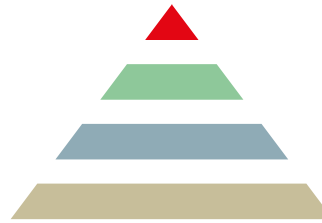




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PEAK

Policy, Evidence and Knowledge in Coaching

EU Mapping & Good Governance Practice Analysis

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1 Introduction

The primary objective of the PEAK project is “to promote and support good governance in sport” by preparing a set of coaching policy recommendations for use by national and European sport federations, coaching bodies and governments. Six guiding questions underpin this objective, and give shape and focus to the project:

1. What roles, responsibilities, and statuses does coaching currently hold in the overall sport strategies of national Governments within the European Union?
2. What policies, programmes and decision-making processes currently exist in European countries to develop and enhance coaching systems; regulate coaching to improve its quality and ensure the safety of all participants in sport, especially children?
3. Do European and National Sport Federations have policies and programmes in place that aim to regulate or stimulate coaching development?
4. What are the best practices currently available for the inclusion of coaching development in an organisation's strategic plan based on which criteria?
5. What evidence-based strategies and practices are available to increase opportunities for women in coaching?
6. What evidence-based strategies and practices are needed to enhance the effectiveness of good governance measures in the practice of sport coaching?

Current policies are lacking a guiding framework, and despite its importance, coaching is typically unregulated. Therefore, the PEAK project will be an important step in strengthening the policy foundations of sports coaching in Europe. The project also recognises that, due to the different sport systems in Europe, standardised and universal policy recommendations cannot always be developed. Using rigorous theoretical grounding and evidence, however, the project does aim to put forth a selection of general good practice recommendations for coaching policy in Europe.

The goal of the Mapping process was to collate and analyse the data from the completed surveys and country reports (which formed part of the Research Report). The mapping process allowed us to identify examples of good practice in the recommended areas and case studies were created to highlight these. This report provides information on the mapping process and on the criteria for the case studies. Ultimately, this report and appendices will help inform the Framework for Good Practice and the related Self-Assessment Tool.

The chart below gives a timeline representation of the work involved in producing this report and its' appendices.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Mapping	Locating all relevant data.	Collation of all relevant data.	Grouping and analysis of data.		Completion of mapping document (Appendix 1).							
Case Studies	Identification and selection of case studies.		Contacting personnel from selected countries/organisations requesting further information on the programme identified as a 'good practice' case study & receiving information back from them.									
					Writing up of the 18 case studies (Appendix 2).							
Report											Writing of the report.	

2 Methods

2.1 Mapping

The mapping exercise was conducted in four phases. The first phase, the initial mapping, took the data from the completed 'country surveys' (which formed part of the Research Report) and compiled the answers provided according to the question asked. This was conducted without screening (removing information provided that was not relevant to the question asked), or analysis (comparing information provided with other countries and/or other sources). At the end of phase one, each question from the survey, 29 in total, had all the responses, from each of the countries, listed alongside it in table format.

Phase two of the mapping exercise involved careful reading of the information collated at the end of phase one, looking up any given references, articles and/or URLs, relevant to the questions asked and adding in relevant information from that process to the table created at the end of phase one. At that stage, the information provided for each question was checked for relevance and any irrelevant information was removed and stored back in a 'country specific' folder. Once all the information provided had been expanded, explored and screened as appropriate, it was ready to be analysed for the purpose of comparison in phase three.

Phase three involved categorising the information. Information was grouped in such a way that it was evident what was the same, similar or different to other answers of the same question from the different countries. The table at the end of phase three, therefore, had the information grouped in a different order than in previous phases.

The fourth and final phase involved reviewing all the categorised information and writing a statistical and/or qualitative statement on the information provided (relative to the type of question) for each question asked. This was highlighted at the end of each question section.

2.2 Case Studies

The recommendations made in the Research Report formed the basis for the case studies in this section of the PEAK project. Each recommendation was discussed during a PEAK research team meeting and examples of good practice were proposed. Some of the recommendations in the Research Report did not result in any proposed case studies from the research members, so further examples were sought from the wider coaching community (from countries and/or organisations that are not represented on the PEAK research group). Two further follow up meetings were attended by interested and relevant partners within the PEAK research group. This smaller group, led by Sport Ireland Coaching, decided which countries and/or organisations should form the final list of case studies with just one case study still to be decided/a relevant example of good practice found. The case studies chosen were deemed to represent good practice in the eleven recommended areas from the Research Report, with each recommendation having at least one case study allocated to it. One additional case study, that did not fall into the Research Report recommendations, but was felt to be an important piece of information for the project as a whole, was added at this stage. A total of 23 case studies were agreed upon.

Contact was made via email to all the countries and/or organisations that had been suggested as being worthy of a 'good practice' case study. This initial contact resulted in seven countries/organisations written up as case studies within the following month. Follow up contact one month later resulted in no further information being received. At that stage, information was sought via internet searches for all the remaining proposed case studies and six were thought to be detailed enough to form a written case study. Ten case studies (eight countries/organisations) remained on the list as examples of good practice but it was decided to remove four

of them as there was insufficient information available. Each of the eleven recommendations from the Research Report still had at least one case study attributed to it, but now the total number of case studies had been reduced to 19.

Eight months after the start of the Mapping and Good Practice Analysis data collection, information required for four of the case studies was still being sought, information came in for three, but not the fourth, so it was removed. In total, eleven months passed between the initial contact being made and the case studies being written, 18 in total.

The format used to write up the case studies was uniform across all 18, this was done for ease of comparison and seeking out key information.

3 Results

3.1 Mapping

The full mapping document can be found in Appendix 1, but the summary boxes for each of the question areas in the survey are shown here:

MAPPING COMMENT re. coaching definitions	While no country has the same definition as another, a strong theme is that coaches are experts/specialists in their field of progressing sport in a range of environments and with a variety of people. Six countries did not have a definition of coaching but of those that did, 2/3rds had a requirement that the coaches be qualified to coach whether they were working in a paid or unpaid capacity.
MAPPING COMMENT re. organisations in charge of coaching	2/3rds of the countries stated a national body was responsible/in charge of coaching with three stating the individual sports took responsibility and 6 reporting that nobody took responsibility.
MAPPING COMMENT re. laws and regulations pertaining to being a coach	2/3rds of the countries have laws or regulations pertaining to being a coach and are enforceable in practice.
MAPPING COMMENT re. laws and regulations pertaining to volunteers	2/3rds of the countries have enforceable laws or regulations pertaining to volunteers, covering their rights and responsibilities. Volunteer coaches are specifically mentioned in two countries' laws. Those without laws or regulations acknowledged the significant role volunteer coaches played in the coaching of sports in their country.
MAPPING COMMENT re. coaching standards	2/3rd of countries have standards which need to be adhered to for the purpose of qualification and deployment, checked by the national organisation.
MAPPING COMMENT re. coach licensing	All countries have a licensing programme of some sort, with the majority being run through the national sports federations. Those who run a national (cross-sport) programme do so on behalf of the national sports federations.
MAPPING COMMENT re. a coaching database	Almost 2/3rds of the countries have a national database of coaches with six of those having the database/register publically available. Of those who do not hold a national database, each sport holds their own data.
MAPPING COMMENT re. coaching being on the professional register	Half the countries have coaching on a professional register, the other half do not.
MAPPING COMMENT re. coach education providers	Most countries have their coaching programmes run by three different types of organisations. The most popular organisation is Tertiary/Higher Education Institutes followed by individual Sports Federations, then Vocational Education and Training Centres. Private Providers also operate in ten countries. No country JUST delivers through Private Providers.
MAPPING COMMENT re. qualifications on the EQF framework	2/3rds of the countries have their qualifications on the NFQ/EQF with most covering multiple levels in the mid to upper EQF levels. Six countries do not currently have their coaching qualifications on an education framework.
MAPPING COMMENT re. Women in Coaching policy or regulations	The vast majority of countries do not have any policies or regulations relating to women in coaching but do highlight statistics and equality laws which show no discrimination. Some countries have targets related to increased participation by women but no programmes (currently) to instigate change.
MAPPING COMMENT re. those responsible for coaches rights	Ten countries have a national organisation (coaches association or trade union) that look after the rights of coaches with seven more having sport specific coach associations although not all sports have them in those countries. Six countries reported that there is nobody looking after coaches and their rights.

There were three question areas in particular where the data appeared to be inconsistent or not processed properly on submission of the survey results and these are summarised and shown below:

How many male coaches are there in your country? (numerical value) How many female coaches are there in your country? (numerical value)	Those who answered the question stated that females represented anything between 14% and 50% of all coaches.
How many total coaches are there in your country? (numerical value) How many active coaches are there in your country? (numerical value) How many qualified coaches are there in your country? (numerical value)	The numerical data for these questions was inconsistent.
How many full-time paid coaches are there in your country? (numerical value) How many part-time paid coaches are there in your country? (numerical value) How many volunteer coaches are there in your country? (numerical value)	The numerical data for these questions was inconsistent. Of those who answered the question completely, Most countries have a larger percentage of volunteer and/or part time coaches than full time coaches.

3.2 Case Studies

The 18 case studies were written according to the recommendations from the Research Report with the addition of the 'coach development delivery format' case study. Each recommendation has at least one case study associated with it and the full list is shown below:

Research Report recommendation 7 (Support for volunteer coaches):

Case study 10 – Coach Developer Programme in Ireland

Case study 11 – Finnish Ice Hockey Federation

Research Report recommendation 8 (Women in coaching):

Case study 12 – Erasmus+ SCORE Project

Case study 13 – Levelling the Playing Field for Women Coaches in Football

Case study 14 – National Network of Female Coaches in National Teams – Sweden

Research Report recommendation 9 (Diversity in coaching/Under-represented groups):

Case study 15 – Special Olympics

Research Report recommendation 10 (National register of coaches):

Case study 16 – Belgium (Flanders)

Case study 17 – Estonia

Research Report recommendation 11 (Data analysis):

Belgium (Flanders) – detailed as part of Case Study 16

Estonia – detailed as part of Case Study 17

Comparison of format & delivery of coach development:

Case study 18

The table below shows the Framework Development chapter number and name alongside the Mapping and Good Practice Analysis case study number and name/reference.

Framework Development Chapter & Title	Mapping and Good Practice Analysis CASE STUDY Number	Case study reference
5 Strategy, Coaching Policy and Monitoring Progress	17	Estonia
	17	Estonia
6 The Flanders Example – Evidence-Based Reporting	16	Belgium (Flanders)
	16	Belgium (Flanders)
7 The Coaching System	1	Finland
	2	Portuguese Coaches Federation
	3	Finland
	8	Ireland
	9	UK
	18	Comparison of format & delivery of coach development within Europe
8 Establishing, Evaluating and Adjusting a Coach Education Policy: The Portuguese Example	2	Portugal
9 Regulation and Support	4	Basketball Ireland
	5	Portugal
	6	UEFA (Union of European Football Associations)
	7	CIMSPA (Chartered Institute for the Management of Sport & Physical Activity) in the UK
10 Volunteer and Paid Coaching	10	Coach Developer Programme in Ireland
	11	Finnish Ice Hockey Federation
11 Women in Coaching	12	Erasmus+ SCORE Project
	13	‘Levelling the Playing Field’ for women coaches in football
	14	National Network of Female Coaches in National Teams (Sweden)
12 Diversity in Coaching	15	Special Olympics

4 Discussion

The purpose of the Mapping and Good Practice Analysis phase of the PEAK Project, was to map the information from the country surveys in the Research Report in order to inform and suggest 'best practice' case studies which would, in turn, support the writing of the Framework chapters.

Mapping the information from the country studies allowed us to identify which countries and organisations could benefit the study as a whole if they were written up in case study format, relative to the recommendations coming out of the Research Report. The fact that some of the information resulting from the country surveys seemed incomplete, meant that case studies relating to female coaching were limited to prior knowledge of the research group and suggestions were sought from Pauline Harrison, as the lead figure in the ICCE's programme on Women in Coaching. Pauline suggested two projects worthy of case study write up and one further project, newly published, was also written up. Initial group collaboration, along with the amount and quality of information gathered from countries and organisations at the start of the data collection was more substantial and of greater assistance than in the latter stages of the project. Finding and communicating with the most knowledgeable and appropriate person in each of the countries or organisations varied significantly in its ease and this resulted in the time frame being pushed out by an additional six months. This coincided with the COVID19 pandemic and the restrictions imposed on people and their places of work as a consequence.

The case studies completed early in this phase are typically those where information was received or accessed early and there was a direct link to the person responsible or in a role of responsibility for the programme being highlighted. The longer it took for information to be sent or retrieved appeared to have a direct correlation with the quality of the information, with the most detailed information being received early in the process.

The case studies, in the order information was fully available to be written up, are:

Number 10: Coach Developer Programme – Ireland (November 2019)

Number 2: Portuguese Coaching Federation

Number 5: Portugal

Number 4: Basketball Ireland

Number 11: Finnish Ice Hockey Federation

Number 12: Erasmus+ SCORE Project

Number 18: Coach Education format & delivery

Number 1: Finnish Coaching Association

Number 6: UEFA

Number 7: CIMSPA

Number 14: National Network of Female Coaches on National Teams (Sweden)

Number 13: Levelling the Playing Field

Number 15: Special Olympics

Number 17: Estonia

Number 3: Finland

Number 8: Ireland qualifications framework

Number 9: UK qualifications framework

Number 16: Belgium Flanders (September 2020)

The quality of the information provided for the case study write ups does vary and if a country or organisation were seeking to use the case studies as a basis for new programmes, more investigation may well be needed. The information provided, however, is sufficient to help them begin designing programmes in that area of interest.

Some of the Research Report recommendations only have one case study attributed to them:

- Recommendation 3: National Professional Association
- Recommendation 5: Professional/Occupational standards
- Recommendation 9: Diversity in Coaching/Under-represented groups

This reflects the general lack of programmes in these areas throughout Europe and is something to be aware of as we move forward with the project into the writing of the framework.

The four main areas of the PEAK Project are:

- 1. The coaching systems in Europe**
- 2. Regulation of coaching in Europe**
- 3. Volunteerism in coaching within Europe**
- 4. Women in coaching within Europe**

Of these four areas, the one with the least information coming from the case studies, is volunteerism. Almost all the countries reported that a percentage of their coaches are volunteers but there are only a few countries who are currently truly catering for them in a meaningful way. Some organisations are providing localised assistance, but it is in area that needs more investigation. The 'women in coaching' theme would appear to have been in a similar situation to 'volunteerism' a number of years ago, but with persistence and genuine interest in the area, more appears to have been done to create opportunities for women in coaching. Many countries are now reporting to have national and/or regional programmes to encourage and support women in coaching, volunteerism as a theme, needs to have similar drive and commitment going forward to support this coaching lifeline.

The information provided from the mapping exercise and case studies should help inform the Framework Development and independently, those countries and organisations wishing to develop programmes and/or strategies related to the PEAK project.

5 Appendices

5.1 Appendix 1: Final Mapping document

Definition of coaching	Only 2 countries give a definition of 'coaching' and not a description of what a coach does. These are Ireland and the UK: Ireland – Coaching is a process that provides guidance, feedback and direction to empower participants or performers to achieve their goals in their chosen sport / physical activity. UK – “Improving a person's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations.” Most countries that provide a definition of coaching do so by providing information on what a coach is and/or does. Countries giving a description of possible activities coaches partake in (without any qualifying criteria): Bulgaria – According to the Physical Education and Sports Act, coach/instructor is a person, who performs teaching and training in sports or who provides coaching services in the field of sport and is entered in the register of coaching staff. Croatia – A coach is a person who plans and prepares athletes for competitions, organises recreational activities and gives sports lessons. Germany – A coach (trainer) is the person who is planning, offering and leading sports-specific coaching in a club and supervises the athletes in competition. An instructor offers multiple sport activities. With regards to the skill level, both the coach and the instructor are recognised equally, and both are able to acquire the same qualification levels, except the A-level and graduate study diploma, which can only be acquired by coaches. Spain – A coach can practice, strength and conditioning, selection, counselling, planning, programming, direction, control and evaluation of physical activities in a specific sport and in a federation-run competition. Countries providing qualifying criteria specified 'per level of qualification': Belgium (Flanders) – ICCE guidelines are taken into account, whereby coaching is described as a process of continuous improvement and development in a single sport and at identifiable stages of improvement. According to the level of coaching, a specific definition is used. e.g. Initiator (level 1) coaching = initiate beginning and/or recreative athletes (youth, adolescents, adults) on a grassroots club level, taking into account the developmental characteristics of the target group and the LTAD pathway of the sport, in order to make them achieve learning outcomes through adapted sports technical and tactical training sessions. Italy – very managerial in description/definition. Portugal provided qualifying criteria (in law) that is not level specific: Portugal – To be a coach “implies to be responsible for the process of learning and development of sport practitioners, using to that effect the appropriate technical means and methods underpinned by ethical values. A coach is the person that directs sport training and competition part-time or full-time independently of financial remuneration”. A second law establishes that “the activity of coaching sports for the purposes of this law comprises the training and competitive orientation of sports practitioners, as well as the technical direction of a sporting activity, exercised: a) as an exclusive or principal profession, linked to remuneration; or b) on a regular basis, seasonal or occasional, irrespective of whether the coach receives remuneration or not”. Countries referring to a coach being a qualified expert or specialist: Estonia – a coach is “a specialist who instructs sportsmen sportswomen and other persons participating in sport and who has the professional qualifications of coach within the meaning of the Professional Act”. This statement is within the Estonian regulated law under the Sport Act, section 6, Requirements for coaches. The sport law has included coaching as a regulated profession since the year 2000. France – Coaching falls under the terms of Éducateur sportif (sports educator, also known as animateur) or Entraîneur sportif (sports trainer). The sports educator teaches a sport for remuneration to a wide variety of audiences, especially young people, but also adults. It is also stated that the sports trainer must have been a high-level athlete and also possess a related, required qualification. Hungary – A coach is a natural person with specific qualification as defined in the regulation (157/2004) who prepares the athlete for sports activities. Latvia – coach is a 'sports specialist' as defined in their Sports Law, conducting sports training at various levels as defined in the Sports Law. Romania – The coach is the person certified in a particular sport based on bachelor's degree, graduation diploma or graduation certificate, as applicable, recognised by law.
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	Slovenia – coaching is ‘expert professional work in sport’ carried out by an expert who has appropriate education or qualifications in accordance with Act on Sport and is entered in the register of experts with professional education and qualifications in sport. They encompass the planning, organisation, implementation, monitoring and assessment of the process of the sports practice and cover the full spectrum of ages, abilities and environments Countries referring to the coach as being an expert or specialist, but do not state that this person has to be qualified in that field: Poland – “he/she is a specialist who manages all the activities required to prepare an athlete or a team for participating in sporting competitions, and develops plans, training methods, tactical strategies and competition schedules. He/she conducts organised activities within a sports federation, sports club or other association operating in the field of sport. Acting independently, as part of a team, or in line with another coach’s instruction, he/she conducts basic practice and training sessions in a given sport or sporting event type, in order to enhance general and specific motor abilities of the participants and athletes”. Slovakia – “Coach means a sports expert under whose guidance a professional athlete or amateur athlete performs sport or under whose guidance an athlete performs sport for all or sport for persons with disabilities” (par. 83; Act on Sport 440/2015) UK – “Improving a person’s experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations.” Some countries state they do not have a definition of coaching: Cyprus Lithuania Luxembourg Malta Switzerland The Netherlands
MAPPING COMMENT re coaching definitions	While no country has the same definition as another, a strong theme is that coaches are experts/specialists in their field of progressing sport in a range of environments and with a variety of people. 6 countries did not have a definition of coaching but of those that did, 2/3rds had a requirement that the coaches be qualified to coach whether they were working in a paid or unpaid capacity.
In your country, are there organisations/consortium of organisations in charge of coaching? If yes, what organisation/consortium of organisations is in charge of coaching? Please provide a short description or a link to a relevant file/page.	National body is responsible for the coaching & certification of coaching in sport: Belgium (Flanders) – Vlaamse Trainersschool [Flemish School for Coach Education] Estonia – The Estonian Olympic Committee is awarding body The Foundation of Sports Education and Information is implementing agency Finland – The Finnish Olympic Committee France – The Ministry of Sports Germany – Germany Olympic Sports Confederation (DOSB) is in charge of coaching and licensing. Independent umbrella organisation (https://www.dosb.de/) Ireland – Sport Ireland Coaching Latvia – The Ministry of Education and Science Luxembourg – The Ecole Nationale de l’Education Physique et des Sports is responsible for Coach Education. Romania – National Center for Education and Training of Coaches, an institution that is subordinated to the Romanian Ministry of Youth and Sport (http://www.cnfpa-sna.ro) Slovakia – Slovak Association of Fitness Coaches (since 2008) (http://www.kondicnytrener.sk/?o=sakt,2) Switzerland – Swiss Coach Poland – (3 national organisations) There is no single organisation or consortium that fully and comprehensively manages the work and matters of coaches. Specific matters concerning sports coaches are dealt with by Polish Sports Associations [i.e. national sports federations], the Ministry of Sport, and the Ministry of National Education (with regard to qualifications covered by the Polish Qualifications Framework, and supervision over the Integrated Qualifications System). Portugal – Portuguese Institute for Sport and Youth (Instituto Português do Desporto e Juventude – IPDJ) The Netherlands – NOC*NSF (Netherlands Olympic Committee* Netherlands Sport confederation; UK – UK Coaching Each individual sport is responsible for the coaching & certification of coaching in that sport: Italy Slovenia Spain

	Nobody is directly responsible for the coaching and certification of coaching: Bulgaria Hungary Croatia Lithuania Cyprus Malta
MAPPING COMMENT re organisations in charge of coaching	2/3rds of the countries stated a national body was responsible/in charge of coaching with 3 stating the individual sports took responsibility and 6 reporting that nobody took responsibility.
Are there any laws/regulations pertaining to being a coach in your country? If yes, what are those coaching laws/regulations? Please provide a short description or a link to a relevant file/page.	No currents laws/regulations: Cyprus Belgium (Flanders) Malta Germany The Netherlands Finland Ireland – however Irish law pertaining to education, employment, liability, etc would apply to coaches. UK – however there are laws/regulations which overlap with coaching, for example, those related to child safety, the Disclosure & Barring Service (DBS). Existing laws: Bulgaria – The profession of coach is regulated by the Physical Education and Sports Act and an explicit ordinance, issued by the minister of youth and sports – Ordinance #1/2019 on coaching staff. Physical Education and Sports Act – Sport and training personnel shall include sport and training specialists and coaching staff. Coaching staff shall mean coaches and instructors entered in the register of coaching staff. Training activities shall be carried out and coaching services shall be rendered only by the persons entered in the register. Ordinance #1/2019 on coaching staff – defines the requirements for occupying positions as well as the terms and conditions for registration of coaches in the register of coaching staff. Croatia – Sports Act of 2006. Provides definition and requirements. Hungary – All regulation is done through the education directives and the sport law (Sport law Act I of 2004 and the Government Regulation of 157/2004.) Italy https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg https://www.gazzettaufficiale.it/eli/id/2016/2/09/16G00021/sg Lithuania – Sports Law of the Republic of Lithuania https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/f585e4e2d85611e8820ea019e5d9ad04 Poland – There are three legislative documents pertaining to the coach occupation: 1. The first one is the Act on Sport (Chapter 8 on professional qualifications in sport) 2. The second one is the so-called deregulation Act (official title: the Act amending Acts regulating the exercise of certain professions) According to the two Acts: • A sports coach is required to: - be at least 18 years old; - holds at least a high school or a vocational high school diploma; - has the knowledge, experience and skills necessary for performing the tasks of the sports coach or instructor; - has not been validly sentenced for an intentional crime (...) • organised sports activities in a sports association or in a sports club which participates in competitions organised by a Polish sports association, may only be conducted by sports coaches or sports instructors within the meaning of the Act (referred to above). • Apart from conducting the activities referred to in paragraph 1, the responsibilities of a sports coach or instructor shall include imparting up-to-date theoretical and practical knowledge on sports training and sports competitions in a given sport. 3. There is also the Act on the Integrated Qualifications System, that sets out rules, standards and procedures regulating the operation of entities (persons and organisations) working in the field of awarding qualifications and ensuring their quality. The Act also regulates all qualifications covered by the Integrated Qualifications System, including coaching qualifications. Portugal – Law 40/2012 became the foundation for the National Programme for Coach Education & Development (Programa Nacional de Formação de Treinadores or PNFT, 2013) which fully regulates coaching in Portugal. The law and the PNFT cover the following aspects: recognition of coaching as a profession, access to coaching, philosophy and values of coaching, conditions to receive or renew de CTD (Sport Coaching License), coaching qualification levels, conditions for training providers. Romania – The Government Decision No 343/2011 http://www.cnfpa-sna.ro/catalog/STATUTUL%20ANTRENORULUI%202011.pdf

	Slovakia – Act on Sport No. 440/2015 and consequently the Regulation No. 110/2016 on Training for purpose of Acquiring Professional Capabilities in Sport. Slovenia – Sports Act: http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO6853# in Resolution on the National Programme of Sport of the Republic of Slovenia 2014-2023: http://pisrs.si/Pis.web/pregledPredpisa?id=RESO99 Existing regulations: Estonia – The regulation of coaching in Estonia is kept at a high standard. The persons who provide the services of any coaching must have a certified coaching licence. This applies in any position to be paid from government funding, especially within the club structure of the Estonian sport system. By having these qualifications, coaches are placed into the sports register (which is publicly searchable and covered by law). There are more regulations which Estonia performs on their qualified coaches which include back-ground criminal checks, certain legal standings required to work with children (such as no previous legal problems), valid insurance referring to health insurance although no insurance covering coaches for accident/liability. Lastly, every profession has a code of conduct which must be followed by all licensed coaches and is closely related to the Olympic committee and is enforced by law. France – The Code du Sport outlines fairly strict and clear criteria related to the criteria for the employment of coaches. Further it specifies that professionals must hold a certification or qualification guaranteeing their competence, especially in terms of the safety of participants, and the qualifications must be registered in the National Register of Professional Certifications (RNCP/NQF). Latvia – Regulations Regarding the Procedures for the Certification of Sports Specialists and the Requirements Specified for a Sports Specialist (https://likumi.lv/ta/en/en/id/204329-regulations-regarding-the-procedures-for-the-certification-of-sports-specialists-and-the-requirements-specified-for-a-sports-specialist, Issued pursuant to Section 20, Paragraphs three and four of the Sports Law https://likumi.lv/ta/en/en/id/68294-sports-law). This Regulation prescribes: 1.1. the procedures for the certification of sports specialists and the requirements specified for a sports specialist in order to acquire the right to work in the field of sports; and 1.2. the fee for the certification of a sports specialist. Luxembourg – The qualification framework is regulated by a so called “Règlement grand-ducal”. This legal act is adopted by the council of ministers. Nevertheless, everybody can work as a coach without having the diplomas regulated by this legal act. Spain – The Sports Law 10/1990 doesn't mention sport coaches. In the past decade Regional Governments have developed their own laws to regulate coaching, although they only define what a being a coach allows someone to do. Switzerland – No specific coaching law exists. Nonetheless, various laws regulate the coaching workforce area. FOSPO for instance sets up competencies for coaching and is guided by Swiss Olympic in this process.								
MAPPING COMMENT re laws and regulations pertaining to being a coach	2/3rds of the countries have laws or regulations pertaining to being a coach and are enforceable in practice.								
Are there laws/regulations pertaining to volunteering in your country? If yes, what are those volunteering laws/regulations and do they relate specifically to coaching in any way? Please provide a short description or a link to a relevant file/page.	No current laws/regulations: <table border="0"> <tr> <td>Bulgaria</td> <td>Luxembourg</td> </tr> <tr> <td>Cyprus</td> <td>Malta</td> </tr> <tr> <td>Estonia</td> <td>Switzerland</td> </tr> <tr> <td>Germany</td> <td>UK</td> </tr> </table> Existing laws: Belgium (Flanders) – The existing “Law concerning the rights of volunteers” covers the definition of a volunteer, liability, insurance, obligation to inform correctly, compensation. Specifically for the non-profit sector (incl. sports coaching activities), since 15/7/2018, a new legal framework was created for semi-agoral/leisure work (= status between paid work and volunteering). In contrast to ‘volunteering’, sports coaches may get remunerated (to a certain amount, namely 6130 EUR/year and max. 1021 EUR/month). Target groups in sports are coaches, referees, jury members, etc. Croatia – Volunteering Law of 2007. Coaching is not specifically mentioned. Increasing the number of volunteers in sport is one of the key measures within the National Sports Program 2019–2026. This plan describes coaching as a form of participation in society. France – Law for volunteering in general. Since the adoption of a law on volontariat in associations in 2006, sport associations can recruit volunteers provided that they obtain the necessary authorisation. Hungary – Voluntary activity of public interest (2005/LXXXVIII) is regulated by law, not under sport law. Coaching on voluntary base is considered under the sport law. (Nb, that sport law refers to “voluntary relationship” with a participant in context with sport event organisation.)	Bulgaria	Luxembourg	Cyprus	Malta	Estonia	Switzerland	Germany	UK
Bulgaria	Luxembourg								
Cyprus	Malta								
Estonia	Switzerland								
Germany	UK								

	Latvia – Law On Volunteering – https://likumi.lv/ta/id/275061-brivpratiga-darba-likums – do not relate specifically to coaching. Sets the purpose of the law, specifies the concept of volunteering, as well as the organiser of volunteering, voluntary worker, engagement in volunteering and termination. Regulates the relationships arising from volunteering introducing the procedure of concluding a contract on volunteering, the rights and duties of organiser of volunteering, insurance procedure for volunteers. Also establishes volunteer information system. Lithuania – The Law on Voluntary Activities of the Republic of Lithuania. But it is not related specifically to coaching. https://www.e-tar.lt/portal/lt/legalAct/TAR.314C413DE28C Poland – The Act on public benefit activities and volunteering. The Act does not relate specifically to coaching in any way. Portugal – Volunteers are regulated through a general law that is not specific to sport coaching (Law #71/1998, 3rd November). Romania – The Volunteering Law No 78/2014. The law states the main rights and obligation of volunteers and host organisations, mainly obligations on correct treatment and safety insurance. The law does not provide for a governmental authority directly responsible for volunteering and does not relate specifically to coaching. Slovakia – Act on Volunteering No. 406/2011(general meaning in all sectors); Act on Sport No. 440/2015 also deals with volunteering, referring only specificity of volunteering in sport as such, but not in particular to coaching. Spain – Law 45/2015 of Volunteering. It does not specifically mention sport coaching. It states that a volunteering activity must be altruistic, without legal/personal obligations and with no economic consideration. Existing regulations: Italy – There is a national contract for volunteering technical staff earning less than 10000 euro/year. https://www.scienzemotorie.com/contratti-lavoro-nelle-associazioni-sportive-societa-sportive-dilettantesche/ https://www.gazzettaufficiale.it/eli/id/2017/08/2/17G00128/sg Question not really answered, but some relevant information provided: Finland – No explicit coaching law is existent in Finland, but the Sports Act defines the role and responsibilities of different stakeholders and how funding is channeled, but coaches are not explicitly mentioned here. Ireland – None, but in relation to sport, there is a section on volunteering of the National Sports Policy 2018–2027 and Action 27 states: Sport Ireland will bring forward a volunteering strategy to consider issues around recruitment, retention and recognition, the gradients that exist in volunteering, and how to address the challenges to sustain and grow our volunteer base. Newer forms of volunteer engagement will be encouraged that stimulates active and social participation ideally suited to modern times. Slovenia – In Slovenia there is no difference about needed qualifications for coaching (doing expert professional work in sport) whether it is done for payment or for free, as a volunteer. The Netherlands – The normal laws apply to volunteer work; for paying volunteers there is a law.								
MAPPING COMMENT re laws and regulations pertaining to volunteers	2/3rds of the countries have enforceable laws or regulations pertaining to volunteers, covering their rights and responsibilities. Volunteer coaches are specifically mentioned in 2 countries' laws. Those without laws or regulations acknowledged the significant role volunteer coaches played in the coaching of sports in their country.								
Are there occupational/professional standards for coaching in your country? If yes, what are those occupational/professional standards? Please provide a short description or a link to a relevant file/page.	No professional coaching standards: <table> <tr> <td>Croatia</td> <td>Malta</td> </tr> <tr> <td>Cyprus</td> <td>Spain</td> </tr> <tr> <td>Finland</td> <td>Switzerland</td> </tr> <tr> <td>Germany</td> <td></td> </tr> </table> Existing professional coaching standards: Belgium (Flanders) – Each of the four professional coaching qualifications (Levels 1–4) within the Vlaamse Trainers-school is based on a distinct theoretical framework of generic competences, which aims to define the competencies required to carry out the functions of coaching. Every course includes the development and evaluation of specific professional, interpersonal and intrapersonal knowledge/skills, which are gradually build on during the different levels. Estonia – https://spordiinfo.ee/Coaches-QS-2 France – professions in sport are regulated professions: coaches, teachers, sport instructors must possess a qualification record linked to NQF in order to be remunerated (Article L212.1 of the Code of Sport, Ministry of Sports). Hungary – The minimum qualification level to work as a coach independently without supervision is the VET qualification at EQF L4. Different levels of coaching employment require different EQF Levels of qualifications. No coaching job can be taken without min. EQF Level 4 certification. The standards were codified in to two Gov. decrees: one for the VET Levels (EQF 4–5), one for the higher education levels (EQF 6–8).	Croatia	Malta	Cyprus	Spain	Finland	Switzerland	Germany	
Croatia	Malta								
Cyprus	Spain								
Finland	Switzerland								
Germany									

	Ireland – Sport Ireland Coaching has centralised standards for coach education. These are adapted and adopted by NGBs, depending on the need of the sport. There are not minimum standards for deployment in the work place. However, specific sectors and sports have qualification requirements to hire/deploy coaches/instructors. Italy – Sport professions are coded at national level http://professioni.istat.it/sistemainformativoprofessionisti/cp2011/scheda.php?id=3.4.2.6.1 Lithuania – Sports Law of the Republic of Lithuania https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/f585e4e2d85611e8820ea019e5d9ad04 Portugal – The PNFT provides the Occupational Standards which in Portugal are referred to as Professional Profiles (PPs). The PPs are organised in four levels, from Grade 1 to Grade 4. The Professional Profiles can be downloaded from https://ipdj.gov.pt/ Romania – http://www.anc.edu.ro Slovakia – National system of professions (Národná sústava povolání, https://www.sustavapovolani.sk) disposes cards on variety of professions in different sectors, including coaches. Each card contains competencies, knowledge and skills of particular profession, including coaches (referring all qualification levels) https://www.sustavapovolani.sk/karta_zamestnania-496116 The Netherlands – There is a National qualification framework which aligned with the National Qualification framework and EQF. UK – UK Coaching (previously Sports Coach UK) have developed minimum standards for coaching (these are deployment orientated) Professional coaching standards being developed or under review: Latvia – The latest version is being developed. Previous versions of the professional standards (1.78. Vecaka sporta trenera profesijas standarts and 2.46. Sporta trenera profesijas standarts https://likumi.lv/doc.php?id=263878) Question not really answered, but some relevant information provided: Bulgaria – There are basic requirements for each level of the coaching staff, listed in Ordinance #1/2019 about education, experience, functions and responsibilities of the coaching staff. Furthermore, coach education in Bulgaria is led mostly by VET and HE institutions and is based on state educational standards which include specific learning outcomes – knowledge, skills and competences, necessary to successfully perform all the tasks listed in Ordinance #1/2019 on coaching staff. Luxembourg – The new government promotes inquiry about professions in the field of sports in order to define them and regulate the curriculum of their formation. Poland – After the deregulation of the coaching profession, the standards are developed by individual Polish Sports Associations. They determine qualifications frameworks for coaches in their sports, based on the Sectoral Qualifications Framework or their own internal standards. The Integrated Qualifications System is currently under construction. Also, there exist voluntary recommended professional standards, such as the job descriptions of sports coach and sports instructor (see above, the answer to question 1 re. definition of coaching) in the Classification of Occupations and Specialisations developed by the Labour Market Department of the Ministry of Family, Labour and Social Policy (assistance only, no legal value). Slovenia – There are two ways how someone can become coach. 1. A person must have a degree obtained under the state-approved higher education study programme in the field of sport. 2. A person who is at least 18 years old and has at least a degree of secondary vocational education can enroll in a first or second level professional training programme. There are state-approved training programmes in sports training, sports recreation, sports practice of people with disabilities and sports practice of elderly people. The first-level training programme consist of at least 80 hours and shall not exceed 160 hours. The second-level training programme consist of at least 100 hours and shall not exceed 650 hours.
MAPPING COMMENT re coaching standards	2/3rd of countries have standards which need to be adhered to for the purpose of qualification and deployment, checked by the national organisation.
Is there a licensing system for coaches in your country? If yes, what is the current licensing system of coaches in your country? Please provide a short description or a link to a relevant file/page.	National licencing system in place: Bulgaria – According to Ordinance #1/2019 on coaching staff every person with qualification shall apply for registration in the Register of coaching staff to be able to exercise this profession. A commission led by the Ministry of youth and sports examines the documents and proofs available for checking if they fulfill the requirements. Only after positive decision of this commission followed from explicit order issued from the minister of youth and sports and formal entering of the person's data in the Register of coaching staff the instructor/coach is permitted to exercise this profession. Italy – https://www.coni.it

Latvia – Regulations Regarding the Procedures for the Certification of Sports Specialists and the Requirements Specified for a Sports Specialist (<https://likumi.lv/ta/en/en/id/204329-regulations-regarding-the-procedures-for-the-certification-of-sports-specialists-and-the-requirements-specified-for-a-sports-specialist>, Issued pursuant to Section 20, Paragraphs three and four of the Sports Law <https://likumi.lv/ta/en/en/id/68294-sports-law>). This Regulation prescribes:

- 1.1. the procedures for the certification of sports specialists and the requirements specified for a sports specialist in order to acquire the right to work in the field of sports; and
- 1.2. the fee for the certification of a sports specialist.

Certification shall provide for three certificate categories: A, B and C.

Portugal – As determined by the Law 40/2012 (28th August), no person can be employed as a coach without holding a valid licence known as the Cedula de Treinador de Desporto (CTD or Sport Coaching Licence) or the Título Profissional de Treinador de Desporto (TPT or Professional Sport Coaching Certificate).

Sport specific licencing in place/possible (sport dependent & non mandatory):

Belgium (Flanders)	Romania
Cyprus	Slovakia
Croatia	Slovenia
Estonia	Spain
Hungary	The Netherlands
Ireland	UK
Malta	

Currently under development:

Luxembourg – This system will be introduced in 2020 by a new so called “Règlement grand-ducal”. The licensing system will depend on initial coach education and continuous life long learning formation.

Poland – The old system of awarding qualifications ceased to exist when the deregulation Act entered into force. The old system will be replaced with a new licensing/ certification system – the Integrated Qualifications System that is currently under construction. In the IQS, the key rule is that the qualifications covered by the system may be awarded only by organisations that have certification powers. Their certification powers either arise directly from legal regulations, or are granted by the minister competent for a given qualification, in accordance with the provisions of the Act on IQS.

At present, responsibility for awarding coaching qualifications lies with Polish Sports Associations which have implemented their autonomous licensing systems to award coach qualifications and instructor qualifications. In short, Poland is currently at the stage of transition between systems.

Unsure due to the answer provided:

France – Various qualifications have been established or recognised by the state – between EQF 3 and EQF 7 – and are further divided into various related sport-specific qualifications, therefore leading to hundreds, if not thousands, of individual qualifications

Finland – In general, three different streams exist: (1) sport federations education programs, (2) vocational coach education programs and (3) higher education programs. A coach can combine the streams and like that choose an individual career path

(1) The VOK, a national federation’s coach education framework is flexible for sport-specific needs and consists of three levels: Level 1 provides competences a coach needs for delivering a single training session, such as how to coach a group or how to ensure safe training practises. The next level describes competences for planning, delivering and evaluating a training season or training year. Level three includes competences for longer term planning and guiding an athlete across an entire athletic career. The VOK Framework is divided into three main topics: Acting as a coach, developing and training, ethics and health promotion. There are more specific objectives for all three levels.

Germany – Besides the university degree in sports science and the graduate trainer studies, the DOSB provides the framework guidelines for qualification. Here, one must distinguish between German Qualifications Framework for Lifelong Learning (DQR) and the Framework guidelines for qualification in the sector of the German Sports Confederation (RRL).

For more information see <https://www.dosb.de/sportentwicklung/bildung/#akkordeon-6021>

Lithuania – All coaches must have a bachelor’s degree in sports or a university degree and then special courses.

Switzerland – Coach qualification and education in Switzerland is based on Y+S training and the training courses run by the NGBs. The requirements of coaches at various levels are regulated by the federal government, in some cases with supplements from the NGBs.

See more here: <https://www.ehsm.admin.ch/en/degree-and-further-education/trainerbildung-schweiz.html>

MAPPING COMMENT re coach licensing

All countries have a licensing programme of some sort, with the majority being run through the national sports federations. Those who run a national (cross-sport) programme do so on behalf of the national sports federations.

Is there a coaching register or database of coaches in your country?	Countries with a publicly available national register/database: Belgium (Flanders) Estonia Latvia Bulgaria Germany Slovakia Countries with a private national register/database: Croatia Italy Romania France Luxembourg Slovenia Ireland Portugal Spain Countries without a register/database: Cyprus Lithuania Switzerland Finland Malta The Netherlands Hungary Poland UK																																																																																																																												
MAPPING COMMENT re a coaching database	Almost 2/3rds of the countries have a national database of coaches with six of those having the database/register publically available. Of those who do not hold a national database, each sport holds their own data.																																																																																																																												
Is coaching on the professional register in your country?	YES NO Belgium (Flanders) Cyprus Bulgaria France Croatia Finland Estonia Germany Hungary Ireland Italy Lithuania Latvia Luxembourg Poland Malta Portugal Spain Romania Switzerland Slovakia The Netherlands Slovenia UK																																																																																																																												
MAPPING COMMENT re coaching being on the professional register	Half the countries have coaching on a professional register, the other half do not.																																																																																																																												
Which of these types of organisations below deliver coaching qualifications in your country?	<table><tr><th>Country</th><th>Sports Federations</th><th>Vocational Education & Training</th><th>Higher & Tertiary Education Institutions</th><th>Private Providers</th></tr><tr><td>Belgium (Flanders)</td><td>YES</td><td></td><td>YES</td><td>YES</td></tr><tr><td>Bulgaria</td><td>YES</td><td>YES</td><td>YES</td><td></td></tr><tr><td>Croatia</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>Cyprus</td><td>YES</td><td></td><td></td><td></td></tr><tr><td>Estonia</td><td>YES</td><td></td><td>YES</td><td></td></tr><tr><td>France</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Finland</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Germany</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Hungary</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>Ireland</td><td>YES</td><td></td><td>YES</td><td></td></tr><tr><td>Italy</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Latvia</td><td>YES</td><td></td><td>YES</td><td></td></tr><tr><td>Lithuania</td><td></td><td></td><td>YES</td><td></td></tr><tr><td>Luxembourg</td><td></td><td>YES</td><td></td><td></td></tr><tr><td>Poland</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Portugal</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Romania</td><td>YES</td><td>YES</td><td>YES</td><td></td></tr><tr><td>Slovakia</td><td>YES</td><td>YES</td><td>YES</td><td></td></tr><tr><td>Slovenia</td><td>YES</td><td></td><td>YES</td><td></td></tr><tr><td>Spain</td><td>YES</td><td></td><td>YES</td><td>YES</td></tr><tr><td>Switzerland</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>The Netherlands</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>UK</td><td>YES</td><td></td><td>YES</td><td></td></tr></table>					Country	Sports Federations	Vocational Education & Training	Higher & Tertiary Education Institutions	Private Providers	Belgium (Flanders)	YES		YES	YES	Bulgaria	YES	YES	YES		Croatia		YES	YES		Cyprus	YES				Estonia	YES		YES		France	YES	YES	YES	YES	Finland	YES	YES	YES	YES	Germany	YES	YES	YES	YES	Hungary		YES	YES		Ireland	YES		YES		Italy	YES	YES	YES	YES	Latvia	YES		YES		Lithuania			YES		Luxembourg		YES			Poland	YES	YES	YES	YES	Portugal	YES	YES	YES	YES	Romania	YES	YES	YES		Slovakia	YES	YES	YES		Slovenia	YES		YES		Spain	YES		YES	YES	Switzerland	YES	YES	YES	YES	The Netherlands	YES	YES	YES	YES	UK	YES		YES	
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PRIVATE PROVIDERS																																																																																																																													

MAPPING COMMENT re coach education providers	Most countries have their coaching programmes run by three different types of organisations. The most popular organisation is Tertiary/Higher Education Institutes followed by Individual Sports Federations, then Vocational Education and Training Centres. Private Providers also operate in ten countries. No country JUST delivers through Private Providers.																																																																																																																
Are coaching qualifications officially on your National Qualifications Framework? If yes, at what level of the NQF and EQF are coaching qualifications situated?	YES EQF levels 1–8 <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td></td><td></td><td></td><td colspan="3">BELGIUM (Flanders)</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td colspan="5">BULGARIA</td></tr><tr><td></td><td></td><td colspan="6">ESTONIA</td></tr><tr><td></td><td></td><td colspan="6">HUNGARY</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td colspan="3">IRELAND</td></tr><tr><td></td><td></td><td colspan="5">ITALY</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td colspan="3">LATVIA</td><td></td></tr><tr><td></td><td colspan="6">POLAND</td><td></td></tr><tr><td></td><td colspan="6">PORTUGAL</td><td></td></tr><tr><td></td><td></td><td></td><td>ROMANIA</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>SLOVAKIA</td><td></td></tr><tr><td></td><td colspan="5">SPAIN</td><td></td><td></td></tr><tr><td></td><td colspan="5">THE NETHERLANDS</td><td></td><td></td></tr></table> Finland – YES, but no details given France – YES, but no details given Germany – YES, but no details given UK – The UK has a Regulated Qualification Framework (RQF) which aligns closely with the European Qualifications Framework In development Ireland – Over the last 10 years, there has been a growth in the alignment of coach and education awards with the National Framework of Qualifications (NFQ). Luxembourg – Not yet, but will be introduced by the new Government. The levels will be from LUXQF1 to LUXQF6 NO Croatia Lithuania Cyprus Slovenia Malta Switzerland	1	2	3	4	5	6	7	8				BELGIUM (Flanders)								BULGARIA							ESTONIA								HUNGARY											IRELAND					ITALY										LATVIA					POLAND								PORTUGAL										ROMANIA											SLOVAKIA			SPAIN								THE NETHERLANDS						
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MAPPING COMMENT re qualifications on the EQF framework	2/3rds of the countries have their qualifications on the NFQ/EQF with most covering multiple levels in the mid to upper EQF levels. Six countries do not currently have their coaching qualifications on an education framework.																																																																																																																
Are there any policies or regulations meant to support women in coaching? If so, please explain.	YES Ireland – The Sport Ireland Women in Sport Policy (2019) identified ‘Coaching’ as one of the priority areas. It’s objective outlines; ‘Broaden the coaching base to include more women from grassroots to high performance’. UK – The UK has a number of women’s coaches programmes: Project 500 Coach Connectivity Events (2017 & 18) Women into High Performance (2014–) Girls Like Us (Talent Community in GB Hockey)																																																																																																																
	NO Belgium (Flanders) Lithuania Bulgaria Luxembourg Croatia Malta Cyprus Poland Estonia Portugal Finland Romania France Slovakia Germany Slovenia Hungary Spain Italy Switzerland Latvia The Netherlands																																																																																																																

	Other information Belgium (Flanders) - On the occasion of international women's day, we recorded a bunch of movies with female coaches and posted them on our social media to stimulate women to enter our coach education programmes. - The gender of our program candidates and active coaches are monitored. - In our course materials, when referring to the coach f.e., 'he/'him' is more often replaced by gender-neutral words. - In our advertising, attention is paid to female coaches. - Gender-neutral recruitment of coach developers, solely based on competences. Croatia – The National Sports Program (2019–2026) includes increasing the number of women engaged in sport at all levels (i.e., participation, coaching, administration) as one of the key targets. France – Individual federations are also initiating some programmes to encourage women in coaching. The French judo federation has established a gender equality plan. There, though training modules are the same for men and women, women are given priority access to training sessions and local committees may also provide financial support in some cases. Elsewhere, the Rugby and Volleyball federations are engaged in coach pairing schemes (one woman and one man) from professional teams. Germany – Within the DOSB, although no specific programmes exist, women are highly encouraged to take up (leading) positions. This applies also for the coaching/trainer positions. There is a General Assembly for women, which appointed one working group with the task of promoting the standing of female instructors/coaches and referees in Germany. In addition, the DOSB has a special fund for females in sport. With regards to quotas, 30% of the positions must be filled by women, and the coaching commission within the DOSB has a gender quota. Italy – Compared to men, women are much less and mainly responsible of youth athletes, rarely reaching coaching positions at elite sport levels. Further statistical information is available at https://www.coni.it Finland – Coaches Association of Finland, for instance, implemented the project From Athletes to Coaches, which target was to improve the representation of women coaches in ball sports. The project included element of empowering, mentoring and gender-specific coach education. Slovakia – There is no national governmental policy specifically focusing on this issue. Nevertheless, the Slovak Olympic and Sport Committee takes care on women's engagement in sport, having a special "Women & Sport" Commission. Spain – No policies specifically for women in coaching exist. The Law of Equality (Law 3/2007) is also applicable in sports. Most policies and programs affect women athletes more than coaches. Switzerland – Projects or initiatives to strengthen woman's position as coaches barely exist. A round table for women in high performance sport was the only stated action, mentioned by the interviewee. The aim of the round table is to develop a strategy on how to get former female athletes into sport positions, especially taking into account upcoming family obligations.																								
MAPPING COMMENT re Women in Coaching policy or regulations	The vast majority of countries do not have any policies or regulations relating to women in coaching but do highlight statistics and equality laws which show no discrimination. Some countries have targets related to increased participation by women but no programmes (currently) to instigate change.																								
Who is responsible for the rights of coaches in your country? (e.g. a Union/Professional Association for coaches)	National Coaches Association/Trade Union <table> <tr> <td>Cyprus</td><td>Hungary</td></tr> <tr> <td>Estonia</td><td>Latvia (est 2019)</td></tr> <tr> <td>Finland</td><td>Portugal</td></tr> <tr> <td>France</td><td>Switzerland</td></tr> <tr> <td>Germany</td><td>UK</td></tr> </table> Sport specific organisation <table> <tr> <td>Bulgaria</td><td>Malta</td></tr> <tr> <td>Croatia</td><td>Slovakia (Only Slovak Association of Fitness Coaches)</td></tr> <tr> <td>Ireland</td><td>The Netherlands</td></tr> <tr> <td>Italy</td><td></td></tr> </table> Nobody <table> <tr> <td>Belgium (Flanders)</td><td>Poland</td></tr> <tr> <td>Lithuania</td><td>Romania</td></tr> <tr> <td>Luxembourg</td><td>Slovenia</td></tr> </table> Spain has a Coaches' Associations, but they don't have legal rights, so they can't officially represent coaches. They have representation in the General Assembly of each Sport Federation.	Cyprus	Hungary	Estonia	Latvia (est 2019)	Finland	Portugal	France	Switzerland	Germany	UK	Bulgaria	Malta	Croatia	Slovakia (Only Slovak Association of Fitness Coaches)	Ireland	The Netherlands	Italy		Belgium (Flanders)	Poland	Lithuania	Romania	Luxembourg	Slovenia
Cyprus	Hungary																								
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Ireland	The Netherlands																								
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Belgium (Flanders)	Poland																								
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MAPPING COMMENT re those responsible for coaches rights	Ten countries have a national organisation (coaches association or trade union) that look after the rights of coaches with seven more having sport specific coach associations although not all sports have them in those countries. Six countries reported that there is nobody looking after coaches and their rights.
How many male coaches are there in your country? How many female coaches are there in your country?	Those who answered the question stated that females represented anything between 14 % and 50 % of all coaches.
How many total coaches are there in your country? How many active coaches are there in your country? How many qualified coaches are there in your country?	The numerical data for these questions was inconsistent.
How many full-time paid coaches are there in your country? How many part-time paid coaches are there in your country? How many volunteer coaches are there in your country?	The numerical data for these questions was inconsistent. Of those who answered the question completely, most countries have a larger percentage of volunteer and/or part time coaches than full time coaches.

5.2 Appendix 2: Case Studies

5.2.1 Organisations responsible for coaching

1

Case Study 1: Finnish Coaches Associations

Relating to:

IO2 recommendation number 2 (**Organisations responsible for Coaching**) &
IO4 framework chapter 7 (**The Coaching System**)

Reason for selection as a PEAK Project case study:

Suggested as an example of Best Practice of organisations responsible for coaching.

Key information:

Finland

Population: 5,48 million.

Sports Clubs: 9,000.

The most famous Sports: Football, Gymnastics, Ice-hockey, Athletics, Floorball, Volleyball, Basketball, Orienteering, Cross-country skiing.

Number of Coaches and Instructors: 100,000.

1800 fulltime/half-time paid coaches.

Details of the programme:

Volunteer and Professional Coaches working together: The Finnish Coaches Associations.

Finnish Coaches Associations – Founded in 1975. Is the home base for all coaches and the umbrella organisation for sports specific coaches associations.

Funded through Government subsidy, operational incomes and membership fees (4,000 members).

The Association has created a network for coaches; publishes Valmentaja (The Coach) magazine; involved in Coach Education development work; provides further coach education (60 events per year); organises and participates in various coaching projects (research, development projects, international projects); actively co-operates with sports organisations.

Professional Coaches of Finland (SAVAL) – Founded by the Finnish Coaches Association in 2002. The Trade Union for coaches and Directors working in Coaching.

Funding through membership fees (€28 monthly). 950 members.

SAVAL provides individual help in employment situations; unemployment fund and legal aid insurance; promotes coaching as a profession; involved in vocational Coach Education development work; provides employment education (CV clinics, job seeking, people skills, employment skills); lobbies to enhance the prestige of coaches and to improve conditions for their work in society.

Main purpose of initiative:

Home base for all coaches and the umbrella organisation for sports-specific coaches associations.

Key features:

Both organisations co-operate together and are in contact on a daily basis. Both organisations have representation at board meetings and in strategy work. Also they work collaboratively in various development projects and in sports and development work in coaching in Finland and internationally.

Monthly workshops, materials, working groups, seminars, international co-operation.

Critical success factors:

Funding directed from government projects concerning coaches and coaching.

Joint projects together with various partners.

Co-operation with NOC and Sport Federations in coaches education–development work.

Co-operation with NOC and Valo (Confederation of Sports) to promote the status and respect of coaches in society: The Voice of the Coach

Case Study 2: Portuguese Coaches Federation

Relating to:

IO2 recommendation number 2 (**organisations responsible for coaching**) &

IO4 framework chapter 7 (**The coaching system**)

Reason for selection as a PEAK Project case study:

Suggested as a model of best practice as an organisation responsible for coaching.

Key information:

Over the past 40 year's coach education in Portugal has evolved through many different systems and training processes. In 1978 the National Institute of Sport was created with the responsibility of training sports coaches, with the exception of Physical Education (PE) teachers. Given the vastness of coaching needs across the Portuguese sports system the goals of the original state-run coach education program proved difficult to achieve. Hence, in 1991 the training of sports coaches was passed to the sport federations who created their own coach education curriculum and delivery structure. As a consequence, three or four coaching levels were created while the boundaries of each coach level were not well defined according to their aims, context of practice or content (Mesquita, Resende, Graça, Rosado, & Fernández, 2009).

However, neither the original nor the revised model of coach education appeared to meet the needs of the growing labour market for sport coaches in Portugal (Rosado, 1999). The diverse education models used across the sports federations varied access to coach education, content, and duration of training (Fernandes, Tenreiro, Quaresma, & Maças, 2011).

In 1999 the Portuguese Sports Institute created two expert committees to produce two regulatory proposals for coaching and coach education. As a result, a draft of a new law was produced, as well as a coach certification manual, the approval of coaching courses, training and regulatory frameworks for mentoring and general training manuals. The material and the frameworks that underlie them were subject to the Sport Supreme Council opinion, discussed with the Coaches Portuguese Confederation, associations and sports federations in public sessions geared for this purpose. These models have emerged with the recommendations of ENSSEE. Finally, in 2008 access to and provision of sports coaching activity was limited to coaches who earned a coach certificate (Cédula de Treinador Desportivo–CDT) (IDP, 2010). As a result, the national government now regulates access to education and training, curriculum, the level of teachers, monitoring, funding and licensing.

The government also delivers financial support to education providers, clubs and participants based on direct costs of coach education and the number of participants. Grants are delivered under the condition that the coach education is part of the qualification framework and that there is a learning outcomes approach. Quality inspections and the accreditation of educational providers must be demonstrated. In Portugal there are provisions for quality assurance organised by certification of the training providers and assessment and validation of sport qualifications.

Coach education qualifications are part of a qualification framework based on learning outcomes. The sport framework is based on occupational and professional profiles developed with branch organisations, employers and employees in the sport sectors. The implementation of the learning outcome approach is not limited to the description of the qualification frameworks developed. It also includes methods of assessments, the curriculum, validation mechanisms and freedom to develop individual pathways. In 2012 a new law was created

to regulate coach education. It was determined that the stages of practitioner development is an important element for the definition of coaching skills required to train athletes at different levels of development. All sports federations must now provide a framework that links athlete development to coach grades.

(Coaching and Coach Education in Portugal), May 2016, International Sport Coaching Journal 3(2):178–183

Summary:

The future challenge will be the implementation of the coach education system across all sports. Currently only the general component has been implemented up to grade three of a four grade system. The sport specific component of the coach education framework, the federation's responsibility, has yet to be fully created. Only a few sport federations have done this work and only for grades one and two. Another challenge for the coach education system is to formally organise and define the mentorship aspect of the system and training of coach developers who are needed to deliver the coach education (ICCE, ASOIF & LMU, 2014). The profile of coaching and coach education in Portugal has evolved greatly and research is needed to evaluate the impact of current approaches to building an effective coach workforce in Portugal.

(Coaching and Coach Education in Portugal), May 2016, International Sport Coaching Journal 3(2):178–183

5.2.2 National professional associations

3

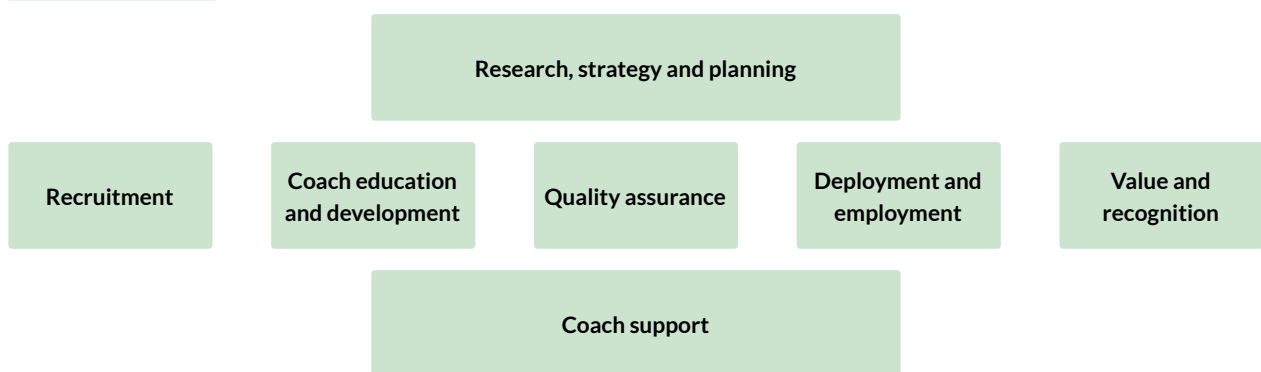
Case Study 3: Finland

Relating to:

IO2 recommendation number 3 (National Professional Association) &
IO4 framework chapter 7 (The Coaching System)

Reason for selection as a PEAK Project case study: Clear roles, responsibilities and co-operation between Finnish Olympic Committee, Coaches association and Professional coaches association.

Coaching system:



Research, strategy and planning:

The Finnish Olympic committee leads the strategy work for the sport community, creates the frameworks and models together with the network and co-operates on coaching research with the Olympic research center and universities.

Recruitment:

Most of the 80 000 coaches work at sport clubs. 2500 of them are professional coaches. In many sports and sport clubs it is challenging to find enough coaches. About 90 % of children and youth are members of a sport club at least a while.

Coach education and development:

Olympic committee leads the network for the organisations involved in coach development (sport federations, sport institutes, sport academies district organisations, universities and coaches associations). These organisations also provide non-formal and in-formal learning opportunities. Coaches associations are responsible for further education and education for employment matters.

Quality assurance:

There is no national license system for coaches. According the coaching surveys (2009, 2013 and 2019) most coaches have passed at least the first level of coach education.

Deployment and employment:

The professional coaches association is a trade union for coaches and helps them in all matters involving employment and deployment.

Value and recognition:

Due to the nature of blended profession and the image of voluntary based work coaching is not highly valued as a profession. But voluntary coaches are appreciated by parents and athletes and media recognises coaches and is very interested about them. Coaches association and professional coaches association work together with other organisations in running campaigns for coaches recognition and good coaching. They also have a hall of fame for coaches. These two coaching organisations (coaches association for all coaches and professional coaches association as a trade union) serve as a coaches voice in Finnish sports and society.

Coach support:

The network for coach development is lead by the Olympic committee. Education for coach developers is also provided. For most coaches, the sport club pays the coach education. Olympic committee and district organisations provide education and tools for sport club management. The main reasons for leaving coaching are lack of time and the demands of “civil” life.

Summary:

The co-operation between the sport organisations is good. We have created a network for these organisations during the last ten years and worked on the critical elements of a network: common goal, people get to know and trust each other, enough meetings, openness, and empowerment. For the different pop-up projects, it is easy to build a team from different organisations to work for the common goal.

The goals for the future are:

Increase the amount of full-time professional coaches, create a national “licence” system, which is based on competences and to work on the coaching culture in our country.

4

Case Study 4: Basketball Ireland

Relating to:

IO2 recommendation number 4 (Licensing System) &
IO4 framework chapter 9 (Regulation & Support)

Reason for selection as a PEAK Project case study:

Basketball Ireland introduced their licensing system in 2018 (with a 12 month lead-in period for all clubs to ensure their qualified coaches became licenced coaches). This is a new scheme for which they took advice from a number of national sports organisations throughout the world.

Key information:

- A licence is linked to the completion of accredited coach education programmes.
- The licence is valid for three, four or five years depending on the level of the qualifications held.
- CPD (Continuous Professional Development) points must be accrued during the period of the license (according to the qualification held) for renewal to take place.
- From the start of the 2019/20 season, no coach is able to take part in any Basketball Ireland competitions without holding a Coaching Licence.
- From the start of the 2019/20 season, all clubs registered with Basketball Ireland are required to employ licenced coaches only.

Details of the programme:

The licensing scheme was set up to ensure the quality of coaching could be tracked, improved and sustained in Ireland. It has taken over three years from inception to launch.

A coach gains a licence on completion of their first coach education course as long as they also meet the following two legal requirements:

- 1) They have been vetted and cleared to work with children and vulnerable people (<https://vetting.garda.ie/>)
- 2) They have completed a safeguarding course (<https://www.sportireland.ie/ethics/ethics-test>)

Coaches are assigned a licence number and all future coach education courses, workshops, work with coach developers etc., that are accredited by Basketball Ireland and have approved CPD credits, are added to the coaches' digital profile which is linked to their licence.

If coaches do not renew their licence after the stated period, their qualifications are not taken away from them, but they are not licenced to coach (with a club, regional or national team). If, at a later stage, they continue their development as a coach through accredited courses, workshops etc., they are issued with a new licence number with all their previous qualifications and evidence of coach development registered to the new licence.

The licensing scheme is run entirely within and by Basketball Ireland with a dedicated member of staff to administer and quality assure the scheme. Neither FIBA (Federation of International Basketball Associations) nor Sport Ireland (the government agency for sport in Ireland) operate a coach licensing scheme, so the Basketball Ireland scheme is not required to comply with any other organisation's criteria for compliance.

CPD points are awarded for numerous ongoing coach development activities including courses, workshops, conferences, coach exchanges and mentoring programmes within the sport of basketball and from other sports, agencies and organisations. The number of CPD required varies according the level of coach licence being renewed.

Limitations of the programme:

- As the programme is new, there is currently no evidence to show that the licensing scheme is achieving its aims (to ensure the quality of coaching can be tracked, improved and sustained).
- As the programme is new, there is no evidence to show how many coaches will renew their licence.
- A number of international Basketball and non-Basketball specific coaching opportunities are still to be assigned CPD points
- There is currently only one member of staff administering the scheme, this may prove insufficient.

Case Study 5: UEFA (Union of European Football Associations)

Relating to:

IO2 recommendation number 4 (**Licensing System**) &

IO4 framework chapter 9 (**Regulation & Support**)

Reason for selection as a PEAK Project case study:

UEFA is the governing authority for football in Europe and has operated a coach licensing scheme since 1997 (first coaches licensed in 1998). All coaches in clubs operating under UEFA rules and regulations must hold a relevant coaching licence.

Key information:

- A UEFA coaching licence gives its holder the right to be employed to train a representative team of a UEFA member association or a specific team of a football club affiliated to a UEFA member association.
- There are six licences available, the initial one being Licence B, moving up through Licence A, UEFA A Elite Youth and UEFA Pro Licence. The remaining two licences relate to the coaching of Goalkeeping and Futsal.
- A UEFA coaching licence is valid for three calendar years, until no later than 31 December three years after first issue (e.g. from 25 August 2020 to 31 December 2023) after which it must be renewed.

Details of the programme:

The licensing scheme is part of the UEFA Coaching Convention (latest edition – 2015). The convention has a variety of objectives, two of which are: to establish football coaching as a recognised, regulated profession and secondly to ensure the availability of well-educated professional and amateur coaches, on- and off-the-field. It is these two objectives which relate to the establishment of their coaching licence scheme.

The licences are issued on successful completion of courses (diplomas) delivered by UEFA trained coach educators. Typically Licence B and Licence A are run within the country in which the coaches reside. The Elite Youth A Licence & the Pro Licence may be run within the country where the coaches reside, but depending on numbers in a particular country at any one time, these courses may be run centrally by UEFA (for the contact part of the course).

All licences are valid for three years after which a renewal is necessary. A UEFA coaching licence is renewed for a further three years if its holder has completed a further education course organised by a convention party for UEFA coaching diploma/licence holders or a UEFA coaching diploma course organised by a convention party at the next level up (e.g. a UEFA A licence holder successfully completing a UEFA Pro diploma course).

Once a UEFA coaching licence has expired, its holder is no longer recognised as a qualified coach and must attend a further education course organised by a convention party for UEFA coaching diploma holders to obtain a new UEFA coaching licence.

The validity of a UEFA coaching licence is subject to the licence holder undertaking to adhere to the statutes, regulations, directives and decisions of UEFA and the convention party that issued the licence in question. It may be subject to further conditions defined by the issuing convention party, such as its holder fulfilling an active role as a coach (i.e. being employed to train a team).

Limitations of the programme:

- The cost of the courses/diplomas linked to attaining the licence varies¹ according to the country in which you take course. For some coaches the cost of attaining the licence may be prohibitive.
- Not all licenses are the same. For example, UEFA sets the minimum course time for the Pro license at 240 hours. The English FA will allow you to achieve your Pro license with a course of study of 256 hours. The German Academy requires no less than 815 hours, more than three times the English requirements.
- The availability of programmes for the purpose of 'renewal' is inconsistent across the European countries.
- It requires each national association to ensure they comply with all UEFA's rules and regulations in order for the coaches to apply for the diplomas/licences.

1 <http://keepitontheboard.com/blog/2019/4/10/uefa-b-and-a-licence-price-study>

Case Study 6: Portugal

Relating to:

IO2 recommendation number 4 (**Licensing System**) &

IO4 framework chapter 9 (**Regulation & Support**)

Reason for selection as a PEAK Project case study:

Portugal is one of very few countries where coaching is a regulated profession and coaches cannot be employed without holding a valid licence, this is set in Law.

Key information:

- As determined by the Law 40/2012 and recently amended in Law 109/2019, no person can be employed as a coach in Portugal without holding a valid coaching licence.
- Licences are valid for 3 years and are renewed through accruing CPD credits.
- The coaching licensing scheme is operated by the Department for Coaching Qualifications and Development, a unit within the Portuguese Institute for Sport and Youth (IPDJ).

Details of the programme:

Every coach, whether coaching for remuneration or not, must obtain a licence (either the Cedula de Treinador de Desporto [CTD]/Sport Coaching Licence or the Titulo Profissional de Treinador de Desporto [TPT]/Professional Sport Coaching Certificate). This applies to all coaches and in all contexts.

For a person to obtain a coach licence they must first obtain a relevant higher education qualification (or VET). This is usually obtained through a national federation of sport but may also be provided by approved higher education institutions or private providers. The 'relevant' qualification is determined in law and all providers must be accredited/approved by the IPDJ (Instituto Português do Desporto e Juventude), who manage the National Coaching Licensing system and database.

Once the relevant VET or Higher Education award has been achieved, a coach can apply for their licence to the Department for Coaching Qualifications and Development. The licence currently costs €30.

The licence must be renewed every 3 years in order for the coach to be eligible to continue coaching. Renewal (at the same level) is free but requires a coach to accrue 50 hours of approved CPD (relevant to the grade of coaching qualification). If licence renewal is sought at the next level up, then the charge is again €30.

Anyone without a coaching licence will not feature on the database of coaches and is therefore unable to coach within Portuguese law.

Limitations of the programme:

- The federations of sport do not directly licence their own coaches.

5.2.4 Professional/occupational standards

7

Case Study 7:

CIMSPA (Chartered Institute for the Management of Sport & Physical Activity) UK

Relating to:

IO2 recommendation number 5 (Professional/occupational standards) &

IO4 framework chapter 9 (Regulation & Support)

Reason for selection as a PEAK Project case study:

CIMSPA has established minimum professional/occupational standards for coaches and Coach Developers in the UK as well as a higher level of recognition through their Chartered Status programme.

Key information:

- CIMSPA is the guardian of a single professional and apprenticeships standards framework for the sport and physical activity sector in the UK – the knowledge, skills and behaviours for every sector job role.
- Professional standards are currently available for assistant coaches, senior coaches, strength & conditioning coaches and those coaching in high performance sport as well as Coach Developers.
- Individuals and organisations seeking CIMSPA endorsement must first become a member of CIMSPA.
- CIMSPA are not an awarding body but they are a quality assurance body able to endorse programmes and people that meet the minimum standards.
- Any educational programmes seeking 'CIMSPA Professional Standards' endorsement must first become a CIMSPA Awarding Organisation Partner and then map their programme against the standards before applying for the endorsement.
- An individual can apply to have their existing qualifications endorsed by CIMSPA according to the professional/occupational standards or to become 'Chartered'.

Details of the programme:

Relating to the Professional Standards Framework:

CIMSPA do not write programmes or courses themselves but they do provide guidelines to those developing formal educational products for the purpose of mapping to the CIMSPA professional standards and therefore seeking endorsement of their product. Any organisation seeking CIMSPA endorsement must first become a CIMSPA Awarding Organisation Partner before seeking CIMSPA endorsement. Any related qualification, from an approved partner that meets the CIMSPA standards will carry the 'CIMSPA endorsed' logo.

Individuals can also apply to have their existing qualifications endorsed by CIMSPA if they are an individual member of CIMSPA and meet the professional standards set. To renew their membership of CIMSPA they must attain annual CPD points (<https://www.cimspa.co.uk/cpd/cpd-policy>).

The standards were published in 2018 and reviewed in June 2019 and can be found in the Professional Standards Library on the CIMSPA website

(<https://www.cimspa.co.uk/standards-home/professional-standards-library>).

Relating to chartered status:

"Chartership is the mark of an experienced and qualified professional in the sport and physical activity sector, which all sector professionals should aspire to and maintain".

Guidelines on chartered status can be found here: <https://www.cimspa.co.uk/chartered-status>, and applications are sought from individuals who are currently CIMSPA members and who can prove their excellence in the field and have it externally verified. Chartered status is awarded directly from CIMSPA.

As with those seeking endorsement through the professional standards, they must maintain their membership through CPD credits.

Limitations of the programme:

- Not all sports in the UK are members of CIMSPA.
- Only a limited number of sports have CIMSPA approved courses at present.
- CPD credits are the only way to maintain membership. The number of ways to accrue these probably needs expanding (CIMSPA are continuing to do this).

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Case Study 8: UK (operated by CIMSPA)

Relating to:

IO2 recommendation number 6 (**The Coaching System**) &
IO4 framework chapter 7 (**Alignment with NQF/EQF**)

Reason for selection as a PEAK Project case study:

The UK has undergone some recent changes regarding standards for coaches, what those standards equate to the national qualifications frameworks and who operates the certification process. In September 2019 a mapping process was conducted across the four UK nations (England, Scotland, Northern Ireland and Wales) and the Republic of Ireland and the results published as “Qualifications can cross boundaries”.

Key information:

- The national qualifications for each of the UK nations are both mapped and directly linked to the CIMSPA professional standards which are highlighted in case study 8 of this PEAK project report.

Details of the programme:

Each National Federation must map their learning outcomes against the professional standards and apply to CIMSPA to have it verified. It is not compulsory for a federation to put their coaching qualifications on the national education framework, but the option is there should they wish to avail of it. Each coaching award’s learning outcomes, along with the length and mode of delivery and type of assessment, equate to a particular level on the national framework. The national frameworks for England, Scotland, Northern Ireland and Wales are all slightly different, but the mapping has been completed, so it is easy to see where the coaching qualifications lie nationally.

Each of the national frameworks are mapped against the EQF (European Qualification Framework) and all the awards that are on a national framework are therefore transferable within countries who have mapped their qualifications to the EQF.

As an example, a registered high performance coach, meeting the UK/CIMSPA professional standards would typically have a Level 7 award in Scotland, equating to Level 4 in England, Northern Ireland and Wales, but all would be a Level 5 on the EQF.

Limitations of the programme:

- All awards are now using the CIMSPA professional standards which are expertise rather than competency based and these are sometimes interpreted in different ways by the different nations within the UK.
- Each of the different nations in the UK have different qualifications frameworks, which can be challenging for those working in different parts of the UK.
- Not all coaching qualifications are required to be on the qualifications framework.

Case Study 9: Sport Ireland Coaching

Relating to:

IO2 recommendation number 6 (**Alignment with NFQ**) &

IO4 framework chapter 7 (**The Coaching System**)

Reason for selection as a PEAK Project case study:

Example of Best Practice of aligning Coach Education to NFQ

Key information:

Sport Ireland and Sport Ireland Coaching became a QQI (Quality Qualifications Ireland) registered provider in November 2019. This is the first step in the process which will enable coach/Coach Developer awards to be aligned with the National Framework of Qualifications (NFQ). This has important and significant benefits for Sport Ireland and the sport sector, which are outlined below. This work also addresses some of the functions identified in the Sport Ireland Act 2015, namely

1. To develop coaches and tutors at all levels in Sport and, in co – operation with sporting bodies to ensure that –
 - (I) quality assured coach and tutor education programmes and qualifications are established and maintained to meet National requirements and
 - (II) those qualifications are recognised, where appropriate, within the National Framework of Qualifications.

Extract from Sport Ireland Act 2015, Functions of Sport Ireland

Details of the programme:

The main benefits for Sport Ireland and the sport sector for aligning coach and Coach Developer awards with the National Framework of Qualifications are as follows:

1. Ensures that the Quality Assurance system of the Coaching Development Programme for Ireland is in line with best practice, is operating to high standards and is subject to continuous improvement.
2. Raises the profile of coaches and coach education in Ireland, across Europe and internationally.
3. Provides value to coaches and Coach Developers in the form of educational credits which can be used to access further and higher education.
4. Alignment of awards with the National Framework of Qualifications enables comparison of coach awards across European countries and alignment of awards with the European Qualifications Framework. This allows for greater mobility of coach awards across Europe.
5. Ensures coach education in Ireland is in line with current European developments where many European countries are looking at the alignment of coach awards with National Qualifications Frameworks.
6. By Sport Ireland becoming a registered provider with QQI, NGBs will no longer have to go individually to QQI to align their coach awards with the National Framework of Qualifications. This has implications for NGBs in terms of resources and time as well as the benefits outlined above.

Some entry level NGB and Adventure Sport Awards have been aligned to the NFQ with the Coach Developer Course about to be submitted to QQI for approval.

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Case Study 10: Ireland – Coach Developer Programme

Relating to:

IO2 recommendation number 7 (Support for volunteer coaches) &
IO4 framework chapter 10 (Volunteer and professional coaches)

Reason for selection as a PEAK Project case study:

Ireland runs a Coach Developer programme which trains and supports those working with coaches (volunteer and professional) within National Governing Bodies of sport (NGBs). The programme has been in place for almost 30 years and is funded by the government.

Key information:

- It is estimated that over 75 % of the coaches operating in Ireland do so on a volunteer basis i.e. it is not their profession/paid, full-time job.
- Coaches in Ireland, both volunteers and those professionally qualified, are trained and supported by qualified Coach Developers.
- All NGBs can avail of the Coach Developer programme, run centrally by 'Sport Ireland' in conjunction with the NGBs.
- National Governing Bodies (NGBs) receive funding from the Irish government through 'Sport Ireland', the government agency for sport. When applying for funding, NGBs can apply for money to fund coach education/support and for the training and support of Coach Developers.

Details of the programme:

All coach education and coach support programmes run by NGBs in Ireland are part of the Coach Development Programme for Ireland (CDPI) and are quality assured by Sport Ireland. As part of the Quality Assurance system, all coach education and support programmes run by NGBs must be delivered by qualified Coach Developers. To ensure a consistency in the standard of the Coach Developers, Sport Ireland train the Coach Developers centrally, in a multi-sport setting, before they conclude their training within their own NGB. When in the NGB setting, they are supported by one or more experienced Coach Developers who are qualified in the skills necessary to support (and assess where appropriate) new and existing Coach Developers within that sport.

The programme takes 12–18 months to complete and involves 10 contact days (usually 5 weekends, 4–6 weeks apart to allow for assimilation of content and the practicing of new skills). At the end of the contact days (day 10) there is an assessment of Coach Developer skills in a multi-sport environment before moving into the sport specific environment within their NGB. A mentor is assigned to each Coach Developer and they support the trainee until there is a joint decision, between trainee and mentor, that the Coach Developer is ready to be assessed according to standardised minimum competences in a sport specific environment. This assessment is conducted by someone other than the mentor, but who is equally qualified. Support remains available from both Sport Ireland and the NGB for Coach Developers for as long as they are active in the role.

The Coach Developer programme is currently being evaluated by the QQI (Quality and Qualifications Ireland) as a Level 7 special purpose award on the National Framework of Qualifications/Level 6 EQF (European Qualifications Framework).

This rigorous training and support of Coach Developers ensures they have the skills to evaluate and respond to the needs of the coaches they work with, in all contexts and environments. The system works most effectively and efficiently when there is a team of Coach Developers to support coaches.

It is the knowledge, skills and experience of the Coach Developers that is the key to the progress and continued improvement of coaches in Ireland, especially the volunteer coaches.

Limitations of the programme:

- Even though Coach Developers are trained in how to evaluate and respond to coaches' needs in both formal and non-formal settings, many NGBs only support coaches in formal settings, reducing the potential effectiveness of the Coach Developer.
- Not all NGBs have a sustainable team of Coach Developers, so coaches do not always receive comprehensive support from their NGB.
- A Coach Developer is not yet recognised as being a profession in Ireland and very few NGBs employ Coach Developers in full-time roles. The training, therefore, is quite considerable given the full-time job opportunities on completion.

Case Study 11: Finnish Ice Hockey Federation

Relating to:

IO2 recommendation number 7 (**Support for volunteer coaches**) &

IO4 framework chapter 10 (**Volunteer and professional coaches**)

Reason for selection as a PEAK Project case study:

The Finnish Ice Hockey Federation provides support for their volunteer club coaches at no cost to the coach and from four different sources from within the Federation.

Key information:

- A support structure exists for all volunteer club coaches.
- Those providing support to volunteer coaches do so on behalf of the Federation and are trained Coach Developers.
- The support provided is often individualised and aims to keep the coaches in the sport as well as provide development opportunities for them.

Details of the programme:

There are currently 80+ Ice Hockey clubs, located throughout Finland within nine designated regions. The Finnish Ice Hockey Federation employs nine full-time, qualified, Coach Developers whose job it is to support coaches in the clubs in their region. Clubs typically have a full-time Head of Coaching plus a number of other coaches, many of whom are volunteers. It is the Coach Developers job to provide support to all of them.

The Federation also employs 25 full-time 'skill coaches' who also work throughout the country and have had some Coach Developer training. These coaches, as part of their remit, must also provide support to coaches in the clubs.

As mentioned above, each club has a full-time Head of Coaching and they must have some Coach Developer training and/or experience in order to be eligible for the job. Their role incorporates the support of coaches they are responsible for within the club.

The fourth source of support comes from the Junior National Head Coaches. These coaches work with the national academy teams (under the guidance of the senior head coach) and work directly with the players and the coaches of those players, many of whom are volunteers.

Every volunteer coach, therefore, receives support from the Head Coach in their club, a national skills coach and their region's national Coach Developer. If the coach is coaching a player in the national academy, they will also receive support from a Junior National Head Coach.

Volunteer coaches, on agreeing to coach in a club, sign a 'voluntary coach agreement'. This agreement is the contract between the coach and the club, setting out what each agrees to do within the club. Among other things, the club agrees to support the development of the coach through the Head of Coaching but also by contributing to the national Federation for the provision of support services to the volunteer coach – this is mandatory for clubs taking on volunteer coaches.

The type of support offered is often individualised although coach education courses and Federation wide workshops are also provided. Coaches are often observed and given feedback while working with their own teams as well as given shadowing, coach exchange and other opportunities to develop as coaches.

Limitations of the programme:

- There is potential overlap of support for the coaches – so it is vital that all those providing support communicate with other.
- As there is nobody overseeing the support for any one individual coach, there may be conflicting advice being offered.

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Case Study 12:

Erasmus+ Project – Score (Strengthening Coaching with the Objective to Raise Equality) – In Particular the Gender Equality in Coaching Interactive Toolkit

Relating to:

IO2 recommendation number 8 (**Women in Coaching**) &
IO4 framework chapter 11 (**Women in Coaching**)

Reason for selection as a PEAK Project case study:

The SCORE interactive toolkit is an ‘awareness pack’ for sports organisations and individual coaches. It aims to assist in the planning, recruitment, development and retention of female coaches.

Key information:

- The toolkit was one of the outcomes of the Erasmus+ funded project SCORE and since its completion it has been made widely available (<https://www.score-coaching.eu/score-interactive-toolkit>)

Details of the programme:

The toolkit is arranged into four sections – Plan, Recruit, Develop and Retain and each of those contains the following –

- 1) A flow chart to provide an overview of the contents of the section
- 2) Information and guidance
- 3) Links to external documents and further information contained within the Further Information Folder
- 4) A ‘cloud page’ to help gather thoughts and help the user gain an understanding of the steps that can be made towards change.

The toolkit is easy to navigate and is arranged in such a way that it can be used by individual coaches, clubs and/or Sports Federations. It seeks to inform and challenge through the provision of information and guidance as well as asking probing questions requiring thought and consideration. As an entire package, it is making access for women into coaching and the support of women in coaching easier than it has been in the past.

Anecdotal evidence from some individuals and organisations that have used the toolkit, shows that it is having a positive impact on the number of female coaches.

The toolkit was one of two main outputs of the SCORE Project (<https://www.score-coaching.eu/score-project>). The second was the establishment of an education programme for mentors. The project aimed to educate 24 mentors to support potential female coaches around Europe. At the end of the project, 22 had been trained and the mentoring programme was due to begin.

Limitations of the programme:

- The project itself does not have limitations but it will require actions as a consequence of having used the toolkit if it is to have a lasting effect on the female coaching workforce.
- The mentoring programme will need monitoring and administering if it is to succeed as a tool for change in female coaching.

Case Study 13:**National Network of Female Coaches in National Teams – Swedish Sports Confederation****Relating to:**

IO2 recommendation number 8 (**Women in Coaching**) &
IO4 framework chapter 11 (**Women in Coaching**)

Reason for selection as a PEAK Project case study:

The National Network of Female Coaches in National Teams was established in 2000. It has a modest budget of €10000 per year and has helped to raise the number of female coaches in elite sport in Sweden.

Key information:

- The network exists on a multi-sport basis and is open to female leaders in various environments including those working as Olympic head coaches, national coaches for juniors and teachers at sport schools.
- The network meets twice a year, two days every time but provides support for its members throughout the year.
- The network operates in partnership with the national Sports Federations in which the participants work.

Details of the programme:

With a recognised need to improve the coaching (by both men and women) in elite sport in Sweden, one of the interventions was the establishment of the National Network of Female Coaches in National Teams. This sought to bring female leaders (from a variety of environments and sports) together, to meet and develop as coaches through the exchange of ideas and the advancement of knowledge. Their aim was to increase the number of female elite coaches and to become role models for new and younger female coaches.

The group meets twice a year (in different locations) and a mainly academic programme is delivered over two days (four days in total) by invited experts in various fields. Examples of good practice in the coaching environment are shared and a practical session (delivered by one or more of the participants) is also included.

The network is funded by the national coaches association (€10000 annually), this covers the invited experts, food for the two meetings per year and support services throughout the year. The individual participants are also funded by their own Sports Federations (although in some cases it is the individual themselves) for travel and accommodation for the twice yearly meetings.

Acceptance into the network is by recommendation by a network member or by personal request and considered by the network participants.

Limitations of the programme:

- While there are now more female coaches in elite sport in Sweden and most of those coaches are part of the network, there has been no systematic evaluation to date and so it cannot be reasonably concluded that the network is the reason for the increase in numbers.
- Funds are limited and an increase in the number of participants would require more funds to become available.
- The programme requires additional funding from the sports federations and/or the individual participant, which may be restrictive.

Case Study 14: Levelling the Playing Field for Women Coaches in Football

Relating to:

IO2 recommendation number 8 (Women in Coaching) &

IO4 framework chapter 11 (Women in Coaching)

Reason for selection as a PEAK Project case study:

This is a recent piece of research with an action plan targeting female coaches within the game of football (soccer). The suggestions made, however, are equally applicable to all sports and all female coaches.

Key information:



The aim of the project is to move away from the 'individual' and move towards improving the environment for female coaches.

Details of the research project:

The project did not seek to discover how many female coaches there are in the sport of football, nor did it seek to highlight the barriers female coaches face, but rather to understand the reality of being a female coach in the sport of football. It sought to create a plan of action for all those working in the sport, working towards female coaches being recognised, trusted and respected alongside their male counterparts, changing the working environment and not the person.

The action plans are built around six areas, highlighted as ways in which the 'playing field could be levelled'. The six areas are:

1) Normalise – this area encourages everyone involved in the sport to use language (terms and phrases) as

well as practices that are not gender specific. E.g. coaches to be referred to as 'coaches' irrespective of whether they are male or female; Coach Developers (both male and female) to work alongside each other in the delivery of coach development programmes, irrespective of the audience.

- 2) Educate – this area is targeted at coach education courses and material, where male players, coaches and managers are currently predominant in stories, case studies and photographs. There are also separate modules and materials on 'the female game' and female players. The suggestion here is to integrate information about the women's game and players into other modules and remove the need for separate information.
- 3) Sponsor – this area seeks to actively support female coaches throughout the game, where each coach has an advocate, someone who will actively promote their skills and abilities to others.
- 4) Map – this area promotes the idea of creating a talent development framework in order to keep as many coaches in the game, avoiding unnecessary drop-out.
- 5) Recruit – this area seeks to eliminate unconscious bias in the recruitment, promotion and retention of coaches. With all positions being made available to all appropriately qualified coaches and all interview and promotion panels having female representation.
- 6) Safeguard – this area encourages clubs and federations to create an environment where players, coaches, managers and all staff (men and women) feel physically, emotionally and psychologically safe.

Limitations of the programme:

- Examples of how each of the six areas can be achieved is not yet available as the research is new, but in time this will help those trying to use the research and infographic.

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Case Study 15: Special Olympics Ireland

Relating to:

IO2 recommendation number 9 (Diversity in Coaching and under-represented groups) & IO4 framework chapter 12 (Diversity in Coaching)

Reason for selection as a PEAK Project case study:

Suggested as an example of Best Practice.

Key information:

Special Olympics Ireland was founded in 1978 and over the last 40 years has grown significantly. The organisation caters for people with an intellectual disability from the age of 4 years old with no upper age limit. Currently almost 8,000 athletes from across the island of Ireland participate in 15 different sports (13 Summer & 2 Winter) through Special Olympics.

In 2003 Special Olympics Ireland hosted the Special Olympics World Games in Dublin.

Through the provision of sports, health and leadership programmes Special Olympics Ireland athletes learn to be physically, mentally and emotionally fit and get to experience the joy of sport while making lifelong friendships.

Details of the programme:

Currently 15 sports plus a motor activities training programme and a young athlete programme are catered for by Special Olympics Ireland. They work closely with the National Governing Bodies of Sport to ensure the provision of quality sports coaching and competition for their athletes.

In partnership with Sport Ireland Coaching Special Olympics Ireland offers the young athletes coach course training based on the Sport Ireland Coaching Children programme. This programme aims to equip coaches with specific knowledge, skills and competencies to cater for the needs of children aged 4 – 12. Each club then appoints a Young Athletes lead as the main point of contact in relation to the programme.

Special Olympics International have recently signed an agreement with iCoachKids for training and delivery.

Anyone wishing to volunteer in a coaching role with Special Olympics Ireland needs to at least have the minimum qualifications required for their sport in alignment with the relevant National Governing Body. Coaching roles within the organisation are for Coach (run training programmes and prepare athletes for competition) and assistant Coach (support the coach in the delivery of training sessions, warm up, cool down and assist athletes during their sessions).

Limitations of the programme:

- Recruitment & retention of volunteers.
- Funding.
- Reliance on NGB's for some qualifications.

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Case Study 16: Estonia

Relating to:

IO2 recommendation numbers 10 & 11 (National Register of coaches & Data Analysis) & IO4 framework chapter 5 (Strategy, Coaching Policy & Monitoring Process)

Reason for selection as a PEAK Project case study:

Suggested as an example of Best Practice.

Key information:

In order to keep an account of the Estonian sports organisations, sports schools, sports facilities and coaches with the aim to organise and manage sports activities and enhance participation in sport the Estonian Government established, in 2011, a sports database which belongs to the state information system. The Sports Registry is a public database which collects data on sports organisations, their members and coaches.

Currently registered on the Sports Registry are 2630 sports organisations, 458 sports schools, 3521 sports facilities, 3360 coaches.

Details of the programme:

Name of organisation: Estonian Foundation of Sports Education and Information, www.spordiinfo.ee

Foundation established by the Estonian Ministry of Education and Research and by the Estonian Olympic Committee

Sub-register of coaches ("coaches' register"), essential part of the Estonian Sports Register

Starting date: First plans in 2002, ready for use 2007.

Part of the web-based, comprehensive state sport information system, that aims to

- 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:

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: – 3358 coaching qualifications, incl. 1256 issued in 2018 – 5909 coaching jobs in 110 sports; – 28 % of qualification owners do not work as coaches.

The data composition includes: coaches' personal data, data on their education, qualification, sport, employment. Authorised access to the register for official use. Data about the name, qualification, sport and employer of a coach is public data and published on the website. The register operates and all the changes are made on-line. Connectivity with other state registers.

Critical success factors

- 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 web-site and professional IT personnel.

Main challenges

Implementation to connect coaches' register with other registers (register of professions).

To keep the data up-to-date, especially on coaches' employment and education.

Outcomes:

<https://www.spordiregister.ee/en/treener>. Working database with numerous analysing options by sports, by regions, by age, by sex, 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.

Case Study 17: Flanders Sports Data Warehouse

Relating to:

IO2 recommendation number 10 (National Register of Coaches) + 11 (Data Analysis) &
IO4 framework chapter (The Flanders example – evidence based reporting)

Reason for selection as a PEAK Project case study:

Example of Best Practice of a National Registry and of data collection & analysis

Key information:

Sport Vlaanderen is the Flemish sports agency, previously known as BLOSO (Bestuur voor Lichamelijke Opvoeding, Sport en Openluchtlevens/Agency for the promotion of Physical Development, Sports and Open Air Recreation). Within Belgium, it is the Flemish counterpart of French-speaking ADEPS founded in 1964 to succeed the state-founded national INEPS/NILOS.

Sport Vlaanderen was established in January 2016 after a merger, by Government decrees, between Sport Vlaanderen, Vlaamse Trainersschool (VTS: Flemish School for Coach Education), the university institutes for physical education, secondary teacher training colleges and the Flemish sports federations. This collaboration created unique opportunities and challenges with regard to Coach Education such as installing collaborative networks and decision making structures, aligning different education pathways and programs for coaches, sharing good practices and installing a common data warehouse.

The new agency acquired more responsibility and greater authority over sport in Flanders. Colloquially, the agency and the public sport centres it operates remain widely known as “BLOSO”.

Sport Vlaanderen has several responsibilities:

- Support top sport in Flanders.
- Maintain the Data Warehouse.
- Administer and distribute government support funds amongst the organised sports.
- Operate the 13 sports centres of Sport Vlaanderen.
- Devolving, organising, recognising and certifying coach education in Flanders.
- Organise sports camps.
- Sports promotion.

Sport Vlaanderen determined four objectives for data collection. The first is to connect all data that is spread across several databases (including the VOTAS database where all coaching certifications are registered since 1956). Next, the government agency wanted to make this data available to citizens, sports federations and sports departments in a visually attractive way. The third goal is to answer policy questions much faster based on that data. Finally, the agency wants to make the collected data accessible to research institutes so that scientific research can be done with it.

Summary:

The Database (Data Warehouse Sport Vlaanderen: www.sport.vlaanderen/kennisplatform), developed in 2017, connects data from Flemish sports clubs (26,000), infrastructures (21,000), more than 2,500,000 sportsmen and women and 110,000 trainers. This allows a clear insight into the practice of sports in Flanders. A permanent overview of coach education programs and results is now available, since it was set up in 2019, to integrate data on coach education and coach qualifications (1960 – present), active coaches within club or-

ganised sports (2014 – present) and sports clubs, sports participants and sports infrastructure. It enables the organisation to undertake immediate action when outliers (eg; high course hours and low success rates) are detected. Also available within the monitoring system are descriptive statistics with regard to all coaches in Flanders, dropout ratios of active certified versus non-certified coaches and the possible relationship between the degree of certified coaches in a certain sport and the dropout ratios of participants in that sport.

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Case Study 18: The Format and Delivery of Coach Development Programmes across Europe

Reason for selection as a PEAK Project case study:

To highlight some of the different formats and delivery methods of coach development programmes across the European member states.

Key information:

Formal coach education in Europe is primarily delivered by four types of service provider:

- 1) Sports Federations
- 2) Vocational Education & Training Centres (VET)
- 3) Higher & Tertiary Education Institutions
- 4) Private Providers

Characteristics of coach development delivered by national sports federations:

- Those delivering programmes leading to qualifications on behalf of the Sports Federation, are usually trained/qualified in the area of coach development within a particular sport.
- The programmes are usually written by the Sports Federation and quality assured by a third party. This third party is usually one of the following – a national/government agency with responsibility for sport, a VET or higher/tertiary education institution or the relevant international federation.
- The awarding body for qualifications is either the Sports Federation OR the third party who quality assure the programme.
- In countries where there is a Coach Developer qualification and/or training, Coach Developers will usually support coaches on behalf of the Sports Federation following formal coaching qualification programmes.
- In countries where there is no Coach Developer qualification and/or training, experienced coaches will often support coaches on behalf of the Sport Federation or no support is provided.
- Programmes run by Sports Federations are often delivered in different locations to meet the geographical needs of the participants.
- Programmes run by Sports Federations are often more flexible in their and timetabling than VETs or Higher & Tertiary Education Institutions as they are not bound by institution scheduling constraints and programmes are often run at weekends or in weekly blocks.
- The Sports Federation must communicate with the participants directly and complete all the necessary documentation for third party quality assurance.
- It is usually the responsibility of the Sports Federation to keep records of all those who undertake their programmes including those who do not complete their training.
- It is the responsibility of the Sports Federation to ensure that the coaches they train meet all ethical and legal requirements.

Characteristics of coach development delivered by Vocational Education and Training Centres (VETs):

- Those delivering programmes leading to qualifications are usually trained/qualified in the area of coach development but not usually within a specific sport.
- The programmes are often written by the VET in partnership or with the agreement of the Sports Federation.
- Quality assurance of the programme is usually provided by the VET.

- The awarding body for qualifications is usually the VET.
- Coach support may be provided by the VET, but it is more likely to be provided by the Sports Federation.
- Programmes run by VETs are usually delivered on the site of the VET, but there may be many VETs around the country in which the programme can be delivered.
- Programmes run by VETs are usually timetabled at least a term or semester in advance.
- The programmes are usually run over a term/semester or year within the VET.
- The VET communicates with the participants directly and completes all the necessary documentation for quality assurance and certification purposes.
- The VET takes responsibility for keeping records of all those who undertake their programmes but will often share these with the Sports Federation.
- It is often the responsibility of the VET to ensure that the coaches they train meet all ethical and legal requirements before they can coach within the Sports Federation, but this is sometimes left to the Sports Federation.

Characteristics of coach development delivered by Higher and Tertiary Education Institutions:

- Those delivering programmes leading to qualifications are qualified to work in Higher or Tertiary Education but may not always be specifically trained in coach development and usually not within a specific sport.
- The programmes are written and the qualifications are quality assured and awarded by the Higher/Tertiary Education Institutions.
- Coach support is unlikely to be provided by the Higher/Tertiary Education Institutions.
- Programmes are usually delivered on the site of the Institution.
- Programmes are usually timetabled at least a term or semester in advance.
- The programmes are usually run over a term/semester or year within the Institution.
- The Higher or Tertiary Education Institution communicates with the participants directly and completes all the necessary documentation for quality assurance and certification purposes.
- The Institution takes responsibility for keeping records of all those who undertake their programmes.
- Higher/Tertiary Education Institutions usually leave the Sports Federation to ensure that the coaches meet all ethical and legal requirements before they can coach.

Characteristics of coach development delivered by Private Providers:

- All Private Providers need to be approved to deliver coach development programmes by the Sports Federation and/or the third party quality assurance group.
- Those delivering programmes are usually trained/qualified in the area of coach development within a particular sport.
- The programmes are usually written by the Sports Federation.
- The awarding body for qualifications is either the Sports Federation OR the third party who quality assure the programme.
- Programmes run by Private Providers are usually delivered in locations set by the Private Provider and agreed by the Sports Federation.
- Programmes run by Private Providers are often flexible in the planning stage, but quite rigid in the delivery phase.
- The Private Providers communicate both with the Sports Federation and with the participants directly. The necessary documentation for third party quality assurance is completed by the Private Provider and checked by the Sports Federation before being sent to the third party for verification/certification.
- Ongoing coach support is unlikely to be provided by Private Providers.
- The Private Providers often take responsibility for keeping records of all those who undertake the programmes but it is shared with the Sports Federation as they take overall responsibility.

- It is often the responsibility of the Private Provider to ensure that the coaches they train meet all ethical and legal requirements before they can coach within the Sports Federation, but this is sometimes left to the Sports Federation.

Most countries offer their coach development opportunities through two or more types of provider, therefore optimising the benefits to their coaches. Each of the types of provider has merits and shortcomings, the Sports Federations, for whom ultimately the coaches will be responsible, need to ensure that the coaches have received appropriate and relevant knowledge, skills and experience. It is almost always the responsibility of the Sports Federation to provide support to coaches when they have qualified and this is an area which is often less mature.

6 Partners

European Elite Athletes Association (EU Athletes):

<https://euathletes.org/>

Finnish Olympic Committee:

<https://www.olympiakomitea.fi/>

Foundation of Sport Education and Information:

<https://www.spordiinfo.ee/Tutvustus-2>

German Sport University Cologne (GSU):

<https://www.dshs-koeln.de/en/institute-of-european-sport-development-and-leisure-studies/>

International Council for Coaching Excellence (ICCE):

<https://www.icce.ws/>

International Council of Sport Science and Physical Education (ICSSPE):

<https://www.icsspe.org/>

Sport Ireland Coaching:

<https://www.sportireland.ie/coaching>

Swiss Federal Institute of Sport Magglingen (SFISM):

<https://www.ehsm.admin.ch/en/home.html>