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*Guidelines regarding the minimum requirements in skills
and competences for coaches*

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E-mail: Eac-sport@ec.europa.eu

*European Commission
B-1049 Brussels*

Expert Group on Skills and human resources development in sport

Guidelines regarding the minimum requirements in skills and competences for coaches

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1. Executive Summary

Coaches have a key role to play in our changing society, given the growing social aspect of their everyday work. Developing soft skills and transmitting values are now part of their role, which is no longer solely based on sporting achievements. In order society maximally benefit from coaches' work, their profession should become a recognised and valued job.

The coaching domain includes all types of sport coaches, from 'traditional' team and individual sport coaches, to sport instructors, fitness instructors and personal trainers, working both as professionals receiving a salary as well as on a voluntary basis. All these categories together form one of the largest workforces in Europe. However, the majority of coaches hold a low level qualification or no qualification at all and their practice is not recognised nor rewarded.

The coaching profession is also facing some challenges nowadays. Greater diversity in society, threats to the integrity of sport, as well as changes in technologies and in employment, all have an impact on the daily work of coaches and should be taken into account when reflecting on the competences they need.

The recognition of coaching as a bona fide profession and of coaches' competences is still uneven in EU Member States. The majority of them recognise the profession or the attainment of minimum requirements, but some still do not have any mechanism or framework in place.

In addition to teaching the technical and tactical elements of the sport or physical activity, coaches are also accountable for ensuring they conduct their practice in a safe and ethical manner for the benefit of the participant or athlete.

In light of the above and regardless of their employment status or domain they operate in, any person acting as a coach needs to have appropriate competences, especially when working with young people, children, vulnerable adults or populations with special needs.

Moreover, the broader role of today's coaches should be promoted, to recognise that a coach communicates positive values to society, teaches life transferrable skills and contributes to solving societal challenges, such as wellbeing, health and integration.

To be able to fulfil this complex role, coaches will benefit from access to blended learning methods, as well as different learning opportunities, including formal, non-formal and informal coach education.

Finally, a coach's education should not stop once the minimum requirements have been achieved. In a changing society, there is a need for the continued improvement of coaches' competences and skills. Therefore, a lifelong learning approach should be encouraged. Coaches must have the opportunity to obtain and upgrade professional qualifications.

Consequently, the goal of this document, is to propose a common minimum set of competences for coaches in Europe. The guidelines are therefore suggesting improvements in the education/training modules and courses of coaches as well as outline core competences a coach should possess in order to be considered as such. This document is addressed predominantly to the coach education providers. In addition, it also targets directly or indirectly policy makers, public authorities, sport organisations and education institutions.

2. Introduction

In the Council Conclusions on the role of coaches in society, a political statement of all EU Ministers responsible for sport adopted under the Estonian Presidency (November 2017), Member States invited the European Commission to develop the topic of coach education. Following this request, the Commission decided to include in the works of its Expert Group on Skills and Human Resources Development the preparation of *Guidelines regarding the minimum requirements in skills and competences for coaches*.

Twenty first century society is undergoing rapid changes and facing economic and societal challenges such as the migration crisis or the growth of economic inequality amongst European citizens. These events are calling into question the inclusiveness and cohesiveness of the European Union. Current generations are facing major tests. On the one hand there is a general decline in physical activity and a rise in sedentary lifestyles leading to inactivity-related pathologies. On the other, previous generations achieved longer life expectancy and are living longer into their retirement years. These factors lead to growing demands on society to deal with their consequences and impact. Furthermore, to remain cohesive and inclusive we need to address groups at risk of marginalisation, such as for instance refugees and migrants, seniors, people with disabilities and young people with fewer opportunities.

Against this landscape, sport is a domain that has been proposed as having the potential to contribute to solving many of society's challenges by impacting on the health, well-being and quality of life of citizens as well as increasing their employability and their ability to work. Being both diverse and enjoyable, sport also has the capability to attract people from multiple backgrounds and walks of life. In this broader context, coaches have a key role to play as a central actor in the sport ecosystem. However, their everyday work is no longer only about performance improvement and winning medal. The development of soft skills and the transmitting of positive values are now also part of their role.

Values promoted by the European Union such as dignity, freedom, equality, and respect for human rights can be passed on by coaches to participants in sport and physical activity. Furthermore, coaches play a crucial role in supporting athletes' dual career and in many ways act as role models. They provide support to athletes as well as sport participants and have a strong influence on their achieving of a successful and sustainable sport-life balance. Coaches, therefore, have to adapt their competences to the new challenges of society.

Consequently, the goal of this document, is to propose a common minimum set of competences for coaches in Europe. For the purposes of these guidelines the term **coach** includes all sports coaches, men and women, who supervise and guide high performance athletes, including teams, as well as recreational participants in leisure activities or people engaged in fitness, whether professional (as employees or with self-employed status) or volunteers.

The guidelines will therefore suggest improvements in the education/training modules and courses of coaches as well as outline core competences a coach should possess in order to be considered as such. The concept of learning approaches, the definition of competences and its recognition are in line with the Council Recommendation of 22 May 2018 on key competences for lifelong learning.¹ In addition, the guidelines outlined in this document will focus on the relevance to coaches of several topics such as experiential learning (*learning by doing*), and lifelong learning/continuous education.

This document is addressed predominantly to the coach education providers. In addition, it also targets directly or indirectly policy makers, public authorities, sport organisations and education institutions. Member States are encouraged to take these guidelines into consideration when defining their national sport and education policies and reforms to improve the role of coaches in society.

¹ [https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

3. Background

3.1 EU context

The European Union is founded on values such as **respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights**, including the rights of persons belonging to minorities. These common values define a society in which non-discrimination, tolerance, justice, solidarity and gender equality prevail.² In addition, freedom of movement outside national borders (i.e. the free movement of workers), freedom of establishment and the free movement of services, goods and capital, are fundamental freedoms of European Union Member States.³ This gives sport coaches an opportunity to work in any other EU Member States (in respect of national law), but also presents a challenge to meet societal expectations in ways of professional skills. Therefore, it is important to develop a **common vision for the EU Member States about the minimum requirements for a coach**. This supports not only the comparative understanding of coaches' qualifications but also provides coaches with better opportunities to be successful in the EU common market.

3.2 The 'EU Coaching Workforce'

Coaches play a very significant role in European society. They fulfil multiple roles and serve a variety of vital needs and demands. An estimated **9 million coaches (both working as professionals and volunteers) support over 100 million European citizens in realising their sport participation goals** (CoachLearn, 2017; CoachNet, 2013). To put this in perspective, there are approximately 6 million teachers, 1.6 million doctors and 1.6 million police officers in the EU (Eurostat, 2019). **Coaches make up one of the largest workforces in Europe**. Despite this, most coaches either hold low level or no qualifications (North, 2009). Moreover, in approximately half of the Member States, coaching qualifications sit outside national qualifications frameworks and are not referenced to the European Qualifications Framework (EQF) for Lifelong Learning (Expert Group on HR Development in Sport, 2017). The fact that coaching education is available through many different bodies (e.g. higher education, sporting federations) makes this situation even more complex. In addition, performing as a coach is still largely unrecognised, unrewarded and considered a relative commodity in many countries (Rankin-Wright et al., 2017). The coach workforce is largely made out of unpaid volunteers (North, 2009) and is often unrepresented by formal or informal associations and unions (CoachNet, 2013). Moreover, the work of the Expert Group on Skills and Human Resources Development showed that the **coaching profession is only regulated (or partially regulated) in just over 50% of Member States**.

² Art 2, TEU

³ Art 45, TFEU <https://eur-lex.europa.eu/legal-content/FR/TXT/?uri=CELEX%3A12012E%2FTXT>

The sport movement globally has also taken significant steps in developing coaching skills. For instance, the International Olympic Committee (IOC) developed the Coach's Oath, a commitment undertaken by coaches to uphold the Olympic values and to safeguard and protect athletes. Moreover, the IOC has, through its Olympic Solidarity programmes, invested a significant amount of funding into coach education and development programmes all over the world. Similarly, over the last decade, large international federations like the Union of European Football Associations (UEFA), the International Basketball Federation (FIBA), the International Athletics Federation (IAAF) and the European Handball Federation (EHF), as well as a large number of national sport organisations, have committed vast resources to increase the number and quality of qualified coaches across Europe and beyond.

Given all of the above, it is important to define a coach and his/her roles from this new perspective.

4. Coaches' role and competences

Four areas of influence, intervention and interaction for coaches can be identified: the coaches themselves, the athletes/participants, the organisation (club /federation/ employer), and, finally, the community/society. All these aspects must be taken into consideration.

The role of coaches in society starts with themselves. The importance of investing in continued education, improvement of competences and a lifelong learning approach is crucial in the dynamic reality of coaching nowadays. **Building healthy relationships with the sport participants is another aspect which is based on responsibility. Awareness of threats to sport and health as well as the importance of balancing education/work and sport are also basic tasks of the coach.** Most of the sport organisations are based on the engagement of the coaches, often volunteers. They contribute to the capacity building of the organisations and facilitate their development. The central role played by coaches in leading and supervising sports activities and the expansion of their field of activity in recent years has to be recognised. Today, the focus on sport achievements is only one aspect of the tasks of coaches, who are expected to play a role in developing soft skills and values that are important for contemporary societies. Coaches can also have a significant role in strengthening the human and social capital and thus have a positive impact on building cohesive communities. This helps to enhance solidarity, tolerance and mutual respect among various groups and communities.

4.1 Defining coaching and coaches

Coaches are persons who fulfil diverse expectations of society in the domain of physical performance and sport as well as personal development. The coaching domain therefore includes **all types of sport coaches**, e.g. from **'traditional' coaches** of track and field or team sports to **sport instructors, fitness instructors and personal trainers, working either as professionals or on a voluntary basis**. As such, one of the greatest difficulties with regards to coaching is its broad scope. Coaches work in multiple environments with a diversity of participants and populations. Governments, federations and other institutions have found it difficult to define what coaching is and thus the boundaries have either been very narrow or blurred (Lyle & Cushion, 2017; North et al, 2018). However, two recent definitions provide a useful reference point:

"Coaching is a process of guided improvement and development in a single sport and at identifiable stages of development" - International & European Sport Coaching Frameworks (ICCE, LBU & ASOIF, 2013; Lara-Bercial et al., 2017)

"Coaches are the persons who plan and deliver sports training, by applying demonstrable skills and knowledge for performance, recreation or health goals in a safe manner" (Council of the European Union, 2017)⁴

⁴ Conclusions of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on the role of coaches in society (Estonian Presidency, Nov, 2017)

These two definitions capture the purpose of coaching, as well as the requirement for coaches to be in possession of a certain set of skills, knowledge and attitudes⁵ that support the development of participants and athletes. They also acknowledge that people do sport for many different reasons and that the coach’s educational pathway and competences should reflect these varying motives and needs. All in all, these two definitions support a flexible yet robust approach to defining coaching at all levels of the participation spectrum.

4.2 Coaching domains, contexts and conditions of employment

Coaches engage with sport participants across multiple domains and contexts. The European Sport Coaching Framework⁶ developed a sport participation map which provides a rough guide for the types of environments coaches may work in.

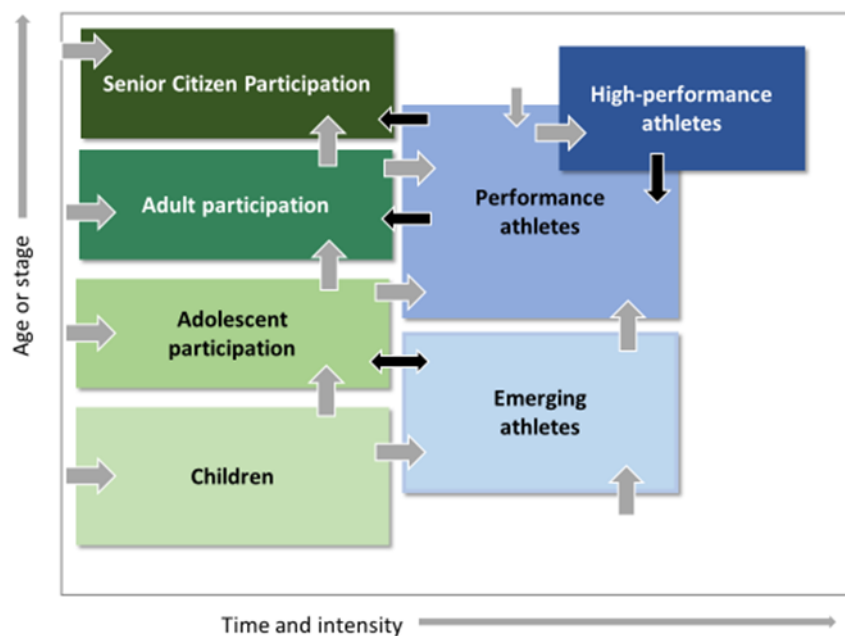


Figure 1 – Sport participation map (reproduced and adapted from ESCF, Lara-Bercial et al., 2017)

While useful, the complexity of the real world in which coaches carry out their practice is difficult to capture in this picture. For instance, the adult participation domain may include a variety of context like recreational sport, sport for health or sport for social integration. This richness and diversity blur the boundaries between sport coaching and other forms of instruction.

⁵ Definition from the Council recommendation (2018): *For the purposes of this Recommendation, competences are defined as a combination of knowledge, skills and attitudes, where:*

- knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.

⁶ <https://www.coachlearn.eu/european-sport-coaching-framework.html>

Another significant element of this complex picture is the contrast between paid and voluntary /non paid forms of coaching. As shown earlier, the vast majority of coaches are non-paid volunteers. A small minority are part-time paid, and an even smaller group are employed full-time as coaches. This picture differs slightly from one country to another based on cultural traditions. It also varies between sports, with some being more likely to use mostly paid coaches (i.e. golf or tennis) and others where there are more chances of finding paid work (i.e. football).

Regardless of the form of recruitment, **a person acting as a coach needs to have appropriate competences**. According to the UNESCO “International Charter of Physical Education, Physical Activity and Sport”⁷ all personnel who assume professional responsibility for physical education, physical activity and sport must have appropriate qualifications, training and access to continuous professional development. In addition, the charter states that volunteer coaches should be offered suitable training and supervision.

Although coaches enjoy different statuses and working conditions, it is the view of this Expert Group that Member States, federations and employers should apply minimum standards that are equal for all coaches and aim to safeguard all participants. Additional requirements for those working with children, young people, and vulnerable adults should be considered. Those working with populations with special needs should also undertake specific, additional training in those areas.

It is worth underlining, as an example, the recent European Employer Skills survey for sport and physical activity conducted by the European Observatoire of Sport and Employment (EOSE).⁸ The survey was designed to consult employers from the sector (e.g. sport clubs, sport federations, sport bodies, outdoor providers) and collect quantitative and qualitative data on the labour market, skills needs, gaps and shortages, future tendencies/perspectives, realities and difficulties to recruit and retain staff and volunteers.

A total of 3,812 responses were collected from sport employers from all over Europe. Respondents were asked to identify the most important skills and attributes they considered for sport coaches, but also to indicate those they considered as the weakest.

The top 5 most important skills for coaches identified by respondents were:

1. Sport specific knowledge and skills
2. Clearly communicate instructions
3. Ensure health and safety of participants
4. Plan coaching sessions and programmes
5. Ability to work in compliance codes of practice/ethics

⁷ International Charter of Physical Education, Physical Activity and Sport, 2015, Article 7 http://portal.unesco.org/en/ev.php-URL_ID=13150&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁸ ESSA-Sport project: “A European Sector Skills Alliance for Sport and Physical Activity”, Erasmus+ project Key Action 2 Sector Skills Alliances for skills needs identification, Lot 1 (2016-2019). Coordinated by EOSE. See www.essa-sport.eu

The top 5 weakest skills for coaches identified by respondents were the ability to:

1. Work with people with disabilities
2. Use Information/Communication Technology (ICT) skills
3. Use the right marketing and selling skills
4. Organise activities and events
5. Work with different participants

It is important to mention that 56% of the sport employers who responded to the survey have the same expectation from volunteers and paid staff in the role of sport coaches.

Perhaps most significantly, sport employers expressed difficulties to recruit and retain sport coaches and stated that the main reasons for this were the low number of applicants with the right skills and the low number of applicants with the required motivation and attitude.

4.3 Coaches as role models and mentors

A coach is a person who is able to significantly influence other people with their skills, knowledge and values. Coaches therefore have a role to **inspire engagement in people**, and to **teach positive values and life (transferable) skills** through sport, which have a constructive impact on human and social development. These positive values include: ***fairness, team spirit, equality, discipline, inclusion, perseverance and respect.***⁹ Whereas skills include: ***cooperation (related to team spirit/working), leadership, fair-play, expectation management (e.g., when winning or losing) and stress management***¹⁰. In general, sport is an indivisible part of human culture, especially thanks to the unique benefits and values inherent to it. As such, one of the most crucial roles of a coach is to maintain and transmit the culture of a sport, including safeguarding, as well as the integrity of sport such as the fight against the use of banned substances, match fixing and the exploitation of minors.

The mentoring role of coaches is of a specific significance in the context of professional athletes who often face the challenge to combine their sporting career with education or work. According to international research, one-third of all participants between the ages of 10 and 17 withdraw from sports each year as they consider that sport takes up too much of their time and prevents them from pursuing other things in life (e.g. to study)¹¹. Coaches have a central role in influencing an athlete both in and outside of sport. Therefore, **today's coaches** working with developing or elite athletes, **should be aware of the principles of athlete's dual career and their importance, and be prepared to act as a supporting mentor.**

⁹ UNESCO, Values education through sport

¹⁰ Recommendations on the contribution of sport to the employability of young people, including young professional sportsmen and women, and the creation of jobs in the sport and sport-related labour market. Expert Group on Human Resources Development in Sport, 2016

¹¹ EU Guidelines on Dual Careers of Athletes. Recommended policy actions in support of dual careers in high-performance sport: approved by the EU Expert Group 'Education & Training in Sport' at its meeting in Poznań on 28 September 2012. (EU, 2013)

4.4 Coaching knowledge, skills and attitudes

In general, it has been recognised that all coaches require much more than basic knowledge about the techniques and tactics of the sport to be effective. Much of this evidence points to three main categories of coaching knowledge and skills, these being:

- 1) **Professional knowledge**, e.g. the sport, sport science, coaching theory.
- 2) **Interpersonal knowledge**, e.g. social context, relationships, leadership.
- 3) **Intrapersonal knowledge**, e.g. self-awareness, personal philosophy, (Côté & Gilbert, 2009).

Coaches also require so called “soft skills” to act as teachers and catalyst for personal development and social cohesion, promote fair play and to be able to combat the threats to the integrity of sport such as doping and match-fixing.

According to the European Qualification Framework - EQF¹², **Competence** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

The **minimum requirements for coaching competence** should be a combination between the core knowledge, skills and attitudes related to the generic descriptors of the EQF taught according to the regulations in different countries, and include the following areas:

Sport Delivery:

General principles of training and exercise depending on the target group, abilities and age; competition rules, terminology, basic exercises and main technical and tactical elements of the specific sport;

Safeguarding, Welfare & Integrity:

Safe environment for physical activity and sport, dignity, rights, safety and wellbeing of all participants; first aid; safeguarding and protection of minors and vulnerable adults, and special needs awareness; educating, protecting, detecting and acting against threats to the integrity of the sport, particularly fair play, anti-doping, match-fixing;

Developing and Managing Positive, Ethical and Developmental Relationships:

Creation of positive working relationships and motivation through leadership and communication; conflict management; cultural awareness; sensitivity and openness to diversity; principles of inclusion; understanding the personal background of their participants; willingness to listen.

¹² The European Qualifications Framework (EQF) provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It makes qualifications more readable and understandable across different countries and systems in Europe.

Monitoring and Evaluation:

Analytical capacity to evaluate self, individual, group and organisational performance.

General Organisation:

Basic knowledge of legal, organisational and financial framework; appropriate venue and equipment; recruit participants and promote activities; planning of sessions and seasons

Although agreeing that the common minimum level is necessary, coach education should not be limited to it. The overall aim is for a coach to have the core knowledge, skills and attitudes needed for coaching, whatever these are in a particular context.

The expanded core competences of coaches are presented in **Annex 1** as an example of key areas that may need covering in specific contexts.

4.5 Career development

The level of responsibility and expectations on the coach increase along with their experience and expertise. The more experienced and the higher the level of expertise, the bigger the expectation that the coach will also act as a leader, innovator and educator.

To this end, coaches must also take note of their own wellbeing and that of those around them. Career development planning is an important aspect to help ensure this. It refers to the **improvement of knowledge, skills and attitudes for better and continuous employability**. This also applies to the development of the volunteer coach. In both cases, it is important to support the **inflow of young coaches to the profession and to respect the gender balance principle**. This also results in continuous self-development opportunities in the job market. Furthermore, periodic updating and upgrading of knowledge, skills and attitudes supporting coaching and the transfer of experiences and competences to colleagues are important aspects. It should be recognised that financial benefits are not the main target and there should be an emphasis on an increased professional attitude, increased responsibility and an ability to deal with the challenges of the workplace. Volunteer coaches' lifelong learning opportunities also need to be addressed – not only because it is beneficial for the participants they coach, but also because volunteer coaches build up transferable competences that promote their employability across sectors. The acknowledgement of these skills also helps foster appreciation for coaching and thus contributes to attracting new coaches.

Given the above described position of coaches in the modern sporting world, it is also vital to understand the current situation in Member States with regards to educational schemes available to coaches in the context of lifelong learning.

5. The existing educational schemes

In order to build a baseline, primary data was collected from all Member States. This data showed differences in the method of acquiring qualifications with regards to the education system and certain differences in legislative frameworks concerning the coach's profession¹³. **In 15 Member States coaching is a regulated profession**, meaning it is recognised through various legal frameworks and that certain requirements must be fulfilled in order for someone to be officially considered a coach. Of particular note is that **a coach licensing system is currently operating in 18 Member States** and a system of coach tracking and monitoring exists in 15 countries. **In 8 Member States there are no minimum requirement or protocols to become a coach**, while in a number of other Member States the minimum requirements are recognised through the attainment of informal, non-formal or formal education. Significantly, the attainment of the minimum required competences and qualifications can be pursued through a variety of routes and institutions including national sports federations, universities, national public authorities (e.g. ministries) and vocational education and training institutions (public or private).

Almost all Member States provide the possibility for more varying pathways to acquire qualifications (e.g. recognition of competences, non-formal education, formal education through universities, non-governmental bodies and organisations, recognition of foreign qualifications and digital learning). Further requirements for the education of coaches, such as working with children, working with persons with disabilities or with the elderly, only exist in 7 Member States. However, **20 Member States do consider minimum learning outcomes for coaches as necessary**, in particular with the aim of ensuring quality and safety in their work and to promote coach mobility.

A series of scale questions were also provided with regards to issues concerning coaches. The respondents emphasised the importance for the coach to be a positive model and to teach values and ethics. Moreover, without a certain level of education, Member States felt it was impossible to achieve sporting success.

Given the results, it is clear that the way and conditions for acquisition of qualifications differ significantly among some Member States. Furthermore, whilst Member States do educate coaches in accordance with their national needs and conditions, 80.00% also recognise the need for defining minimum learning outcomes to ensure the safety of the coaching process and to promote the mobility of coaches (Figure 2).

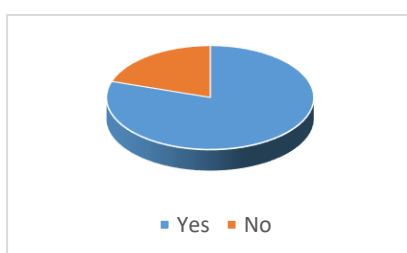


Figure 2: Necessity of defining minimum learning outcomes¹⁴

¹³ A survey was conducted in the Member States of the European Union. For complete results see Annex 2

¹⁴ Orange – 20.00% (5 MS); 80.00% (20 MS)

6. Key concerns for coaching

In order to obtain a complete picture, it is important also to assess the difficulties and challenges facing the coaching profession. This section, is designed to address a general overview of some of the key concerns in the world today and their impact on coaching practice.

In general this Expert Group identifies three categories of challenges faced by coaches. These include: 1) society, 2) integrity, and 3) employment and future needs.

6.1 Society

Sport plays a crucial role in developing participatory, local democracies and active citizenship. It can help people take an active role in their communities and society. In recent years, the European Union has received and integrated a considerable number of migrants. From a coaching perspective this is a challenge, as it contributes to changes in demographics, composition of sport clubs, demand and, more specifically, the approaches coaches will need to adopt to train their athletes/participants. Accompanying migration, there is a desire to integrate and include individuals from these backgrounds into society. Sport is seen as a positive tool for such inclusion. **Migration** therefore impacts the management and leadership of sport, demanding a greater diversity in the competences of coaches.

Similarly, the growing social recognition of the need to incorporate other **disadvantaged groups** into sport, for example people with disabilities or senior citizens, will have a major impact on how a coach trains, manages, leads and educates, as different groups have different needs. Therefore, specific and dedicated educational modules are needed.

Finally, the importance of **gender equality** is recognised as directly impacting the coaching profession. Differences between preferred coaching and leadership styles as well as between female and male anatomy and physiology contribute to these challenges. Therefore, a coach must be knowledgeable of different training styles and techniques needed to efficiently and effectively contribute to an improved performance of both male and female participants, as well as acknowledge negative gender stereotypes that sport may perpetuate.

6.2 Integrity

Threats to the integrity of sport are harming largely its image as well as the rights and safety of its participants. Awareness about **doping, match-fixing, sexual abuse, bad governance** and other issues is crucial for a coach to create a favourable and safe environment for sport participants. With further developments in sport science, pharmacology, genetics and robotics, these issues are likely to increase in the future. The consequences are more widespread than just bans on single players, teams, clubs, or

national teams. Regarding manipulation, sport itself is at stake. Therefore, coaches, especially those working in the performance pathway, should be familiar with the legislation and legal consequences as well as how to recognise the presence of these issues and methods to prevent them.

Sport ethics¹⁵, therefore, must be given the highest priority by all those who, directly or indirectly, influence and promote sporting experiences for children and young people, including coaches (Council of Europe, 2010)¹⁶.

One of the key roles of a **coach is that of a role model for athletes and, more broadly, for society**. Coaches are in a unique and privileged position with regards to the relationship with the athletes/participants, as well as with the general public. Consequently, their actions, decisions or statements are placed under added scrutiny by the media and the society/community as a whole. The result of this is that the behaviours of a coach are very much modelled and copied by people (in particular young people hoping to have one day a career in sport). In this way, coaches' actions have far reaching and long term consequences. Hence, coaches should be aware of their influence and be knowledgeable about their role, position and behaviours' consequences.

Furthermore, one of the key roles of a coach is to protect the athletes/participants from any potential harm. The **coach should ensure the protection of those under their care, be it physical, psychological or social**. Indeed, it is important for a coach to be conscious of the issues surrounding integrity issues, not only because of legal issues but also in order to detect and prevent potential problems from occurring.

6.3 Employment and future needs

Developments in sport digitalisation have recently intensified. **Technological solutions** are used in a wide range of sporting activities, for example by **using digital analysis to enhance athletes' performance**. Keeping up to date with the rapid growth in this area is a challenge for the coaches, which impacts their interactions with their sport participants.

Another technological impact is the **use of social media** which has become a key component of sport for many people and is used **for promotion, information dissemination, reporting**, etc. As such, social media and, in particular, the

¹⁵ **Sports ethics** is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, the use of unfair strategies whilst respecting the rules, doping, misuse of nutritional supplements, violence (both physical and verbal), sexual harassment and abuse of children, young people and women, trafficking in young sportspeople, discrimination, exploitation, unequal opportunities, excessive commercialisation and corruption. **Fair play** is defined as much more than playing within the rules. It incorporates the concepts of friendship, respect for others and sportsmanship. (Art 6 of the Appendix to the Recommendation of the Code of Sports Ethics "Fair play – the winning way" (Council of Europe, 2010)

¹⁶ Recommendation of the Committee of Ministers to member states on the revised Code of Sports Ethics, Appendix to the Recommendation of the Code of Sports Ethics "Fair play – the winning way", Council of Europe, 2010 https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cecaa

feedback/comments found therein are beginning to have a greater impact on a coach's mental wellbeing. It is important for a coach to be skilled and educated in the use and possible consequences of social media for them and their participants.

Additionally, other forms of technology have become embedded in modern life. **Digital education** is one example. A number of sport organisations are now offering online or blended learning courses. In this way, it is also vital for coaches to be educated in technology, as key principles can and are provided through online learning.

Finally, a concept well recognised throughout society and particularly among business and economic research is the **dynamic and changing nature of the modern (business) world**. This results in an intensified level of unpredictability in all aspects of life. It is currently not known what **the future of sport or employment** will look like. In order for coaches to be adaptable, the importance of quality lifelong learning and Career Professional Development (CPD, sometimes called Continuous Professional Development) is emphasised. The needs of sport participants, coaches, support staff and managers are continuously changing and therefore a diverse range of skills and capabilities, even if not currently needed, may be useful for the future. Coaches should be trained in the principles and importance of CPD and lifelong learning, to better prepare themselves and indirectly their participants for the possibilities of the future.

7. Guidelines for action

At a foundational level, there is one element that those who educate coaches must consider before anything else. **In addition to teaching the minimum technical and tactical elements of the sport** or physical activity, **coaches are accountable for ensuring they conduct their practice in a safe and ethical manner for the benefit of the participant or athlete.** Ethical coaching requires that the actions and decisions regarding the athlete are justified, humanly acceptable and lawful. Justification is based on sound reasoning grounded in essential knowledge of anatomy, biomechanics, physiology and psychology, chosen sport and expectations of athlete/participant. The coach must therefore have a proven knowledge of the sport concerned, the participants and the environment in which the activity takes place, to achieve performance, leisure or health goals in a safe manner. Safety is also based on the knowledge, skills and attitudes of prevention of injuries and providing appropriate response or reaction in case of injuries.

Given this foundation, the following guidelines are proposed:

1. **The practice of coaching should be subject to the minimum competence requirements.**

Regardless of the sport or activity, working environment, type of employment or whether coaching is based on volunteering or paid work, a minimum competence requirements approach should be enforced. The minimum competences include knowledge, skills and attitudes in the following areas: sports delivery; safeguarding, welfare and integrity; developing and managing positive, ethical and developmental relationships; monitoring and evaluation of self, individual and group performance; and general organisation. Proper and sufficient educational modules increasing the awareness of coaches in areas like: doping, match-fixing, athlete/participant abuse, or bad governance should be ensured. In addition, specific training for working with different social groups ought to be included in the coach education schemes.

2. **The contribution of coaches to areas other than sport, should be highly recognised and valued.**

In the context of modern society, a coach communicates positive values to society, teaches life transferrable skills and contributes to solving societal challenges, such as wellbeing, health and integration. The societal part of the work of coaches needs more promotion in society at large.

3. **Wider use of blended learning methods should be promoted.**

E-Learning alone is not advised as the nature of coaching practice requires personal contact and interpersonal relationships. Blended learning approach could enable coaches to obtain the basic knowledge required on legal, contractual, anti-doping, anti-corruption and other similar areas whilst the in-person component enables them to obtain the necessary inter-personal skills/and attitudes, communication, leadership etc. which will be needed to work with their

participants. Learning is often best obtained through practice, training, repetition and reflection.

In addition to the learning sessions in the classroom or on the pitch (sometimes called contact hours), learners can also receive assignments and exercises presented on an online learning environment. By using digital learning tools learning possibilities can be extended at a virtual level. This can increase the flexibility and therefore the attractiveness of the programme. By outsourcing specific tasks to an online platform, coaches can work independently at a time and place of their choice, thus reducing the number of sessions they attend physically and the burden on their limited time.

It is important that digital learning tools should not be an end in themselves but always aim to fulfil a particular purpose: e.g. increasing the quality of learning processes or the accessibility of learning opportunities. Therefore, it is important to choose learning tools that can provide an additional value to the learning processes.

4. **Coach training and development should comprise a variety of learning opportunities including formal (courses), non-formal (clinics/seminars) and informal education (casual conversations, observation of others, etc.).** Combining study in the classroom and practices on the pitch with digital learning tools can increase the impact of coach education. Importance should be given to acquiring knowledge and skills from experienced coaches and from existing best practices. A recommended aspect of a coach training is ensuring collaboration between universities and other educational institutions and sports organisations. Different paths for knowledge acquisition should be promoted and specific validation procedure should be put in place.

5. **A lifelong learning approach to coach education should be embraced.** Introducing annual upskilling and continuing education requirements is recommended. In an evolving society like the EU, there is a continuous need for the improvement of coaches' competences, such as: actively promoting sport as an attractive alternative to unhealthy and harmful social developments and successfully engaging new stakeholders; development of digital skills for realisation of goals; supporting athletes' aspirations for dual career; enhancing awareness of professional self-realisation through improved understanding of societal needs and possibilities; know-how and capacities for self-employment and business development etc.

Continued learning and education to update skills, to learn new skills and capabilities, and to enhance existing competences helps to ensure not only the achievement of the desired outcomes but also to see that the future needs or challenges of the sector and of the stakeholders are being kept in mind.

Coaches should be encouraged to undertake continued education and regularly update their qualifications by their organisation. The organisation in which the coaches are employed or volunteer (or in specific cases umbrella organisations such as federations) should provide the basic training for the principles of lifelong learning as a coach. It is up to the individual coaches involved to tailor their programmes and to meet their own perceived needs. The benefits of the approach are vast, and potentially can include increased job satisfaction, higher motivation, improved health (mental and physical) benefits, career development and personal performance.

8. Dissemination

Dissemination as well as implementation is an important success factor of these guidelines as it helps to ensure the maximum spread of the concepts within. The document should be translated into all languages of the EU. This is of vital significance given the topic, the aims of the project, and the target groups.

Seminars and info days should be held, ideally in all Member States, in association with coach education providers, sport organisations, schools and NGOs. Reaching the national level is important and can be an effective implementation way. Moreover, dissemination could also be made through major sport organisations and coaching associations.

Foreseen methods of dissemination includes:

- Publishing on the websites of the European Commission as well as at national level;
- Promoting and presenting at European and national conferences or meetings
- Organising dedicated meetings at European and national level;
- Organising a “state of play” meeting after 3 years from publication.

Annex 1: Coaching competences table

Core Coaching Knowledge, Skills & Attitudes

Attitudes
<ul style="list-style-type: none"> • Respect for human rights • An interest in interacting with others • An appreciation and respect for diversity • Respect for the truth and a willingness to assess the validity of all claims • A disposition to critical and constructive dialogue • An attitude of collaboration, assertiveness and integrity • A concern for ethical and environmental issues • An ethical, safe and responsible approach to technology • A positive attitude towards one's own personal, social and physical wellbeing • Empathy and genuine care for others • A desire to motivate others • A problem solving attitude and a sense of initiative and agency • A curiosity to look for learning opportunities

Areas of Work	Knowledge	Skills
	<p><i>In the context of the EQF, knowledge is described as theoretical and/or factual.</i></p>	<p><i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i></p>
<p>1. Safeguarding, Welfare & Integrity</p>	<p>Knowledge of theories and protocols in order to ensure safety and welfare of sport participants and the integrity of the sport or activity. Examples include:</p> <ul style="list-style-type: none"> • The principles of adaptation and recovery of the body during exercise • The notion of training: definition and implementation of objectives, cycles, sessions, exercises, evaluation test • Concept of prevention and recovery • Knowledge of the child's stages of development and maturation 	<p>The coach is able to:</p> <ul style="list-style-type: none"> • Mastering the techniques and tools of the sport activity concerned • Transmit the technical and security rules inherent to the activity and its environment • Comply with the rules for setting up practice areas to protect users

	<ul style="list-style-type: none"> • Safeguarding and protection of minors and vulnerable adults <ul style="list-style-type: none"> • First-Aid • The rules of the fight against doping and the process of drift of athletes, participants and coaches towards doping behavior • Sports ethics (online sports betting, Match-fixing) • Special Needs Awareness • Education on the importance of fun • Gender equality 	<ul style="list-style-type: none"> • Identify risk and ensure the safety and wellbeing of all participants • Follow standard operating procedures and processes when a threat appears, or an incident has already occurred. • To detect the appearance of deviating behaviours (nutrition, overtraining, doping, discrimination, harassment, etc.) • Act in the event of mistreatment, conflict situations or sectarian behavior (prevent, alert, support /accompany) • Educate, and act against threats to the integrity of the sport or activity • Implement physical preparation procedures in line with female physiology
<p>2. Developing and Managing Positive, Ethical and Developmental Relationships</p>	<p>Knowledge of theories and models, which contribute to the development and management of positive working relationships in the sport context. Examples include:</p> <ul style="list-style-type: none"> • Cultural awareness and sensitivity • Motivation • Leadership • Interpersonal communication (relationship between coach and athlete / participant) • Group dynamics 	<p>The coach is able to:</p> <ul style="list-style-type: none"> • Communicate appropriately • Adapt its activity to the reactions and progress of the participants • Build positive, ethical and individualised working relationships with participants

	<ul style="list-style-type: none"> • Conflict management • Change management (behavioural and organisational) • Codes of Conduct/Legal Framework • Ethics principles • Psychological (group dynamics, intergroup cooperation, groupthink, decision making, locus of control, personality, team dynamics) 	<ul style="list-style-type: none"> • Develop safe, respectful, inclusive and cooperative environments • Lead and facilitate positive change and development in participants • Avoid or resolve conflict peacefully • Work within the established legal framework • Contribute to ethical and positive decision making • Deal with parents and stakeholders (problem-solving, dispute resolution, pressure etc.)
<p>3. General Organisation</p>	<p>Knowledge of theories and models related to the creation of ethical, effective and efficient sport environments. Examples include</p> <ul style="list-style-type: none"> • The legal environment of the activity (institutional, legislative, regulatory, conventional) • Organisational development • Financial management • Recruitment, employment and procurement protocols • Knowledge of sports project management • Digital technologies • Data management • Marketing • Cross-cultural management • Corporate Social Responsibility • Stakeholder management 	<p>The coach is able to:</p> <ul style="list-style-type: none"> • Develop a mid/long-term vision for the activity/club • Source appropriate venue and equipment • Promote the activities and recruit participants • Recruit required additional personnel and support staff • Generate revenue as required • Keep appropriate personal, participant and financial records • Identify the social and environmental impacts of decisions of the project • Deal with stakeholders in a responsible manner

		<ul style="list-style-type: none"> • Use information and communication technologies in everyday situations of professional life (office tools, multimedia supports)
<p>4. Sport Delivery</p>	<p>Knowledge of theories and models related to the planning and delivery of ethical, effective and inclusive coaching activities and competitions. Examples include:</p> <ul style="list-style-type: none"> • Sporting codes and curricula • Participant development models (including all relevant sport science knowledge) • Coaching pedagogy • Functional and performance analysis • Digital technologies • Session, seasons and programme planning • Coaching in competition • Biological 	<p>The coach is able to:</p> <ul style="list-style-type: none"> • Conduct comprehensive needs analysis for individuals and teams • Create comprehensive and age/stage-appropriate coaching curricula • Design tailored coaching programmes and sessions to support personal development and performance improvement • Apply suitable methodologies and pedagogies to facilitate effective and efficient programme delivery • Select, plan and prepare for suitable competitions • Manage the competitive environment effectively to maximise enjoyment, learning and performance • Differentiate its training action on the basis of anatomical and physiological differences

<p>5. Monitoring and Evaluation</p>	<p>Knowledge of theories and models related to the monitoring and evaluation of personal, individual, group and organisational performance. Examples include:</p> <ul style="list-style-type: none"> • Self-reflection, evaluation, and personal awareness • Decision-making • Critical thinking • Problem-solving • Performance analysis • Continuing Professional Development (CPD) 	<p>The coach is able to:</p> <ul style="list-style-type: none"> • Conduct an analysis of coaching practice and the programme to adapt its project and program • Conduct an analysis of athlete/team performance to make decisions about the necessary ' adjustments in the workplace • Conduct analysis and undertake its work in a principle of continuous improvement • Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies • Promote the contribution of participants in the skills assessment process • Encourage and support a process of learning and continuous improvement of skills
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Annex 2: Coach education across the EU

Is the profession of coaches/instructors in sport in your country a regulated profession by law or other legal act? (select one choice)

Answer Choices	Member States	Responses
Yes	CZ, BG, SI, FR, ES, RO, LT, EE, PT, EL, HU, SK, LV, HR, IT	15
No	BE, PL, NL, AT, DK, DE, CY, LU, SE, FI, IE, MT	12

What are the minimum requirements to become a coach/ instructor in your country? (select one or more choices)

Answer Choices	Member States	Responses
a) No requirements	BE, PL, DK, DE, CY, SE, FI, IE	8
b) Recognized informal learning	BG, NL, LT, LV	4
c) Non-formal education (lifelong learning course, etc.)	BG, LT, EE, MT, SK, FI, LV, IT	8
d) Formal education (vet)	CZ, BG, AT, SI, FR, ES, LU, RO, PT, EL, HU, SK, HR, IT	14
e) Formal education (higher education)	CZ, BG, SI, FR, ES, RO, LT, EE, MT, PT, EL, SK, LV, HR	14

Who is in charge of sport coach/instructor education in your country? (select one or more choices)

Answer Choices	Member States	Responses
a) National sport federations	CZ, PL, NL, DK, SI, DE, FR, CY, ES, SE, EE, MT, PT, HU, SK, FI, LV, IE, IT	19
b) Universities	CZ, BG, PL, SI, FR, RO, LT, SE, EE, MT, PT, EL, HU, SK, LV, IE, HR	17
c) Other education institutions	CZ, BG, PL, NL, AT, FR, ES, RO, LT, MT, PT, HU, SK, LV, IE, HR, DE	17
d) Other organisations	BE, NL, SI, FR, LU, LT, SE, EE, PT, EL, IE, IT, HU	13

What are the different pathways to becoming a coach/instructor in your country? (select one or more choices)

Answer Choices	Member States	Responses
a) Competences recognition	BE, BG, PL, AT, DK, SI, DE, FR, CY, LT, SE, EE, PT, FI, LV, IE, IT, SK	18
b) Non-formal education conducted by a sport federation or other similar body	BG, PL, NL, DK, DE, FR, CY, SE, EE, MT, SK, FI, IE, IT	14
c) Formal education conducted by non-government bodies or institutions	CZ, BE, BG, PL, DK, SI, DE, FR, ES, RO, LT, SE, MT, PT, HU, FI, HR, IT	18

d) Formal education conducted by universities	CZ, BE, BG, PL, DK, SI, DE, FR, CY, RO, LT, SE, EE, MT, PT, EL, HU, SK, FI, LV, IE, HR	22
e) Recognition of professional qualifications obtained in a foreign country (directive 2005/36/ec).	CZ, BE, BG, PL, NL, DK, SI, DE, FR, ES, RO, EE, MT, PT, EL, SK, FI, LV, IE, HR, IT, HU	22
Other	AT, DK, LU, LT, EL, SK	6

Do you have any systems in place for the recognition of informal learning in the sport coach/instructor area in your country? (select one choice)

Answer Choices	Member States	Responses
Yes	CZ, BE, BG, DK, SI, FR, ES, LT, SE, EE, HU, FI, IE	13
No	PL, NL, AT, DE, CY, LU, RO, MT, PT, EL, SK, LV, HR, IT	14

Is it a requirement in your country that coaches have specific skills and knowledge to undertake the training of different groups (e.g children, persons with disabilities, the elderly etc.)? (select one choice)

Answer Choices	Member States	Responses
Yes	CZ, BG, SI, ES, RO, LT, FI	7
No	BE, PL, NL, DK, AT, DE, FR, CY, LU, SE, EE, MT, PT, EL, HU, SK, LV, IE, HR, IT	20

Is e-learning in your country recognised as a way to acquire coach qualifications? (select one choice)

Answer Choices	Member States	Responses
Yes	NL, DK, DE, ES, LT, SE, MT, PT, FI, HR, IT	11
No	CZ, BE, BG, PL, AT, SI, FR, CY, LU, RO, EE, EL, HU, SK, LV, IE	16

Do you feel there is a need to define a required minimum of learning outcomes for all coaches in terms of safety and mobility? (select one choice)

Answer Choices	Member States	Responses
Yes	CZ, AT, SI, FR, CY, ES, LU, RO, LT, SE, EE, MT, PT, EL, SK, LV, IE, HR, IT, HU	20
No	BE, BG, NL, PL, DE	5

Is there a licensing system (and licences as requirement for work) regulated by law or other legal act in your country? (select one choice)

Answer Choices	Member States	Responses
Yes	CZ, BG, PL, AT, CY, ES, RO, LT, SE, EE, PT, EL, HU, FI, LV, IE, IT, FR	18
No	BE, NL, DE, DK, SI, LU, HR, MT, SK	9

Choose a licensing system (and licences as requirement for work) regulated by law or other legal act in your country? (select one or more choices)

Answer Choices	Member States	Responses
a) Through the umbrella national alliances	CZ, LV, IT	3
b) Through governmental bodies	CZ, BG, RO, SE, PT, EL, LV, IT, FR	9
c) Through professional associations / chambers / organizations	CZ, PL, CY, SE, MT, IT	6
d) Other	AT, ES, LT, EE, HU, SK, FI, IE	8

Is there a system of monitoring and control of coaches in your country? (select one choice)

Answer Choices	Member States	Responses
Yes	BE, FR, ES, LU, RO, LT, SE, EE, MT, PT, HU, SK, LV, IE, HR	15
No	BG, PL, NL, AT, DK, SI, DE, CY, EL, FI, IT	11

Choose a system of monitoring and control of coaches in your country? (select one or more choices)

Answer Choices	Member States	Responses
a) Through national alliances	CZ, SE	2
b) Through state bodies (administrative and vocational)	CZ, BE, FR, LU, PT, LV, IE, HR, FR	9
c) Through professional associations / chambers	MT, SK	2
d) Through other organizations:	ES, RO, LT, EE, HU, SK	6

On a scale of 1–7 (with 1 being strongly disagree and 7 being strongly agree) please indicate your impressions of the following:

	1		2		3		4		5		6		7		Total	Weighted Average
	%		%		%		%		%		%		%			
In my country coaching is highly respected	3,85	1	3,85	1	15,38	4	15,38	4	38,46	10	15,38	4	7,70	2	26	4,58
My country has clear coaching pathways outlined	3,85	1	0,00	0	7,70	2	7,70	2	26,92	7	23,07	6	30,76	8	26	5,62
The general public in my country has respect for coaches	3,85	1	7,70	2	7,70	2	23,07	6	30,76	8	26,92	7	0,00	0	26	4,50
Personally, lifelong learning is an important component of coaching	0,00	0	3,85	1	0,00	0	0,00	0	11,53	3	26,92	7	57,70	15	26	6,31
It is too difficult to obtain coaching qualifications in my country	24,00	6	16,00	4	28,00	7	8,00	2	16,00	4	8,00	2	0,00	0	25	3,00
Due to the differences in educational pathways, coaches face difficulties in terms of mobility at the labour market	8,00	2	24,00	6	8,00	2	32,00	8	12,00	3	16,00	4	0,00	0	25	3,64
Expectations on coaches are too high in my country	4,00	1	20,00	5	12,00	3	28,00	7	16,00	4	16,00	4	4,00	1	25	3,96
What coaches are expected to know is unrealistic in my country	19,23	5	50,00	13	19,23	5	11,54	3	0,00	0	0,00	0	0,00	0	26	2,23
It is important for a coach to be a positive role model	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	23,08	6	76,92	20	26	6,77
E-Learning is a useful and important tool for coach training	0,00	0	15,38	4	11,54	3	15,38	4	19,23	5	19,23	5	19,23	5	26	4,73
Values and ethics are important for a coach to teach	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	30,77	8	69,23	18	26	6,70
There is a need to promote the regulation of the coaching profession in my country	0,00	0	3,85	1	0,00	0	23,08	6	26,92	7	19,23	5	26,92	7	26	5,38
Without appropriate training of coaches success cannot be achieved by sporting teams	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	38,46	10	61,54	16	26	6,62

Annex 3: Examples of strategies and good practices on coach education and development

Estonia

Organisation Information	
Name of organisation and website link	Estonian Foundation of Sports Education and Information www.spordiinfo.ee
Type of organisation	Foundation established by the Estonian Ministry of Education and Research and by the Estonian Olympic Committee
Country	ESTONIA
Initiative/Scheme Information	
Name of initiative/scheme	Sub-register of coaches (“coaches’ register”), essential part of the Estonian Sports Register
Starting date	First plans in 2002, ready for use since 2007
Main purpose of initiative/scheme	Part of the web-based, comprehensive state sport information system, that aims to: <ol style="list-style-type: none"> 1) collect, process and issue data in order to support issuing sport coach qualification (to perform functions arising from the Estonian Professions Act); 2) keep records of qualified and unqualified coaches acting as coaches and trainers in sports clubs, sports federations and sports schools of Estonia; 3) use data for analysis, official statistics and decision-making in sport policy.
Key features	<p>General overview about sport coaches in Estonia: in all counties, local governments and in every sports club, sports federation and sports school. E.g. 2018 overview:</p> <ul style="list-style-type: none"> - 3358 coaching qualifications, incl. 1256 issued in 2018; - 5909 coaching jobs in 110 sports; - 28% of qualification owners do not work as coaches. <p>The data composition includes: coaches’ personal data, data on their on education, qualification, sport, employment.</p> <p>Authorised access to the register for official use. Data about the name, qualification, sport and employer of a coach is</p>

	<p>public data and published on the website. The register operates and all the changes are made on-line. Connectivity with other state registers.</p>
Critical success factors	<p>Interest and support from Governmental side. Legal basis – Estonian Sport Act. Existence of the advanced public IT-infrastructure (digital authentication; digital signature; connectivity with other state registers: Population register, Commerce register etc). Cooperation with sports organisations. Submission of data compulsory for sports organisations (coaches’ employment). Well planned website and professional IT personnel.</p>
Main challenges for implementation	<p>To connect coaches’ register with other registers To keep the data up-to-date, especially on coaches’ employment and education.</p>
Outcomes	<p>https://www.spordiregister.ee/en/treener Working database with numerous analysing options by sports, by regions, by age, by gender, by qualification, etc. The most important outcomes: 1) complete public list of qualified coaches of Estonia; 2) complete overview of coaches, both qualified and unqualified, who work in Estonian sports clubs, sports schools and sports federations; 3) applying for coach qualification online.</p>

Organisation Information

Name of organisation and website link	Estonian Foundation of Sports Education and Information www.spordiinfo.ee
Type of organisation	Foundation established by the Estonian Ministry of Education and Research and by the Estonian Olympic Committee
Country	ESTONIA

Initiative/Scheme Information

Name of initiative/scheme	Specialised subsidies for sports organisations to employ coaches working with children and youth and having at least the Qualification Level EQF 5
Starting date	Plans from 2013, realised from 01.01.2015
Main purpose of initiative/scheme	<p>To help sports clubs employ and keep employed coaches working with children and youth. To motivate coaches to reach at least to the EQF 5 level. To help coaches with qualifications to be employed, to</p>

	<p>ensure coaches with social security. To avoid payments to coaches by tax-free scholarships or other not accepted means.</p>
Key features	<p>The governmental side is strongly interested on safeness and well-organised trainings by competent coaches. The governmental side is strongly interested on employment of coaches and paid taxes to the State. Annual subsidies to sport are allocated to the sports clubs according the work of coaches with children and youth. Main principles – no more than 50% from governmental sources and the rest from employers (sports organisations).</p>
Critical success factors	<p>Guaranteed subsidies from the Government. Clear and precise rules to obtain and use specialised subsidy. Easy usable website and professional workforce to manage applications and follow-up. Following rules by each recipient. Central coordination by Foundation. Regular feedback from taxation office.</p>
Main challenges for implementation	<p>Just to keep the deadlines and follow the rules.</p>
Outcomes	<p>The 5th year in practice. More than 1400 supported coaches in 400 clubs working with more than 40 000 children. Salaries and social security guaranteed, pay back of taxes to the State has increased within 5 years more than three times.</p>

Organisation Information

Name of organisation and website link	Estonian Olympic Committee www.eok.ee
Type of organisation	National Olympic Committee
Country	ESTONIA

Initiative/Scheme Information

Name of initiative/scheme	Coaches Qualification System
Starting date	October 2002, first qualifications from June 2004
Main purpose of initiative/scheme	<p>To assure regular training process which is secure, adequate, according to age and abilities of participants, first and foremost for children and youth. To have detailed information about the people acting as coaches or trainers.</p>

	To build up an educational system for coaches, evaluation system of coaches based on the interests of sports organisations and public institutions.
Key features	<p>From 2002 starting with 5 levels, from 2013 6-level system, fully integrated into EQF (from EQF 3 to EQF 8).</p> <p>Harmonised rules for all sports, several options to obtain EQF level – from educational courses to university degree, always practical experience is important.</p> <p>Curricula and educational materials, both on general subjects and on special sports subjects.</p> <p>Responsibilities by sports federations (specialised commissions on sports) with coordination and supervising power of NOC central commission.</p> <p>Excellent cooperation with Estonian Qualification Authority www.kutsekoda.ee/en/ and Universities of Tallinn and Tartu.</p>
Critical success factors	<p>Strong interest of families, local authorities, central government and sports organisations.</p> <p>Impact of qualification to coaches salaries.</p> <p>Impact of subsidies for sport organisations from public side.</p>
Main challenges for implementation	<p>To promote the principles of “Life-long learning”.</p> <p>More than 60 different sports.</p> <p>To work out and publish curriculums and educational materials.</p> <p>To establish qualification commissions (central and in different sports), educating and motivating members.</p> <p>To create a web-based coaches’ qualification database to manage it and to make visible for all interested parties and persons.</p>
Outcomes	<p>3400 licensed coaches having qualifications (EQF 3-8).</p> <p>All together up to 14 000 issued and renewed qualifications.</p> <p>To have qualification license has become normality in the development process of 15 years.</p>

Finland

Organisation Information	
Name of organisation and website link	Finnish Olympic Committee https://www.olympiakomitea.fi/
Type of organisation	Umbrella organisation
Country	Finland
Initiative/Scheme Information	
Name of initiative/scheme	Coach development Network
Starting date	2012
Main purpose of initiative/scheme	The Coach development network is for all the organisations involved in coach development e.g. sport feds, sport institutes, district organisations, higher education institutes and sport academies. The main aim is to increase co-operation between these organisations, create common understanding, guidelines and tools for education.
Key features	Monthly workshops, materials, working groups, seminars, international co-operation.
Critical success factors	Network leadership is at the Olympic Committee. Success factors for a network are: people get to know each other, mutual trust and commitment.
Main challenges for implementation	Time. Lack of full time staff for coach development in small organisations.
Outcomes	Common tools, shared tools and practices, coach developers education, common guidelines and frameworks, workshops serve as professional further education, peer support, enthusiasm, increased co-operation.

Organisation Information	
Name of organisation and website link	Finnish Olympic Committee https://www.olympiakomitea.fi/
Type of organisation	Umbrella organisation
Country	Finland
Initiative/Scheme Information	
Name of initiative/scheme	Finnish Coach Competence model
Starting date	2012
Main purpose of initiative/scheme	The coach competence model is a basis for coach education planning and a tool for coach developers and coaches to assess coaches' competences.
Key features	Science based, comprehensive model
Critical success factors	Implementing the model as a base of all education programs from level 1 to vocational qualifications and higher education.
Main challenges for implementation	Many organisations involved.
Outcomes	Common red line in all coach education levels, creating common understanding what means holistic coaching means.

Organisation Information	
Name of organisation and website link	Finnish Olympic Committee https://www.olympiakomitea.fi/ Finnish Gymnastics Federation https://www.voimistelu.fi/ Finnish Ice-Hockey Federation https://www.finhockey.fi/
Type of organisation	Umbrella organisation Sport Federation
Country	Finland
Initiative/Scheme Information	
Name of initiative/scheme	Coach education in coaches' everyday environment
Starting date	2013
Main purpose of initiative/scheme	Coaches learn most in their everyday work. To increase the effectiveness of coach education it is reasonable to bring

	coach education as a part of coaches own work – into sport clubs.
Key features	Learning in practice, mentoring, everyday practice
Critical success factors	Coach developers and mentors education, quality assurance, changing the role of the sport club.
Main challenges for implementation	Sport clubs should have professionals as performance managers and coach developers.
Outcomes	More effective education programs.

France

Organisation Information	
Name of organisation and website link	FRENCH FOOTBALL FEDERATION (FFF) https://www.fff.fr/fff/formations/educateurs-entraîneurs/detail/185787
Type of organisation	National Sports Federation
Country	FRANCE
Initiative/Scheme Information	
Name of initiative/scheme	“Football for people with disabilities” training module
Starting date	<u>Launch of the training scheme in June 2019.</u> Preliminary steps: - Design process begins (early 2018) - Testing (from October 2018 to January 2019)
Main purpose of initiative/scheme	The French Football Federation (FFF) has always been very attached to its educational and social role and, consequently, to ensuring high professional standards among its coaches. Thus, through the creation of this training module related to people with disabilities, the focus is on enhancing inclusiveness and this should be viewed in the context of the organisation's proactive policy for promoting diversity, inclusion and the prevention of all forms of discrimination. Consequently, the “football for people with disabilities” training module aims to raise coaches’ awareness of the specific characteristics of this group; to promote understanding and dispel prejudices; to enhance the quality of the environment in which they are received; to promote a better understanding of their expectations as sportspeople and to develop relevant teaching skills. The objective of this initiative is to contribute to the professional development of coaches by maintaining a high quality, effective, affordable training system that is in tune with the surrounding world and the times.
Key features	The “football for people with disabilities” training module (16 hours) is an integral part of a type of training that is part of the French Football Instructor Certification curriculum (Brevet de moniteur de football, BMF – EQF level 4). → <u>Intended audience:</u> The BMF’s “football for people with disabilities” training module, <u>is aimed at the following</u>

	<p><u>groups</u>: volunteers, (qualified) professionals, players, managers, parents, referees and BMF trainees.</p> <p>→ <u>Curriculum</u>:</p> <ul style="list-style-type: none"> - Social and sporting challenges involved for players with disabilities; - Overview of the regulatory framework; - Understanding the groups concerned and the practical aspects of the sport for players with mental and physical disabilities; - Educational role play with people with mental disabilities; - Introduction to and learning about specific forms of the sport: blind football – wheelchair football; - Development of different varieties of the sport for these people in FFF organisations (i.e. clubs). <p>→ <u>Methods and materials</u>:</p> <ul style="list-style-type: none"> - Testimony from athletes with disabilities; - Coaches are put in the position of someone with a physical disability (e.g. by being blindfolded) as well as being required to coach people with mental disabilities; - Courses, videos, slideshows, trainee booklet distributed at the start of the training course. <p>→ <u>Validation of the “football for people with disabilities” module</u>:</p> <ul style="list-style-type: none"> - Issuance of a certificate of participation, for people who are not registered with the BMF.
Critical success factors	<ul style="list-style-type: none"> - A federal organisation that promotes a shared commitment to integration and the promotion of diversity, which fosters cooperation among its members; - A federal organization that takes into account the expertise of its trainers and coaches in developing performance and participation in sport for all; - An obligation to achieve sporting, educational and social results due to the popularity of football among young people and the general public; - A project developed in partnership with the French Federation of Disability (FFH) and the French Federation of Adapted Sport (FFSA) in order to ensure consistency of training at the national level; - A pooling of skills: training led by both FFF technical managers and authorised trainers from the FFH and FFSA.
Main challenges for implementation	<ul style="list-style-type: none"> - The attractiveness of this course for audiences other than those registered with the BMF; - The involvement of professional clubs in implementing

	initiatives aimed at developing these forms of sporting activity.
Outcomes	<p>Currently, it is not necessarily a question of quantitatively measuring the project: the project is too recent. It's more about observing. To date, two observations have been made by the people registered for this module:</p> <ul style="list-style-type: none">- An awareness that expectations are the same: people, regardless of whether they have a disability or not, are focused on performance;- The coaches put in the place of someone with a physical disability reported that this exercise had improved their teaching skills with regard to athletes with disabilities but that it had also made them more attentive when it came to athletes without disabilities.

Germany

Organisation Information	
Name of organisation and website link	German Olympic Sports Confederation / Deutscher Olympischer Sportbund (DOSB) www.dosb.de
Type of organisation	National Olympic Committee
Country	Germany
Initiative/Scheme Information	
Name of initiative/scheme	Competence Based Coaches Education and recognition of learning needs through Blended Learning with Social Video Learning
Starting date	Continuously since 2012
Main purpose of initiative/scheme	To enable coach education providers within the German sports system to better implement competence based education, DOSB developed and since 2012 implements a blended learning concept with social video learning.
Key features	<p>The main learning tool of the blended learning concept is a video player that one can stop at either point to comment and re-comment what is displayed. Sounds simple – but this technical possibility offers a new coaches education didactics. Coaches now can bring situations from their home club into the learning course. Learners and teachers can give feedback, comment and re-comment. Learners not just learn in “laboratory-situations”, but get feedback and comment on their real coaching situations. The teachers pick up the real challenges of the individual coaches, their previous knowledge, their learning needs and can organise their course along the needs of the coaches.</p> <p>Also the exams can be done in the home club of the coach. The coach films his coaching situation, reflects it (if necessary films it again), and uploads it to the learning platform where teachers and other coaches of the course can give feedback and comments. So even the exam situation is in the real club situation. The coach learns within and for his own environment.</p>

	<p>Additionally to the social video learning there are other learning tools as blogs and C-Maps.</p> <p>The learning technology is https://www.edubreak-sportcampus.de/de . It is provided by the learning agency https://www.ghostthinker.de/ and can be rented as software as a service (sas).</p> <p>A video about the concept in football with English subtitles https://www.youtube.com/watch?v=VbZkTkHUzYA</p>
Critical success factors	<ul style="list-style-type: none"> • This concept needs a high qualification of the coach educators • The concept is highly intensive – for educators and coaches • costs
Main challenges for implementation	<p>The concept was first introduced by the German Table Tennis association (DTTB). In a project funded by the German Federal Ministry of Research and Technology and the European Social Fund, DOSB developed it further. Through intensive knowledge management and information many other member organisations are now implementing the concept. The concept is provided by an agency (https://www.ghostthinker.de/) for digital Learning who developed it together with sports organisations. By now app. 30% of the member organisations use this concept but it is spreading continuously.</p>
Outcomes	<p>Increase of quality in coaches education concerning competence based education and recognition of learning needs.</p>

Organisation Information

Name of organisation and website link	German Olympic Sports Confederation / Deutscher Olympischer Sportbund (DOSB) www.dosb.de
Type of organisation	National Olympic Committee
Country	Germany

Initiative/Scheme Information	
Name of initiative/scheme	Vision Coach 2026 and project TrainerInSportdeutschland (Coaches in Germany) Visit: https://trainerinsportdeutschland.dosb.de/
Starting date	1.7.2019-30.6.2023
Main purpose of initiative/scheme	In 2016 the DOSB and its Member Organisations worked out a vision called “Vision Coaches 2026”. The main goal of the vision is to have sufficient numbers of qualified coaches in all German sports clubs and federations by 2026. The vision describes in 13 subitems in which subjects action has to be taken. It focuses on all coaches within the organised sports system (professional and volunteer; high performance and grass root; kids, youth and adult coaches etc.).
Key features	On 01.07.2019 the DOSB started a project to approach the vision. The project is called TrainerInSportdeutschland. It addresses all organisations and departments within the organised German sport system that can help to fulfil the vision. The project is planned as an organisational development project. It has a digital strategy and focuses mainly on knowledge management, collaboration, and development of expertise and competences within the system (“learning organisation”). Stakeholders can apply for sub projects that focus on the Vision coaches 2026. The role of DOSB is to provide some financial support as well as to arrange mentoring, and knowledge transfer. Additionally, DOSB continuously involves stakeholders and coaches in the process to safeguard smooth operations and to adapt the planning if necessary.
Critical success factors	A high involvement of stakeholders and coaches is needed to approach the vision in the best possible way. Regularly evaluations shall help to adjust where needed, and to safeguard continuous development. Besides the vision a main goal is knowledge transfer and the further development of DOSB as a learning organisation. Thus, knowledge transfer and organisational learning are crucial factors for the project’s success.
Main challenges for implementation	The project is an organisational development project for the sports system. So a broad implementation is the main goal of the project as well as one of the main challenges.

Outcomes	<ul style="list-style-type: none">- Approaching the Vision Coaches 2026- Consolidating a development and learning progress of the sports system within the topic of coaches- Creating a new culture of working together in the topic of coaches (networking, share knowledge etc.)
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Malta

Organisation Information	
Name of organisation and website link	Institute for Physical Education and Sport (IPES) https://www.um.edu.mt/ipes
Type of organisation	University
Country	Malta
Initiative/Scheme Information	
Name of initiative/scheme	Pre-tertiary course in the Foundations of Coaching (FoC)
Starting date	Course was launched in 2004
Main purpose of initiative/scheme	This course was set up to support the local sport organisations who lack the required human resources to deliver their own courses. It was designed to help inform and educate coaches, administrators, and parents who work or carry out duties within sports clubs. The main focus was qualifying the people working with children and youth. This course is organised in collaboration with SportMalta.
Key features	The 20 ECTS course is delivered over 18 weeks (usually between October and March). The programme of studies is divided in 5 modules of 4 ECTS each. The modules focus on Pscho-Social aspects in sport, Pedagogical issues in sport, Sports Science, pedagogy of mini games, swimming, athletics, gymnastics & Micro-coaching. This course takes a generalist as opposed to a sport specific perspective, where transferrable knowledge is the focus.
Critical success factors	Level of interest shown over the years in this course. The mix of candidates from a variety of sport. Targeting qualifying the present sport work force.
Main challenges for implementation	All candidates need to satisfy entry requirements as stipulated in the University admissions bye laws. For instance; Some potentially good practicing coaches are not yet 18 years of age. Some practicing coaches may be missing one or more of the required 5 'O' level (GCSE) passes as entry requirement for a pre-tertiary course. The need to shift some lectures to Online mode (thus missing out on face to face and hands on sessions) to suit the needs of a wider range of local coaches.

Outcomes	<p>Qualifying further the field of coaches working with young participants.</p> <p>Generating an awareness on the qualities of good coaching and teaching.</p> <p>Generating the needs for continuous professional development for persons working in the coaching field.</p>
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Portugal

Organisation Information	
Name of organisation and website link	Portuguese Football Sport Federation
Type of organisation	NSF
Country	Portugal
Initiative/Scheme Information	
Name of initiative/scheme	Quality certification process of football youth education entities (football academies)
Starting date	September 2018
Main purpose of initiative/scheme	Qualify football clubs HR to better intervene with youth for an excellent training/education process.
Key features	<p>Each course has 9 modules to increase the competencies of all coaches working in the football academies.</p> <p>Scope of training with all sport major areas to increase competencies:</p> <ol style="list-style-type: none"> 1. Planning 2. Organisational structure 3. Staff recruitment process 4. Sportive culture 5. Health support 6. Personal and social development 7. People management 8. Facilities 9. Performance <p>The certification of football academies has several criteria (to get enough scoring) from each training module. Several courses are happening everywhere in Portugal to give the opportunity to all clubs to train their staff, with relevance to head coaches and academy's directors.</p>
Critical success factors	<p>Training modules given by experts in each area working in Football or Sport Organisations.</p> <p>Courses available to all and each manager/coach responsible for clubs' academies.</p> <p>In Module 6 – "Personal and social development" relevance is given to dual career pathways and guidelines (including formal relationship between coaches work and schools responsibilities).</p>
Main challenges for	Location and number of Football Clubs with training centres

implementation	<p>in Portugal to train, evaluate and certify. Number of hours and courses needed. Number of UEFA licensed coaches. Number of (already) certified Academies to follow up.</p>
Outcomes	<p>There are now, in Portugal, several directors and coaches with competencies and skills developed to manage football academies staff in line with best practices in several areas of training and develop life projects of young players. Nowadays, the Football Federation creates different levels to training directors and to recognise football academies. Coaches and academies directors developed other competencies to increase the overall training conditions to develop young football players.</p>

Spain

Organisation Information	
Name of organisation and website link	Centro Superior de Enseñanzas Deportivas (CSED), adscrito al Consejo Superior de Deportes (CSD): http://cesed.csd.gob.es/
Type of organisation	Public teaching centre for distance sports education. Centro docente público de formación deportiva a distancia.
Country	Spain
Initiative/Scheme Information	
Name of initiative/scheme	The sports coach is a leader.
Starting date	September 2016
Main purpose of initiative/scheme	Incorporate competences related to intra and interpersonal leadership into the official training of the Spanish sports technician, through practical activities that favour self-knowledge and through the ability to help their athletes to give the best of themselves: <ul style="list-style-type: none"> - Responsibility - Professional self-demand - Self-control - Ethics - Inspirational communication: empathy, active listening, powerful feedback <p>All this while facing a methodological challenge that demands creativity and innovation when having to develop attitudinal and procedural competencies in an unfavourable setting such as online training.</p>
Key features	<ul style="list-style-type: none"> - Learning of leadership competences mainly related to emotional intelligence. - Use of an active and applied methodology based on tasks within the framework of online training, beyond traditional formats and spaces.
Critical success factors	<ul style="list-style-type: none"> - Support from the Administration. - Social sensitivity to a new model of sport and of reflective coach, who is more oriented to the comprehensive development of athletes, the fight against inequality, sustainability, and fair play.
Main challenges for implementation	<ul style="list-style-type: none"> - The need to make sport the driving force of an inclusive future and a positive reference for new generations. These are challenges in which coaches are play a decisive role.

Outcomes	<p>- A sport run by coaches sensitized to ethics, inequality, health, the environment and permanent training where the centre is the athlete as a person.</p> <p>- A sport that serves as an agent of change to build a better world.</p>
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Organisation Information	
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Name of organisation and website link	Higher Sports Council (CSD) Higher Center for Sports Education (CESED) http://csed.csd.gob.es/ .
Type of organisation	Public center
Country	Spain

Initiative/Scheme Information	
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Name of initiative/scheme	Coaches Training Methodology
Starting date	October 2016
Main purpose of initiative/scheme	<p>Strategic lines of CESED:</p> <p>1.- Serve society through the training of prestigious coaches (through high-quality distance education) where the fundamental objective is for sports technicians to assume leadership, responsibility, professional self-demand and respect for the values of fair play, as hallmarks of your professional exercise.</p> <p>The quality of the training offered by the CSED is based on two pillars on which our pedagogical proposal is articulated:</p> <p>a) The singular curricular concretion, based on work based on learning outcomes and the development of a plot thread that brings coherence and significance to learning.</p> <p>The development of this curricular concretion is carried out through learning activities and support materials, prepared in different formats: writing, audiovisual, schemes, etc. At all times the variety is intended motivation and effectiveness.</p> <p>Both the curricular concretion, as the learning activities and the materials are in continuous evaluation and review through the content improvement projects.</p> <p>b) The tutorial action, although the tutorial action is manifested through the tutor, we are aware that every student's contact with the center contributes to this tutorial action.</p> <p>Through the tutorial action we intend:</p> <p>I. Guide and motivate the student, creating a direct and</p>

	<p>personal relationship that facilitates the transmission of messages and meanings, beyond the instrumental learning, always looking for the student to work in a constant and positive way.</p> <p>II. Complementing the learning process through powerful feedback and a constructive evaluation, which takes into account the significance of the proposals.</p> <p>2. The creation and strengthening of a culture of lifelong learning in the Spanish sports system is articulated through the creation of a permanent meeting space for all agents linked to sports training.</p> <p>In the CSED we consider that the continuous training of our coaches is fundamental for the development and evolution of the sports system. Therefore, we seek to work in coordination with the other agents of the system in articulating effective and successful lifelong learning formulas</p> <p>The CSED believes that the sports coach should be a leader capable of directing himself (with strong ethical principles and intense emotional balance), and motivating and engaging athletes, collaborators and society in general, to promote a framework of professionalism and rigor in sports development (both in base sport and high performance), according to an ethical exemplarity based on respect, equality and fair play</p> <p>The axis on which the performance of the CSED pivots is the integral and personalized development of the student. Therefore, its VALUES are synergistically oriented towards that essential purpose. These are values that are constantly revitalized through the daily example of all members of the CSED educational community:</p> <ul style="list-style-type: none"> - Respect for others. - Humility. - Collaboration and teamwork. - Commitment to quality and a job well done. - Honesty and intellectual rigor. - Opening and connection with the environment. - Creativity and innovation. - Continuous improvement and proactive change management.
<p>Key features</p>	<p>The CSED promotes the following educational principles for coaches:</p> <ul style="list-style-type: none"> - Boosting an innovative educational environment.

	<ul style="list-style-type: none"> - Emphasis on social and emotional development. - Stimulation of creative thinking, so that problems are solved by applying knowledge to new situations. - Stimulation of critical thinking, so that students learn to think for themselves. - Individualized and organized teaching around the student's needs. - Emphasis on self-reliance and independence in learning. - Stimulus of the pleasure of knowledge, of the passion to learn. - Meaningful learning, both for the relevance of the information and the teaching-learning process itself. - Consolidation of work habits: self-control, responsibility, organization, collaboration, own initiative and persistence
Critical success factors	E-learning has a high % dropout rate; It is necessary to retain the coach through activities that generate adherence to the project and enthusiasm for the process of continuous improvement
Main challenges for implementation	The objective is the quality training of coaches. Training in Spain is divided into 3 levels; sports initiation, sports technical and high performance. A broad base is being generated in sports initiation that provokes new methodologies in the initial stages and renewal of high level coaches. This model is making it easier for high-level athletes to combine sports and academic life (dual career).
Outcomes	<p>Since 2016, about 3,000 coaches have been trained in the CSED that are reaching sports initiation and high level. It is also making it easier for high-level athletes to reconcile their sports and academic life (about 70 high-level athletes have benefited from our model).</p> <p>Our desire is to reach the largest number of sportsmen and sportswomen. Currently working in collaboration with the Spanish Sports Federations</p>

The Netherlands

Organisation Information	
Name of organisation and website link	Netherlands Olympic Committee and Netherlands Sports Confederation (NOC*NSF) www.nocnsf.nl
Type of organisation	Umbrella organisation
Country	The Netherlands
Initiative/Scheme Information	
Name of initiative/scheme	The development of a joint learning program for the levels EQF-level 3-6 as a result of a partnership between the federations and educational institutes
Starting date	2019
Main purpose of initiative/scheme	To solve the problem of the shortage of coaches at levels 4-6 in order to realize the Dutch ambitions to be both the top 10 in the world in the field of top sport and to achieve the annual growth of sport participation.
Key features	A greater amount of coaches who are able to develop continuously, both broadly and in depth or to a higher level
Critical success factors	Success factors for are: people get to know each other, mutual trust, commitment, and time.
Main challenges for implementation	To bridge the differences between the way federations and educational institutes in building, developing and educating coaches.
Outcomes	Educational courses and learning lines on different levels; and of course enthusiasm and increased co-operation between federations and educational institutes.

Organisation Information	
Name of organisation and website link	A cooperation between Netherlands Olympic Committee and Netherlands Sports Confederation (NOC*NSF) and sport federations.
Type of organisation	Umbrella organisation
Country	The Netherlands
Initiative/Scheme Information	
Name of initiative/scheme	The development of a (digital) platform for the distribution of education, training and useful apps and tools to develop coaches
Starting date	2019
Main purpose of initiative/scheme	In addition to thorough training, coaches can develop more easily when certain information, additional training courses and also (trainings)apps can be accessed via one platform
Key features	In development

Critical success factors	In development
Main challenges for implementation	In development
Outcomes	One digital platform accessible for all kind of coaches

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