

# The European framework for the recognition of coaching competence and qualifications - implications for the sport of athletics

By Patrick Duffy, Miguel Crespo, Ladislav Petrovic

## ABSTRACT

*Coach education is widely recognised as a key to the development of sport. The IAAF addresses this challenge by offering a Coach Education and Certification System (CECS) to its Member Federations. However, the CECS is not yet fully established in Europe. In a separate process, issues of quality of coach education and transferability of coaching qualifications are being addressed within the broader framework of European Union discussions on workforce skills and educational qualifications. This report, produced for European Athletics, documents the two processes and shows the relationship between the CECS and the emerging European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ), which is not an education system itself but rather a tool for understanding and comparing systems. It should not be expected that the CECS directly matches the EFRCCQ. Ideally, the CECS should reflect the needs and structures of athletics and be constructed in such a way that it can be mapped against the EFRCCQ. The report's recommendations include that European Athletics should promote the CECS to its Member Federations and remain engaged with the EFRCCQ process.*

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## Introduction

**C**oach education is widely recognised as one key to the development of sport. Thus, measures to prepare coaches and improve their ability to carry out their roles have long been a feature of the work

of sport federations, multi-sport organisations, educational institutions and others at the national and international levels.

Although this area has not been adequately mapped, and certainly in the case of athletics no systematic attempt has been made to document and compare the coach education arrangements across the 213 countries that have Member Federations affiliated to the International Association of Athletics Federations (IAAF), we do know that the situation is anything but straight forward. The relationships between different coach education measures in single sports, between different sports and between sports and national educational systems can vary from total integration to close cooperation to unnecessary competition to almost complete disinterest.

In athletics, for example, there is a well-developed international system operated by the IAAF, known as the Coaches Education and Certification System (CECS). In addition, there are national systems operated by the Member Federations, by university systems, by others in Europe and other highly developed countries. However, these often have no connection with and make no reference to the CECS or to each other.

We also know that levels of study and qualifications are features of most coach education programmes in athletics and other sports. These serve a number of purposes including motivational, pedagogical, developmental and employment-related. However, because of factors including differences in the understanding of the role and needs of coaches, educational philosophy and methodology, developmental history of programmes, the structure and resource base of programmes and others, the comparison of qualifications and the comparison of educational content is difficult.

This complex and arcane situation has led to a number of interrelated issues for the quality of coach education, for the professionalisation of coaching, for the labour market and for the development of sport. These need to be addressed multi-laterally and on a number of levels.

This report has been prepared at the request of European Athletics. It documents the current state of efforts to understand and address the coach education situation within the European Union (EU) and how these efforts relate to the ongoing development of the CECS. The aim is to provide policy makers with information and recommendations that will allow them to plan the most systematic, effective and efficient arrangements for athletics coach education in Europe. The results of the process have implications for athletics as a whole in that solutions developed and implemented in what is the heartland of the sport will be models that can be used in the rest of the world and by other sports.

## Context

Sport within the EU has received increasing attention in recent years, reflected by the publication of a White Paper by the European Commission and its inclusion in the Lisbon Treaty<sup>1</sup>. This emphasis occurs within a context where the EU is seeking to enhance the skills of its workforce (the Copenhagen Process) and the internal alignment of higher education qualifications (the Bologna Process)<sup>2</sup>. The Bologna Process has also sought to promote enhanced connection between educational programmes in higher education and the needs of the labour market.

These developments have implications for sport in general and sport coaching in particular. The European Coaching Council (ECC) has been addressing these implications in partnership with lead agencies for coaching; international federations and universities. The ECC is a sub-committee of the European Network of Sports Science, Education and Employment (ENSSEE) and acts as the European arm of the global coaching and coach education organisation, the International Council for Coach Education (ICCE).

Arising from the need to enhance the skill base and mobility of the European population, as well as achieve greater transparency in qualifications, there has been a growing momentum within the EU towards the creation of a meta-framework for qualifications in general. This has resulted in the development of the Eu-

ropean Qualification Framework (EQF) for life-long learning, which provides a reference point against eight levels<sup>3</sup>. This overall direction was formally endorsed in the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF for lifelong learning, which stated:

*The objective of this recommendation is to create a common reference framework which should serve as a translation device between different qualification systems and their levels... The EQF should, moreover, enable international sectoral organisations to relate their qualification systems to a common reference point and thus show the relationship between international sectoral qualifications and national qualification systems.*<sup>4</sup>

The European Commission's White Paper on Sport has also highlighted the significance of the EQF for the sector:

*The sport sector can also apply for support through the individual calls for proposals on the implementation of the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). The sport sector has been involved in the development of the EQF and has been selected for financial support in 2007/2008. In view of the high professional mobility of sportspeople, and without prejudice to Directive 2005/36/EC on the mutual recognition of professional qualifications, it may also be identified as a pilot sector for the implementation of ECVET to increase the transparency of national competence and qualification systems.*<sup>5</sup>

The EQF has been developed as a common point of reference to assist in comparing qualifications across the diverse education and training systems of the EU. Each of the eight levels in the Framework includes descriptors of knowledge; skills and competence. These are summarised in Table 1.

*Table 1: European Qualifications Framework - competences (Adapted from an internal document of the Commission of the European Communities Sport Unit, 2009:12.)*

### **Level Competence**

- 1 Work or study under direct supervision in structured context
- 2 Work or study under supervision with some autonomy
- 3 Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems
- 4 Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- 5 Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others
- 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Take responsibility for managing professional development of individuals and groups
- 7 Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- 8 Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

It should be noted that the EQF 'has not been designed as a tool for the recognition of qualifications' but rather 'it is an instrument whose purpose is to increase the transparency and comparability of qualifications'<sup>6</sup>. There exists another instrument, Directive 2005/36/EC, that is 'the legally binding tool for the recognition of professional qualifications with a view to access to a regulated profession'<sup>7</sup>.

Thus, while sport coaching has begun to refer to the EQF as an important reference point, there remains a need to understand the implications of Directive 2005/36/EC, given that sport instructors in all sports are subject to regulation in France; general sports instructors are regulated in the Czech Republic; France and Poland; trainer/coaches in Germany; Czech Republic and Poland<sup>8</sup>. Within the directive, five levels of professional qualifications are outlined, ranging from primary or secondary education at level one through to a diploma preceded by at least four years study at level five. For the purposes of this report, the main emphasis will be placed on the EQF as a tool to assist in promoting the transparency of qualifications, given that there are only four countries within the EU that have classified coaching as a regulated profession in one form or another. While this approach is taken, it is necessary to understand the full legislative framework that exists in the EU for the recognition of professional qualifications.

### Structure for the recognition of coaching qualifications

Within coaching, work has been on-going for a number of years to put in place a sectoral framework to promote transparency and comparability of qualifications. This work started in the early 1990s in response to issues relating to the free movement of labour and the mutual recognition of qualifications within the EU. The outcome for sport coaching was the publication of the EU 5-level Structure for the Recognition of Coaching Qualifications prepared by the European Network of Sports Science in Higher Education<sup>9</sup>. This document, which was developed without the involvement of international federations, served as an important reference point for lead coaching agencies in the European Union. France, Germany, Ire-

land, Italy, Portugal, Netherlands and the United Kingdom were among the countries most strongly involved in considering the application of the Framework to their needs in the first instance.

However, at the beginning of the millennium, it became evident that there was a need to review the initial 5-level structure for the following reasons:

1. The original 5-level structure, while useful as a guide, did not include the level of detail required to act as a reference point for comparison of coach education programmes across the EU or for the application of the EQF and ECVET to the needs of coaching.

2. There was a need to take into account the perspectives of international federations operating within Europe.

3. The original 5-level structure was uni-dimensional, treating coaching as a single occupation. The need for a more robust framework that reflected the needs of the labour market, as well as providing a stronger basis for the development of coaching as a profession was identified<sup>10</sup>. Work on labour market analysis also informed the need to further evolve the existing framework<sup>11</sup>.

The opportunity to conduct a review was facilitated by the EU funded project entitled Aligning High Education Structures in Sports Science (AEHESIS), which was coordinated by ENSSEE between 2004 and 2007<sup>12</sup>. This project consisted of four strands, one of which was coaching (the other three strands were fitness; physical education and sport management).

The Review has provided clear directions on the further evolution of the original 5-level structure into a more comprehensive framework for the recognition of coaching competence and qualifications. The completion of the Review prompted the adoption of a convention by a number of key agencies in Rio Maior, Portugal in 2007 as follows: The framework for the recognition of coaching competence and qualifications as proposed by the European Coaching Council in the Review of the 5-level

Structure is the European recognised reference point for the period 2008-2011<sup>13</sup>.

Among the signatories to the Rio Major Convention was the ICCE, adding an important global dimension to the proposed course of action on coaching competence and qualifications. Several countries (for example, Germany; Ireland; Italy; Netherlands; United Kingdom) and international federations (for example, Equestrian; Handball; Tennis) have followed through on the convention and there have been notable shifts in the way coach education programmes are being designed and presented<sup>14</sup>.

It is intended to further develop a European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ) by 2011, as part of a process of continuous improvement. The Framework will be further aligned with the EQF and will continue to act as the reference point for EU member states and international federations on a voluntary basis in the on-going development of their coach education and qualification systems. The remainder of this report describes the outcomes of the Review and the key elements of the proposed revised EFRCCQ. It will also assess the implications for the sport of athletics.

### Main findings of the Review

The initial EU 5-level Structure for the Recognition of Coaching Qualifications (ENSSHE,

1999) provided a reference point for qualifications at levels 3, 4 and 5, recognising levels 1 and 2 as being primarily of internal concern within the different EU nations. The structure relied heavily on the specification of study hours and also included summary statements on coaching competence at each level. Table 2 outlines the main elements of the 5-level structure, which acted as a core point of reference between 1999 and 2007.

The Review of the 5-level structure was conducted by a team of representatives from lead national agencies for coach education; international federations and the university sector as part of the AEHESIS project<sup>15</sup>. The Review proposed a number of changes to the initial framework:

**1. The definition of coaching roles and the recognition of coaching competence are central to the proposed new framework (the revised framework also refers to the recognition of coaching competence and qualifications):** Four main coaching roles have been identified, based on an emerging consensus about the broad nature of the coaching job market, voluntary sector and the stages in the development of coaching expertise: Apprentice Coach; Coach; Senior Coach; Master Coach. The key competences associated with these roles were also identified.

**2. Two standard occupations are identified rather than one:** The revised framework

Table 2: Initial EU 5-level Structure for the Recognition of Coaching Qualifications (1999-2007)

Three levels of vocational training in EU directives on the two general systems of recognition of diplomas.	Five levels of vocational training in the European structure	Recommended hours of study
LEVEL 3 First general system diploma Post-secondary training of more than 3 years duration	LEVEL 5	2400 hours
LEVEL 2 second general system diploma Post-secondary training of less than 3 years duration	LEVEL 4	Min. 600 hours
LEVEL 1 second general system certificate Secondary-education training	LEVELS 3, 2, 1	Min. 300 hours (LEVELS 3, 2, 1)

recognises that within the professional area of sport coaching there is more than one standard occupation. Two standard occupations have been identified: Coach of participation-oriented sportspeople and Coach of performance-oriented athletes. These have been further sub-divided into coaching domains as follows: Coach of Beginners (child, junior, adult); Coach of Participation-oriented Sportspeople (child, junior, adult); Coach of Talent-identified/Performance Athletes (child, junior, adult); Coach of Full-time/High-performance Athletes. It is also recognised that these domains may vary between sports and between countries.

**3. The direct equation of educational levels with coaching roles has been replaced with recognition of the federation, vocational and university coach education streams. These educational streams are recommended to demonstrate a clear link with the four coaching roles, the standard occupations and the associated coaching competence. As a result, the previous 5-Level Structure for the Recognition of Coaching Qualifications is to be replaced by a new European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ):** Within this context, vocational education agencies, national and international federations will determine the number of levels of education appropriate for their country/sport and demonstrate the relationship between these educational levels and the coaching roles/standard occupations. University qualifications in coaching will be recognised in line with the Bologna process and demonstrate the relationship between these qualifications and the coaching roles/standard occupations.

A system for the recognition of coaching qualifications between vocational and higher education sectors within each country is also proposed. It has been recommended that the national competent authorities in each country should oversee, recognise and, if needed, conduct the sport coaching qualification programmes.

**4. Recognition of prior learning and current competence:** Sport coaches carrying

out their role should have either completed a formal and recognised course of learning and/or had their prior learning and current competence formally assessed.

**5. The introduction of a coach licensing system has been recommended:** As part of the process of moving coaching towards the status of a regulated profession it is recommended that all coaches should hold a sport-specific coaching licence. The coaching licence should act as a registration and recognition system overseen and validated by the sports federations and, if needed, by the national competent authority. The coaching licence should be the primary criterion for the recognition of the coaches' mastery of the practical demands and competences of coaching.

**6. The EFRCCQ should be directly mapped to EQF:** A preliminary comparison between the EFRCCQ (four levels) and the emerging EQF (eight levels) was made and suggested that the four main coaching roles lie between levels 3 and 7.

### Main elements of the EFRCCQ

Figure 1 outlines the main features of the EFRCCQ, with four key roles of the coach forming the centre-piece of the new reference point (Apprentice Coach; Coach; Senior Coach; Master Coach). Each of these roles is positioned within two main standard occupations, participation-oriented coaching and performance-oriented coaching, as part of the overall professional area of sport coaching.<sup>16</sup> The nature of the formal training for each of these roles will be determined by each country and federation as appropriate, but each qualification should be mapped against the competences for the relevant roles.

Where role titles differ in a given sport or country, mapping against the four roles and the two standard occupations is still recommended, to allow for greater comparability between training programmes and qualifications, as well as facilitating an increasing convergence of terminology across coaching as a profession.

Each of the four coaching roles is underpinned by detailed competence statements in both participation- and performance-oriented domains. Table 3 outlines the role descriptors, which apply to both participation-oriented and

performance-oriented standard occupations. The descriptors show a progression from novice to expert roles, with increasing levels of responsibility, problem-solving, management and complexity along the way.

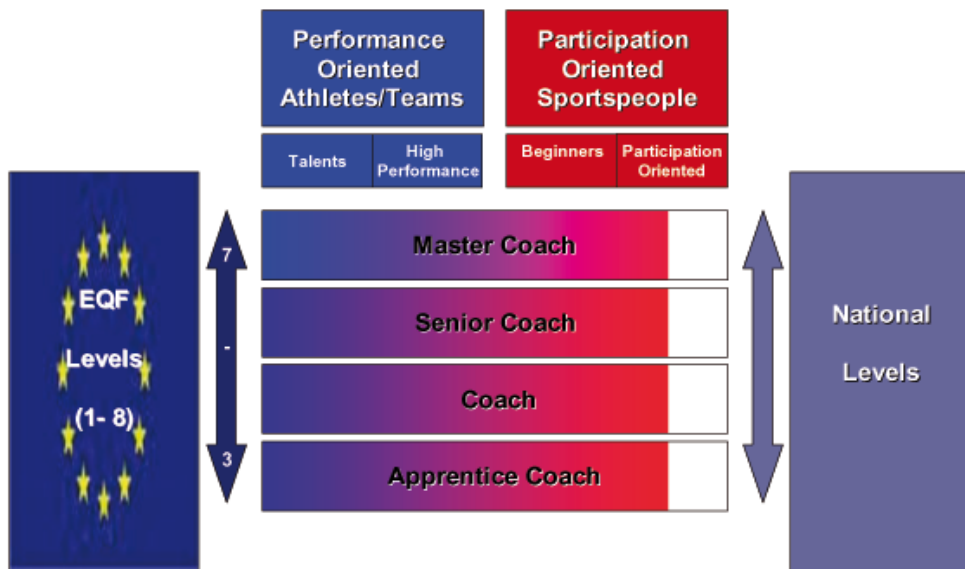


Figure 1: Overview of the EFRCCQ

Table 3: Role titles and role descriptors in participation-oriented and performance-oriented standard occupations in sport coaching

Role title	Role description
Apprentice Coach	Assist more qualified coaches delivering aspects of coaching sessions, normally under supervision. Deliver coaching sessions under direction/support. Acquire and practice basic coaching competences. Prepare for, deliver and review coaching sessions.
Coach	Demonstrate basic coaching competence. Plan, implement and review annual coaching sessions.
Senior Coach	Demonstrate advanced coaching competence. Plan, implement, analyse and revise multi-annual coaching programmes.
Master Coach	Demonstrate advanced coaching competence, innovation and leadership.
	Coach of participation-oriented sportspeople Coach of performance-oriented athletes

An analysis of the competences and learning outcomes required for each role has also been undertaken, grouped according to key activities that are related to the job (training; competition; management; education). In each case planning, organisation, delivery and evaluation are included as key competences. Learning outcomes are grouped into skills; knowledge; professional competence and key competences required for each role. This analysis has been collated into a curriculum building model to provide a guide for agencies involved in the design of coach education qualifications (Figure 2).

The role descriptors and the curriculum-building framework are designed to provide a consistent reference point across sports and member states. Inherently, it is recognised that the application of the EFRCCQ will vary according to the needs of the participants in each sport; the structure of the sport; available resources and other variables. However, regardless of the sport and country specific differences, the framework provides a guiding set of standard occupations, domains, roles and definitions that provide the flexibility for bespoke application.

As well as providing a framework for use by each country and federation, wider issues relating to the development of coaching as a profession are also addressed. TRUDEL & GILBERT have stated that ,the lack of a common typology of coaching contexts hinders the organization of coaching research into a meaningful framework that can be used to inform coach education program design.<sup>17</sup> The absence of a clear conceptual framework has also impacted on the emergence of coaching as a profession<sup>18</sup>.

While the review has been driven primarily by the analysis of role requirements from national lead agencies and international federations, research in coaching and coach education has also played an important role. In particular, the migration towards a clearer classification of participation-oriented and performance-oriented coaching has been influenced by the work of LYLE<sup>19</sup> and GILBERT & TRUDEL<sup>20</sup>. There remain differences between the perspectives of these researchers and the core elements of

the framework, but the gap between research and proposed practice would appear to be closing. More recently, the work of COTE, YOUNG, NORTH & DUFFY<sup>21</sup> has echoed the directions set out in the EFRCCQ, defining four coaching domains that are based on the characteristics of the athletes and referenced against developmentally-appropriate sport contexts:

1. Participation coaches for children
2. Participation coaches for teens and adults
3. Performance coaches for young adolescents
4. Performance coaches for older adolescents and adults

The evolution of research and practice will continue and the EFRCCQ provides an emerging mechanism through which coach education and development programmes can be informed by a wider consensus on terminology within the coaching profession. Research has assisted in ensuring that this terminology is more closely related to the role and development of coaches themselves. In this context, the work in athletics at European and global level can be referenced against the EFRCCQ and some implications considered.

### The IAAF CECS

The IAAF operates a Coaches Education and Certification System (CECS) as a service to its 213 member federations. The CECS was first designed in the early 1990s to assist federations that did not have their own coach education and development schemes and it has been regularly updated and adapted to meet changing needs.. The system features a standard syllabus, qualified lecturers and learning support materials in nine languages. It is coordinated from the IAAF Bureau in Monaco and nine Regional Development Centres around the world including the RDC Moscow, which serves Europe with a focus on the countries of the former Soviet Union and Eastern Europe<sup>22</sup>.

The initial CECS structure consisted of three levels, each leading to IAAF certification (Level I Coach, Level II Coach, Academy Coach). The philosophy of the first two levels reflected the



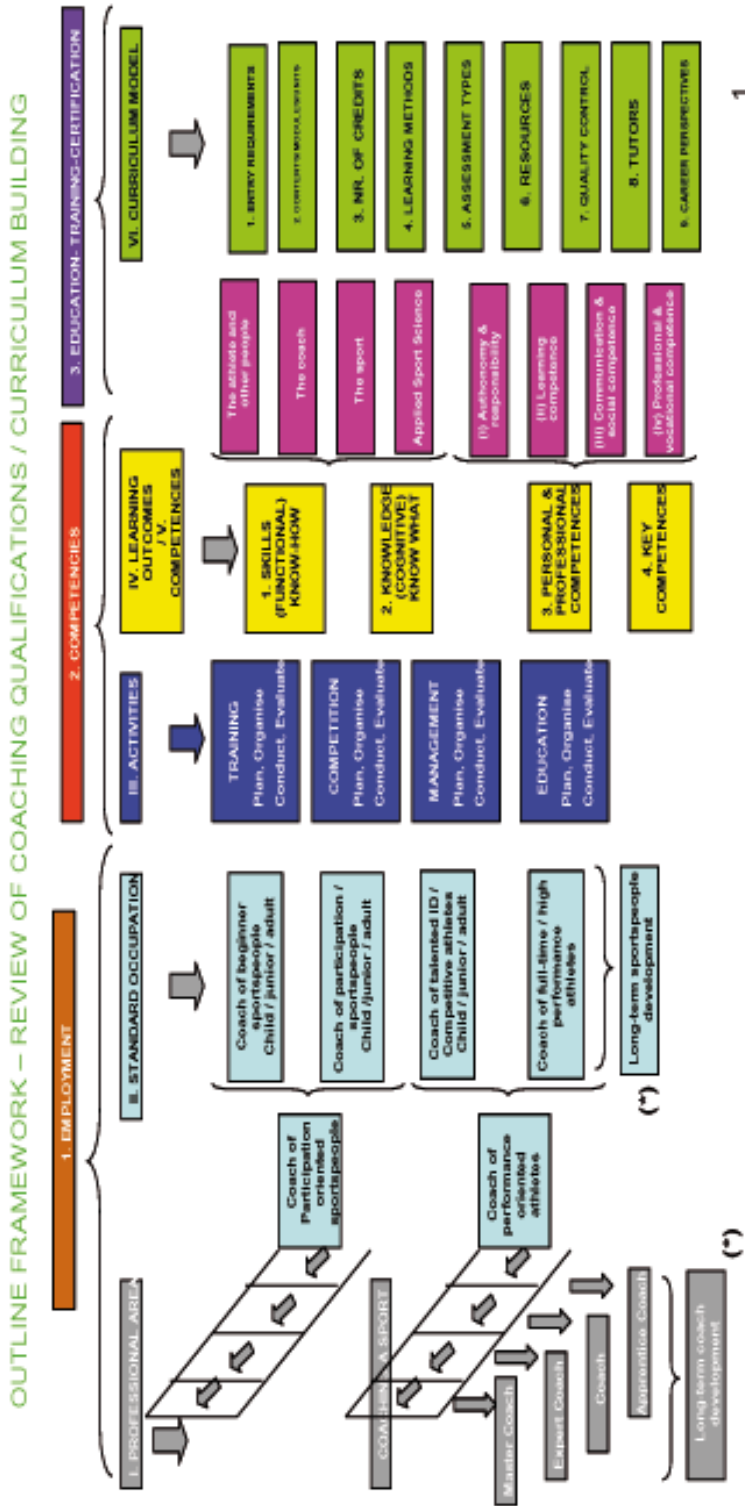


Figure 2: Curriculum building model

IAAF's aim of promoting the sport as a whole, as opposed to specific events, in countries where development is lagging: Level I covered all events while for Level II participants had to choose from one of the following event groups:

- Sprints, Hurdles and Relays,
- Middle Distance, Long Distance and Walks,
- Jumps,
- Throws.

In addition, provision is made for IAAF organised Lecturer courses for coach educators wishing to deliver at each level of the CECS.

By 2008, 14,247 coaches had received certification at Level I and 1,398 at Level II. In addition, 226 Level I lecturers and 64 Level II lecturers had been trained to deliver the courses. More than 130 countries have at least one trained IAAF lecturer<sup>23</sup>.

The Level III (IAAF Academy) was introduced in 2004. Recognising the importance of promoting the notion of coaching as a profession, the primary aim was to provide advanced training that combined academic rigour and practical application for coaches aspiring to work in the most common professional roles for federations and other organisations in athletics:

- Elite coach,
- Chief Coach,\*
- Coaching Development Director.

The Academy courses were developed and delivered in partnership with a number of universities around the globe. These courses include work in both the traditional class room-practical session settings and distance learning elements. So far more than 200 coaches have completed an Academy course.

In 2006 the IAAF implemented an ambitious School and Youth Athletics programme, the success of which requires a large number of specialist teacher/coaches in schools and athletics clubs in every country. To meet the training needs for this programme and its expected impact on clubs, two new levels of CECS (Level I & II) courses were developed to replace the existing Level I. The new five-level structure was launched in 2008 together with a plan for

the transfer of qualifications from the old structure. Figure 3 shows the current CECS structure, which includes the following titles:

- Youth Coach
- Club Coach
- Coach
- Senior Coach
- Academy Coach.

In 2007 the IAAF Council approved the new CECS Structure that is organised in five tiers; it is important to note that the with the new structure the event group covered by CECS Level III and IV are now six:

- Sprint & Hurdles
- Middle and Long Distances
- Jumps
- Throws
- Combined Events
- Race Walking

It is also important to note that in the CECS the coach's tasks and career path are seen in terms of the stages of a well thought out athlete development model for the sport of athletics, as well as the organisational and social context within which the sport is delivered. As a consequence, three main contexts for athletics coaching are identified:

- Promotion and talent identification
- Performance development
- Performance management.

Recognising the increasing importance of junior and youth category competition on the international level, including the Youth Olympic Games, the IAAF has recently added a new role to the Academy programme: the Youth Chief Coach. The training provided is meant to develop a new combination of professional competencies to meet the specific needs of young high-level performers and to manage a federation's overall programme for young athletes. Pilot courses were conducted in English and French in 2010 and will be rolled out around the world in 2011.

National federations in athletics may use any or all of the CECS, depending on the competences required by their coaches. With the support of Olympic Solidarity, the system as a whole has become the main model of formal

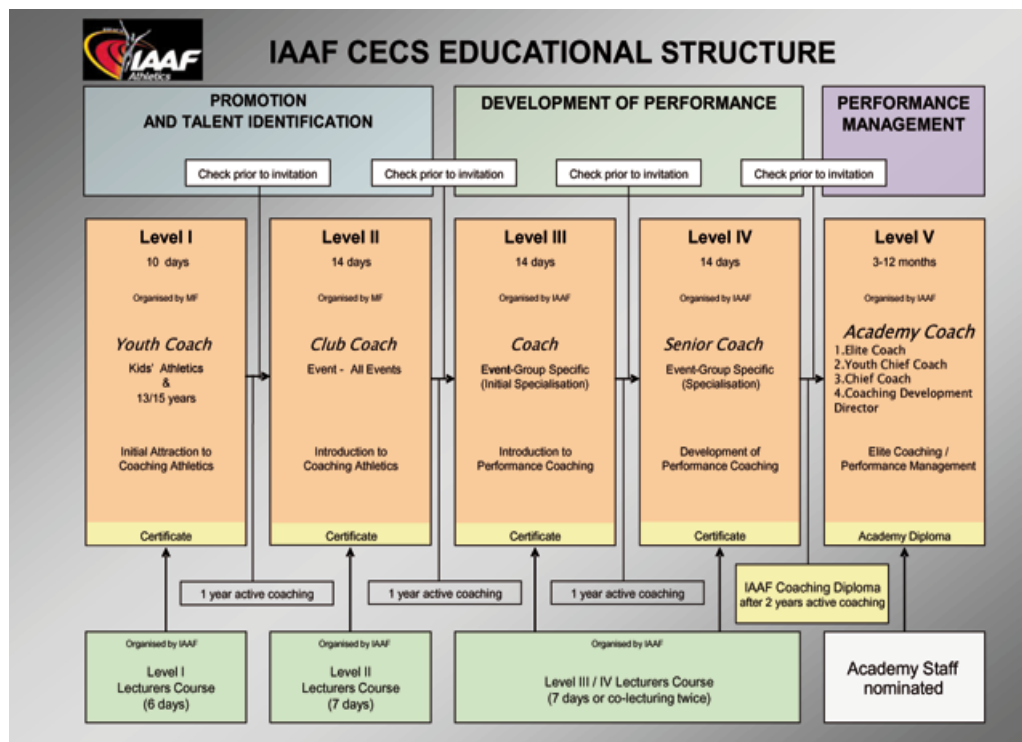


Figure 3: Structure of the IAAF Coaches Education and Certification System

coach education in athletics in many less-developed countries around world. It should be noted that it was not intended for it to replace the well-established programmes of the stronger national federations. Instead, a key aim is to provide a more uniform and transferrable set of development experiences, competences and certification for coaches: it is meant to be a global reference point for the development of coaches in athletics. Where national federations are in the early stages of developing their coach education and development programmes or dissatisfied with their current arrangements, the CECS offers a significant resource that can be adapted and applied to the needs of a specific situation. In the case of more established programmes, it provides the basis to support delivery and to inform the review and further enhancement of existing arrangements and programmes. Recent examples of such use include the national federations from New Zealand, South Africa, Iceland and Hungary.

It should be noted that, outside of the last two examples mentioned, the CECS does not seem to have been embraced by the 50 European federations with as much enthusiasm as in the rest of the world. The same goes for the IAAF School and Youth Programme. This could be significant if one is concerned about the long-term prospects for the level of performance and the quality of coaching in Europe.

It could be assumed that low interest in the IAAF's programmes is because the European federations generally have access to satisfactory national programmes and other resources and therefore do not need to look elsewhere. However, anecdotal evidence suggests that there are federations in Europe that are reviewing their current arrangements or have openly expressed a desire for both change and outside support. It has been suggested that because the IAAF's development- and coaching-related communications have been more focused towards Africa, Asia, Oceania and the Americas, the European federations

may not always be aware of the CECS or the School and Youth Programme and therefore have not assessed the possible benefits they might provide. European Athletics has recently begun efforts to promote the two IAAF programmes<sup>24</sup>.

### Relationship between the EFRCCQ and the CECS

Around the time the IAAF began to consider the need for developing the original three-level CECS into a five-level system it also supported the nomination of a representative from its area association for Europe, the European Athletics Association (EAA)<sup>25</sup>, to the Review Group for the EU 5-level structure for the recognition of coaching competence and qualifications. Subsequently, the IAAF also became directly involved in the Review.

Interestingly, the CECS provides an important example of a sport-specific coach development programme that is based on the needs of the sport yet may be mapped against the EFRCCQ. There are a number of key features that are common to the CECS and the EFRCCQ frameworks, as well as some important differences. Table 4 provides an overview of the relationship between the CECS and the EFRCCQ, highlighting similarities and differences.

It is clear from Table 4 that, despite some differences, there is a positive relationship between the CECS and the EFRCCQ frameworks. Importantly, it is possible to map athletics coaching roles against the EFRCCQ based on role title, core function and competences. While there are differences in the number of levels and in the treatment of participation and performance coaching roles, this is reflective of the current analysis of coaching roles that are most appropriate for the sport of athletics. The EFRCCQ has set out to provide a more commonly accepted and understood language in coaching. A critical test of its effectiveness is the extent to which the programmes of different sports and countries can be mapped against coaching roles within participation and performance oriented standard occupations. This is possible within the sport of athletics on a global basis and represents an important

step in the development of coaching as a profession where sport specific needs, coaching roles and national contexts are clearly identified.

As indicated earlier, the EFRCCQ suggested two standard occupations with four main coaching domains: participation coaches for beginners; participation coaches for children, adolescents and adults; performance coaches for talented young athletes; performance coaches for high performance athletes. In the case of the CECS there is no distinction made between coaching domains and five main roles are outlined as part of a progression within a single standard occupation: participation coach for children (up to 15 years of age); participation and talent identification coach for young adolescents (13-15); performance coach for older adolescents and adults; performance coach for adults; elite performance coach for adults. That said, the CECS identified three key contexts in which coaches work: promotion and talent identification; development of performance; performance management. The CECS also makes provision for education and management roles that are relevant to the sport of athletics, including the designation of Youth Chief Coach at Level 5.

### Conclusion

This report has outlined the development and major features of the emerging EFRCCQ and the CECS. It has also described the relationship between the two and demonstrated that there are many common elements in the systems, reflecting a convergence in language; methodology and role definition within sport coaching.

It should not be expected that the CECS should directly match the EFRCCQ. The unique requirements of the sport of athletics and the needs of participants in the sport have led to the development of the CECS. Ideally, the CECS should reflect the needs and structures of the sport and be constructed in such a way that it can be mapped against the EFRCCQ.

Based on the foregoing, this is clearly the case and it is now possible to chart the position of coaching roles and the associated develop-

Table 4: Relationship, similarities and differences between CECS and EFRCCQ frameworks

<b>Similarities</b>		
<ul style="list-style-type: none"> <li>• The design of both frameworks is referenced against participant/athlete development</li> <li>• Coaching roles are defined as progressive, moving in stages from novice to expert coach</li> <li>• Levels are defined according to the role of the coach</li> <li>• Participation- and performance oriented-coaching roles are included in both frame works, concurrently in the EFRCCQ and consecutively in the CECS</li> <li>• There is strong correspondence in the performance oriented functions and titles of Coach; Senior Coach and Master/Academy Coach</li> </ul>		
<b>CECS</b>	<b>EFRCCQ terminology</b>	<b>Comment</b>
Level 1 (Youth Coach)	Assistant Coach (Participation-oriented)	Level 1 Youth Coach focuses on skills and organisation and also includes a performance-oriented dimension for coaches of 13-15 year olds.
Level 2 (Club Coach)	Coach (Participation oriented and performance orientation through talent identification)	The Level 2 Club Coach is prepared in all events for basic training in schools and clubs. Talent identification is included at this stage.
Level 3 (Coach)	Coach (Performance oriented)	There is clear relationship between the performance-oriented coach functions in both frameworks. The CECS places this at a higher ,level' due to the earlier inclusion of youth coach
Level 4 (Senior Coach)	Senior Coach (Performance Oriented)	There is clear relationship between the performance-oriented senior coach functions in both frameworks. The CECS places this at a higher ,level' due to the earlier inclusion of youth coach.
Level 5 (Academy Coach)	Master Coach (Performance Oriented)	There is clear relationship between the performance-oriented senior coach functions in both frameworks. The CECS places this at a higher ,level' due to the earlier inclusion of youth coach. Coaching development roles are also included within the CECS framework at this level, as well as the designation of Youth Chief Coach.
<b>Differences</b>		
<ul style="list-style-type: none"> <li>• The EFRCCQ speaks of two standard occupations (performance- and participation-oriented coaching roles), while the CECS treats coaching as a single standard occupation Consequently, there are five sequential levels in the CECS compared to two parallel sets of four levels in the EFRCCQ. The CECS incorporates elements of participation and performance-oriented coaching in a progression through, promotion and talent identification'; development of performance' and ,performance management'</li> <li>• The CECS has a strong performance orientation at the higher levels, with elements of participation-orientation integrated in the early stages.</li> <li>• The CECS makes explicit provision for management; coaching development and coach education functions, as well as performance management and Youth Chief Coach functions</li> </ul>		

ment and certification in athletics against the EFRCCQ (and EQF). This increased transparency will provide for enhanced recognition of the role of coaches in athletics within the wider sporting context. It will also ensure that coaches themselves can make more informed judgements about their desired career pathways and the associated developmental opportunities. The creation of common understandings on coaching roles and the associated competences and qualifications will also support the development of coaching as a professionally regulated vocation.

Within the sport of athletics, each national federation now has the CECS framework as a sport specific reference point. The relationship between the CECS and the EFRCCQ has been charted, providing a road map for each national federation to employ according to their needs in the education and development of their coaches. Therefore, within a European context, the movement of coaches between countries and the recognition of competence and qualifications will be further enhanced.

On a global basis, ICCE has recently committed to the establishment of a Global Framework for the Recognition of Coaching Competence and Qualifications (GRFRCCQ), using the EFRCCQ as a key point of reference. In addition, there is a commitment to work closely with international federations and countries outside the EU in the creation of a truly global framework that will reflect the diversity, richness and varied stages of development in coaching and coaching systems around the world. Given the context outlined in this paper, there is every opportunity to further align the CECS with wider systems of recognition for coaches as deemed appropriate for the needs of athletics coaches and the development of the sport around the globe.

### Recommendations for European Athletics

1. European Athletics should produce a detailed map of the coach education arrangements - formal and informal, offered by the sport and by other agencies - in all the countries of its Member Federations to improve its understanding of the situation and serve a guide for future policy decisions.

2. European Athletics should create a formal strategy for the support and development of coaching, which includes coach education that takes into account the findings of the mapping exercise, the IAAF's plans for the future of the CECS, the other resources available from inside and outside the sport, and the wishes of its Member Federations.

3. European Athletics should continue and intensify its efforts to promote the IAAF CECS as a possible or partial solution for those Member Federations in Europe that are currently reviewing their coach education arrangements.

4. European Athletics, and the IAAF, should continue to participate in the EFRCCQ process, effectively communicate the developments to the Member Federations in Europe and incorporate the developments into its strategy for the support and development of coaching as appropriate.

5. European Athletics should monitor the progress of the proposed project entitled „Sport Coaching in Europe - Transnational Lifelong Learning Strategies,“ participate as appropriate, effectively communicate the developments to its Member Federations and incorporate the developments into its strategy for the support and development of coaching as appropriate<sup>26</sup>.

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## NOTES

- 1 Commission of the European Communities (2007). White Paper on Sport. Brussels and Commission of the European Communities (2007). Treaty of Lisbon amending the Treaty on European Union and the Treaty establishing the European Community. 2007/C/306/02.
- 2 The term Copenhagen Process relates to the stated intention of the EU to enhance its competitiveness and the knowledge base of the economy and including the recognition of coaching qualifications; lifelong learning orientation and quality assurance. The Bologna Process derives its name from a declaration that was signed by the Rectors of Higher Education Institutions in Bologna (1999).
- 3 Commission of the European Communities (2005). European qualifications framework for lifelong learning. Brussels.
- 4 Commission of the European Communities (2008). 2008/C/111/01. Brussels
- 5 Commission of the European Communities (2007). White Paper on Sport, 2.3.7. Brussels.
- 6 Commission of the European Communities Sport Unit (2009). Recognition of qualifications in sport. Internal paper developed at the request of the Working Group on Education and Training in Sport.
- 7 Ibid.
- 8 Ibid.
- 9 European Network of Sport Science and Higher Education (1999). 5-level Framework for the Recognition of Coaching Qualifications. The European Network of Sports Science in Higher Education (ENSSHE) changed its name in 2001 to the European Network of Sports Science, Education and Employment (ENSSEE). The change in name reflected a stronger emphasis on the link between education and the labour market.
- 10 The 2003 ENSSEE Forum in Lausanne included a coaching strand within the programme, where extensive discussion took place on the need to refresh the 5-level structure.
- 11 MADELLA, A. & BECCARINI, C. (2005). Workforce development plan for the European Tennis Sector. Euroseen - EOSE. Lyon.
- 12 PETRY, K.; FROBERG, K.; MADELLA, A. & TOKARSKI, W. (2008). Higher education in Europe: from labour market demand to training supply. Aachen: Meyer & Meyer.
- 13 The declaration was adopted at the ENSSEE Forum of 2007 in Rio Maior, Portugal. Further details are available at [www.enssee.eu](http://www.enssee.eu)
- 14 sports coach UK (2008). The UK coaching framework: a 3-7-11 year action plan. Leeds: Coachwise.
- 15 European Coaching Council (2007). Review of the EU 5-level Structure for the Recognition of Coaching Qualifications. Koln: European Network of Sport Science, Education and Employment. The composition of the review group was as follows: Chair: Dr Patrick Duffy, sports coach UK and Chairman of the European Coaching Council; Mr Corrado Beccarini, CONI, Italy; Ms Jacqueline Braissant, Federation Equestre International; Mr Bruce Cook, International Rugby Board; Dr Miguel Crespo, International Tennis Federation; Mr Christophe DeBove, INSEP, France; Dr Elio Locatelli, International Association of Athletics Federations; Mr Declan O Leary, National Coaching and Training Centre, Ireland; Dr Thierry Marique, Louvain, Belgium; Dr Ladislav Petrovic, Director, Coach Education, Semmelweis University; Mr Jose Rodrigues, Director, Rio Maior; Mr Agoston Schulek, European Athletics Association; Mr Ton Van Linder, European Handball Federation. External advisor: Mr John Bales, President, Coaching Association of Canada and President of the International Council for Coach Education.
- 16 The Review has defined sport coaching as follows: 'The guided improvement, led by a coach, of sports participants and teams in single sport and at identifiable stages of the athlete/sportsperson pathway' (European Coaching Council, 2007:5)
- 17 TRUDEL, P. & GILBERT, W. (2006). Coaching and coach education. In D. Kirk, M.O'Sullivan, & D.McDonald (Eds). Handbook of physical education. London: Sage.
- 18 GILBERT, W. & TRUDEL, P. (2004). Analysis of coaching research published from 1970-2001. Research quarterly in exercise and sport, 75, 388-399. Also: LYLE, J. (2002). Sport coaching concepts: a framework for coaches' behaviour. New York: Routledge.
- 19 LYLE, J. (2002). Sport coaching concepts: a framework for coaches' behaviour. New York: Routledge.
- 20 GILBERT, W. & TRUDEL, P. (2004). Analysis of coaching research published from 1970-2001. Research quarterly in exercise and sport, 75, 388-399.
- 21 COTE, J.; YOUNG, B.; NORTH, J. & DUFFY, P. (2007). Toward a definition of coaching excellence. International Journal of Coaching Science, 1 (1), 3-16.
- 22 Much of the description of the CECS used in this report was obtained from personal conversations with the IAAF Senior Manager for Education Peter Thompson in the autumn of 2009 and information published on [www.iaaf.org](http://www.iaaf.org).
- 23 DICK, F. (2009) The IAAF CECS system. Presentation to the interest group on the topic of performance directors at the Global Coach Conference. Vancouver: International Council for Coach Education.
- 24 Personal conversation with European Athletics Development Manager Bill Glad, November 2007.
- 25 The EAA has since rebranded as European Athletics.
- 26 This proposal has recently been submitted by ENSSEE to the European Commission, with the involvement of European Athletics and a range of other organisations within the European coaching landscape