%	13%
8. Work experience is more important than qualifications when recruiting paid staff	47% 56%	41% 31%	22%
10. Attitude and personality are more important than qualifications when recruiting paid staff	53%	30%	17%
14. It is easy to find and recruit people with the right skills to work in your organization as paid staff	11% 31%	63% 51%	26%
20. It is difficult to find relevant continuing Professional development (CPD) courses for your staff.	45%	41%	14%
23. There is a clear pathway for someone to gain employment into organizations like yours and clear pathways for progression	41%	33%	26%
24. Volunteers do NOT need the same level of qualifications to perform their roles as paid staff	49%	38%	13%
25. Our expectations of volunteers are as high as paid staff when they perform the same role	47%	35%	18%
27. It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable	23% 33%	24% 25%	53% 42%

The first important observation we made was that although at European level most of the respondents agreed with the statement that the workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive (reflecting gender, disability and minorities in society), in Hungary it is not so obvious expectation, and almost ¼ of the respondents did not dare to take a position in this question.

In 46% of the organizations the customer service was evaluated poor in sport and physical activity facilities and clubs, but another 41% of the organizations did not see any problem with it.

Regarding the importance of work experience and qualifications, 47% considered the first factor, 41% the second factor more important, the European results seemed to be more decisive, the work experience is considered primary when recruiting paid staff. If it meant that sport sector in Hungary is open for young people with diploma coming out from the universities, and invests money and energy to train these people to become good workers for the organizations, it would be really positive, but unfortunately it is not very easy to get a work in the sport sector without any good contacts or recommendations. There are not too many jobs advertised on the web pages of sport organizations, so the recruitment has other channels. On the other hand, the need of qualifications is a good thing, but the law and other rules related to it should be revised, as we earlier mentioned it.

Still talking about recruitment most of the respondents (53% against 30%) considered attitude and personality more important than qualifications when recruiting paid staff. It also might mean that an important expectation from the candidate is to fit in the team of employees, be a good team-worker, and a good fellow to work with.

63% of the Hungarian respondents finds it difficult to find and recruit people with the right skills to work in the organization as paid staff, the situation in Europe is a bit better, only 51% has problem with the recruitment of skilled employees, 31% has no problems in that aspect.

It was interesting that almost the same number of respondents considered it easy and difficult to find relevant continuing professional development (CPD) courses for the staff. It may mean for example that sport education is a bit concentrated in Budapest and a few other bigger town, but there are some regions in Hungary where no such educational service is offered.

41% of the respondents said that there was a clear pathway for someone to gain employment in his organization and clear pathways for progression, but 33% did not see it so obvious, and ¼ couldn't decide this question.

It was really strange to see that almost 50% of the respondents said that volunteers did NOT need the same level of qualifications to perform their roles as paid staff, but 47% also stated that their expectations of volunteers were as high as paid staff when they perform the same role. So it refers back to questions 8 and 10, when respondents were asked about the need of qualifications, work experience and attitude. This statement now says, that volunteers and paid staff should perform at a same level, but qualifications from volunteers are less expected.

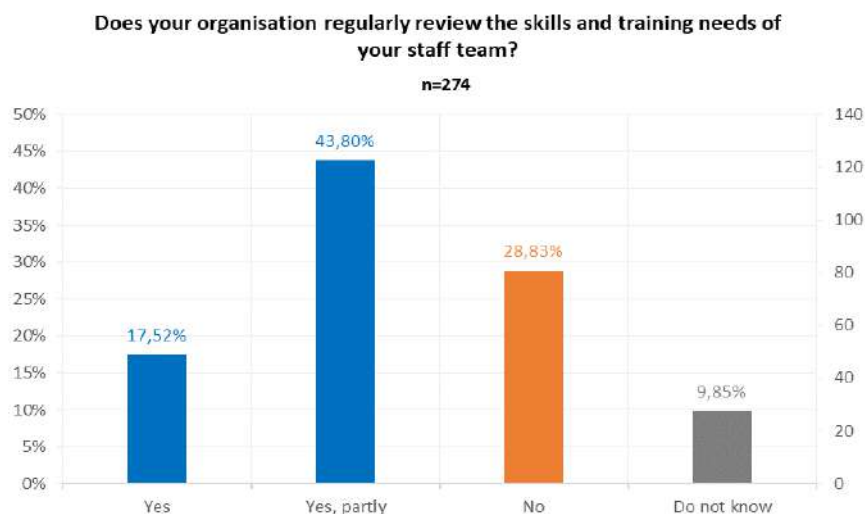
Last thing that we wanted to accentuate is that only 47% of the respondents could adjudge the last question about the recruitment of people from other EU countries, and the transferability of their qualifications. On the other hand, there was insignificant difference between the number of those, who considered it difficult and those who did not consider it difficult. At European level slightly more answers showed the difficulty of European recruitment.



### e) Workforce development and training

There are great differences regarding the level of review on the skills and training needs of the staff in the various sport organizations. Although almost 60% of the organizations reported that there is review regularly or partly, but almost 30% of them absolutely do not deal with this problem, which means that longer term strategies and future planning are also weak at those organizations. Mainly organizations where professional sport is organized, or which are functioning as business enterprises put more effort on the workforce development and training, and they regularly review skills as well (17.52%).

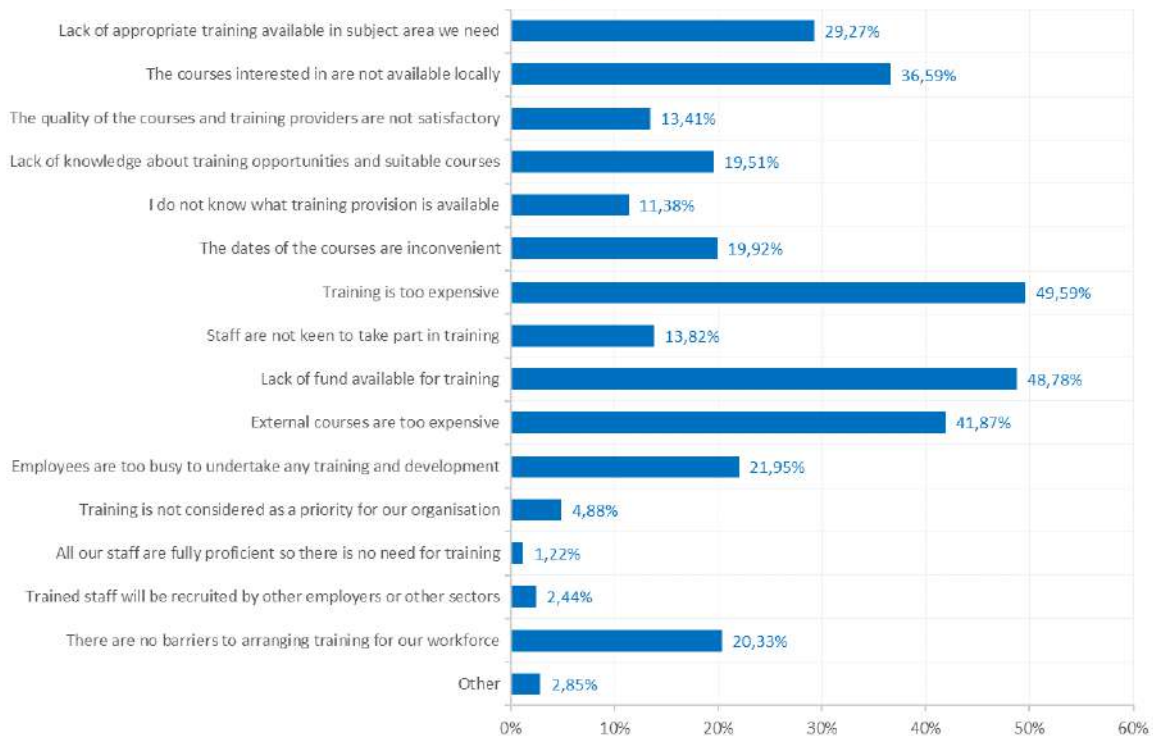
On the other hand, it is very important, that by law, paid coaches need to participate in in-service professional development programmes lead by the Hungarian Association of Coaches. There is a credit point system, so the development of coaches is ensured by that.



Regarding the barriers to arranging training for the workforce, the most important obstacle seems to be the cost of development trainings, as the organizations generally function at a low budget. The organizations considered the trainings too expensive and were missing funds to be offered for the field of development. On the other hand, trainings seemed not to be available locally in most territories of the country (they are mainly available in Budapest, where the seat of the national federations are), and the offered trainings do not always match with the needs of the sport organizations, so some required subject areas are not covered (especially for management staff and other office workers).

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

■ n=246



All in all, there is a strong need for workforce development and training, and the better cooperation of the vocational education, higher education institutions, sport organizations, and sport federations would be desirable.





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Improving the Supply of Skills to the Sector

# 8

## REPORT ON NATIONAL CONSULTATIONS

## 8. REPORT ON NATIONAL CONSULTATIONS

The first presentation about the ESSA-Sport project, delineating the main objectives and the fields where important results might be gained, was held on the 24<sup>th</sup> of January within the “Mihály Nyerges Sport Management and Sport Economy Memorial Conference” in the University of Physical Education. After the presentation the vice president of the University guaranteed us a stronger support and attention to the topic.

The first round of national consultation with stakeholders was carried out on the 4<sup>th</sup> of April in the Hungarian House of Sports in Budapest, where the vice-president of the University hold the introductory presentation. Afterwards we sketched in the results related to the sports sector statistics, and the main findings from the online survey. The participants on the consultations (about 30 persons) came from different sports clubs, federations, the field of recreational sport, universities and sport scientific organizations.

### a) The main discussion grew up related the following questions:

1. How much the vocational and university training system can respond to the new needs and possibilities of the sport sector, and the strategic support of sport by the government?
2. How can the performance of the people working in the sport sector measured? Should it be evaluated and prized in a reward or invest system?
3. How should the legal regulation on sport qualifications be changed responding the huge growth of public support in the field of sport?
4. Which desirable competences can be gained through the school and university system, how can out-of school competences be trained and who should be responsible for that?
5. How can the education system, and the legal background respond to the great differences, which appear in the possibilities of the different sports, and sport organizations? How can employees be finely motivated in those sports where the public and private support are both very low.
6. The education and competences of coaches working with the youngest generations should be of the highest level, maybe the qualification system should be reformed considering this need as well.
7. One of the most expected competences was the ability to work in compliance with standards and codes of practice/ethics. Many times the legal regulations may make it illogical and inefficient to keep all the rules.
8. Other important competence, which seemed to be missing, was the ability to facilitate innovation. The participants considered the innovation of sport regulations and sport policies as important as the innovation in the micro sport organizations.
9. To support the workforce development and training, the education should be accessible in regional centres (for example regional coach and referee development would be extremely important), and even some changes of the organization of national championships, considering the possibilities of regionalization, could save a lot of costs and energy of the teams, athletes and officials.
10. The number of years that people are capable to participate in elite/top/professional sport is more or less traceable in all sports. If children must face the system of competition too early, many young athletes/players will burn out, and drop out from the sport carrier too early, before having the chance to reach great results in adult competitions. The way of preventing the high level of dropout should be considered and discussed. The high performance requiring attitude of the sport workforce also influences the youngest generations.



11. The recruitment of staff and workers for the sport organizations does not appear openly on the websites of the organizations.
12. If sport activity of ordinary people is important for the health of the population, the investment of people in sport should be used to lower their tax paying obligations.
13. The demand and supply of competences and abilities of work forces in the sport sector does not always meet. The system of education and training must continuously observe the new trends and demands to be able to fill the gaps.

**b) After the discussion a few recommendations were conceived related to the sport sector and sport education:**

1. The next sport strategy should deal separately with some important topics of the sport sector as an economic field; considering the supply and demand of human resources, the system of education, training and development, the qualification requirement of employees and the main problems of employment.
2. Some operational systems, and technical innovations could be introduced or developed responding the needs of the sport sector, as it works for example in the education (Neptun system), or the documentation (Poseidon).
3. The investment in sport activity of the population (to keep themselves fit and healthy) should be somehow priced by the government, for example by lowering their taxes.





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**NATIONAL  
CONCLUSIONS**



## 9. NATIONAL CONCLUSIONS

After getting acquainted with the results of the whole project (all countries), we would probably be able to draw up more sophisticated conclusions, at this point we would like to emphasize only a few main points that we essentially recognized:

1. There is a great potential in “Human Resource” questions of the sport sector, which means that the legal background, the training systems, and the organizational HR activities should all be reviewed and synchronized.
2. There should be continuous dialogue between the employers and training-organizers.
3. The results of the different sport research areas should be used in the training and development of employees.
4. On the basis of the required competences and needs the training curricula and the practice possibilities should be supervised.
5. A stricter application of the law would result a great progress in the field.
6. The conclusions that might be drawn from the results of the survey should be handled carefully, as
  - a.) at Hungarian level most responses came from sport clubs, so other organizations are strongly under represented
  - b.) all organizations were included in the survey with one answer despite their size and the number of paid staff they employ, which means that primarily the problems of small organizations appeared in the results
  - c.) at EU level most of the responses came from France (they are strongly over-represented, Hungary as well if we regard the number of population), but in many other countries, where sport organizations could function as good examples, the number of responses were really low.
7. The statistical data collected about the field of Hungarian sport can be disfigured as organizations sometimes tend to evade obligations by distorting the data.
8. There are still significant differences between national legal regulations, organizational structures, and activities, which means that good-governance lessons can be drawn up, but those activities that are successful in some countries might not be applicable in others.



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**NATIONAL ACTION PLAN  
AND  
RECOMMENDATIONS**

## 10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

### Thematic 1: Establishing a national system for comprehensive economic/HR strategy in sport and PA sector

Recommendation	Priority Action	Actors	Timeline	Measure of success
1.1 <b>Create a new sport strategy which considers the sport sector as an economic field</b>	For the relevant chapter: Survey the supply and demand of human resources in the sport sector more deeply	National Statistic Office/Universities of Physical Education/secretary of Sport	by the end of 2020	An overall representative report
	Apply the legal regulations more strictly about requirement towards sport employees, and supervise the observance of the law.	Undersecretary of Sport/National Federations/ Creating a special body or working group for this activity	continuous	Disappearance of employees without adequate skills and qualifications
	Create a competition among workers to induce them towards a better work activity, appreciate financially the good workers and remove those who are unfeasible.	Sport organizations' HR offices	continuous	Mending result in the economic and spot specific statistics of the organizations (on the basis of previously determined index-numbers)
1.2 <b>Establish labour market statistic system</b>	Overall development of the sport statistics	National Statistic Office/Universities of Physical Education/State secretary of Sport	By the end 2020	Measuring the economic importance of sport including HR elements
1.3 <b>Establish analytical information system on labour market data</b>	Human and financial resources are allocated to this action	National Statistic Office/Universities of Physical Education and Sport /State secretary of Sport	By the end of 2020	Capacities for measuring the economic importance of sport including HR elements
1.4 <b>Establish a system for connecting main actors of labour market and education and training</b>	This line is related to the 2.3 Establishing a system of sustainable updating mechanism: sector skills alliance	All national level GO and NGO actors of all sub-system sport/PA sector and universities	Dec. 2021	A sectoral sector skills alliance

**Thematic 2: Reviewing the learning programmes and activities to reduce the gap between required skills and measured skills in the sport and PA sector. Establishing the Hungarian Sector Skills Alliance in Sport/PA Sector**

Recommendation	Priority Action	Actors	Timeline	Measure of success
<b>2.1</b> <b>Include the use of skills and competences in the training system of sport employees</b> (at vocational training, higher educational training and the development system of sport federations as well)	Map and list the skills and competences most required for the different sport related positions, and draw the organizations attention to the use of it	Sport federations/Sport Universities Working groups	By the end of 2020	The recruitment of staff at sport organizations is based on the skills lists
	Systematic review and identification of competences that can be (better) developed by non-formal and informal learning outcomes	Sport federations/Sport Universities Working groups	By the end of 2020	Updated list of skills
	Base the curricula of the training system on the skills and competences	Ministry responsible for education, vocational trainings and Sport Federations	by the end of June 2021	Renewed curricula
<b>2.2</b> <b>Speeding up the implementation of the HuQF in sport sector</b>	Inclusion of non-formal training of sport (NFs and fitness sectoral training providers) for NVQR qualifications.	Ministry responsible for education, vocational trainings and Sport Federations	by the end of June 2020	HuQF includes non-formal sport qualifications as well
	Better matching VET level and higher education level sport-specific education and training programmes, close the gap between EQF Level 3-5 and levels 6-8 educational standards. Part 1: policy level development	Sport federations/Sport Universities Working groups. Fitness sector special conference	by the end of June 2020	Policy plan on re-designing labour market requirements at all levels and matched edu/training programmes
	Better matching VET level and higher education level sport-specific education and training programmes, close the gap between EQF Level 3-5 and levels 6-8 educational standards. Part 2: action plan created and implemented	Sport federations/Sport Universities Working groups. Fitness sector special conference	by the end of June 2022	Re-designed labour market requirements at all levels and matched edu/training programmes
<b>2.3</b> <b>Establishing a system of sustainable updating mechanism: sector skills alliance</b>	Establish a system of sustainable updating mechanism. Part 1: policy level development	GO: education and sport. Sport federations/Sport Universities Working groups. Fitness sector special conference	Dec. 2020	A sectoral sector skills alliance
	Establish a system of sustainable updating mechanism. Part 2: action plan created and implemented	All national level GO and NGO actors of all sub-system sport/PA sector and universities	Dec. 2021	A sectoral sector skills alliance



Thematic 3: Focus on employment				
Recommendation	Priority Action	Actors	Timeline	Measure of success
3.1 <b>Improve definition of job requirements and conditions/environment</b>	Based on the new national sport/PA strategy, a new project is created aiming to improve working conditions	Sport GO/NGOs at national level, social partners	Until end of 2020	Published project plan and roadmap
	Gradual implementation of the overall	Sport GO/NGOs at national level, social partners	From June 2021	Life-long career plans are created; Upgraded employment conditions
3.2 <b>Improve HR policies for long-term relations between employers and employees</b>	Educate employers in sport sector	Universities, sports organisations	from June 2020	Better prepared staff of employers in order to apply professional HR practices
	Recruit staff professionally, use the good practices of the business sector HR activity	Sports organizations	from Dec. 2020	More professional practices are applied
	Increase the financial appreciation of employees working in sport.	Sports organizations	gradually from Jan. 2020	More attractive and differentiated salary matrix
















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